

Habitat Home

Standard C3



FOCUS Habitats

OBJECTIVE To understand how creatures interact with their specific environment

OVERVIEW Every creature has a special type of home (habitat). An animal's habitat must meet its unique needs. Different types of birds build different nests to help create their special habitats.

WHAT TO DO

With your team, carefully follow each step below.



Observe

Look at your home. Think about how it was made. Now look at the birds' nests on page 2. Think about how each of these nests was made.



Describe

Describe a bird's nest that you have seen. What did it look like? What color was it? What was it made from? What do you think it would feel like?



Discuss

What word means an animal's home? **habitat**
What kind of home do most birds build? **nest**
What might be in a bird nest in the spring? **eggs**

INTRODUCTION

National Standards

Focus: C3

Related: A1, A2, C1, C2

Category

Life Science

Focus

Habitats

Objective

To explore how creatures interact with their specific environments

Overview

Read the overview aloud to your students. The goal is to create an atmosphere of curiosity and inquiry.

Say: "Every creature has a special type of home called a habitat. A creature's habitat is part of its environment and must meet its unique needs. For example, different types of birds must build different kinds of nests to help create their special habitats."

Additional Comments

To help students see the unique relationship between a creature and its environment, discuss the different kinds of "homes" that creatures live in.

Make two columns on the board. Label column 1 "Creature" and column 2 "Home".

Write the name of a creature in column 1, then ask students what kind of home should be written in column 2.

Examples include: human/house, bear/den, rabbit/hole, bee/hive, cow/barn, ant/anthill, etc. Use the word "habitat" often.

ENGAGE - Day 1

What To Do

Once students are seated in “research teams” with materials in front of them, read the first section (OBSERVE) aloud.

Say, “To start this lesson, we’re going to **observe** some things. Good scientists always carefully examine the things they will be working with before beginning. First, I will read the instructions to you. Then you can follow the instructions as you **observe** the items in front of you.”

Monitor teams closely as they follow instructions. When teams are finished with this section, repeat the process with the DESCRIBE section. Conclude with the DISCUSS section.

Options

Expand the DISCUSS section, by having students use crayons or markers to write the dotted “key words” on a separate piece of paper. Write the word **habitat** in green, the word **nest** in brown, and the word **eggs** in light blue.

Habitat Home
Standard G

FOCUS Habitat

OBJECTIVE To understand how creatures interact with their specific environment

OVERVIEW Every creature has a special type of home (habitat). An animal's habitat must meet its unique needs. Different types of birds build different nests to help create their special habitats.

WHAT TO DO
With your team, carefully follow each step below.

Observe
Look at your home. Think about how it was made.
Now look at the birds' nests on page 2. Think about how each of these nests was made.

Describe
Describe a bird's nest that you have seen. What did it look like? What color was it? What was it made from? What do you think it would feel like?

Discuss
What word means an animal's home? **habitat**
What kind of home do most birds build? **nest**
What might be in a bird nest in the spring? **eggs**

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Seela Science® HABITAT HOME - 1

Teacher to Teacher

Every organism relies on its habitat to survive. Destruction of their unique habitat is the primary reason that many forms of life have become extinct.

Deforestation (removing all the trees) and habitat fragmentation (splitting wild areas into separate “islands”) are two common forms of land use that can cause signifi-

cant damage to animal, bird, and plant populations.

A healthy environment constantly maintains a balance. When a species becomes extinct, there is a negative impact on biodiversity (ecosystem variety). Over time, unplanned development that upsets this important balance can threaten our quality of life.



READ THE STORY

A nest is an important part of a bird's habitat. Read the story below to find out how different birds build different nests to meet their special needs.

Bird Nests

Different kinds of birds build different nests. Different kinds of birds have different needs. Every kind of bird builds a different kind of nest that is specifically designed to meet that bird's needs.



This nest is in a tree.

Many birds build nests in trees. A large area filled with trees is called a forest. Many kinds of birds live in the forest. Most forest birds build nests in trees. Birds need the trees. A nest built high in a tree helps keep birds safe from many kinds of predators. The leafy branches also help hide the nest.



This nest is in the prairie.

Many birds build nests in the prairie. A prairie is a huge area with few trees. Many kinds of birds live in the prairie. Most prairie birds build nests in tall grass. Birds need the prairie. The prairie provides lots of food for birds. The tall grass helps hide the birds. It also gives them material to build their nests.



This nest is in a marsh.

Many birds build nests in a marsh. A marsh is a large area covered with shallow water. Many kinds of birds live in the marsh. Most build nests in the reeds. Birds need the marsh. The marsh gives birds food and shelter. Sometimes a marsh is set aside just for birds. This is called a conservation area.

WHAT I LEARNED - part 1

Discuss the story (page 2), then answer the questions below.

1 Why do birds build different kinds of nests?

2 How are forest nests like prairie nests? How are they different?

3 What might happen to marsh birds if the marsh dried up?

WHAT I LEARNED - part 2

Discuss the activity (page 4), then answer the questions below.

1 Describe three different kinds of nests.

2 How were your nests the same? How were they different?

3 If a nest is destroyed, what might happen to the eggs? Why?

INFORM - Day 2

Read The Story

Read the story aloud with your students. (Suggested adjustments for reading levels can be found in the RESOURCE BINDER on page 8.) After reading, monitor teams as they discuss what was read. Once you feel students have mastered the basic concepts, have them answer the comprehension questions (**What I Learned - part 1**).

To introduce the story, say:

“The title of this story is ‘Bird Nests.’ Look at your story and follow along as we read it together.”

What I Learned (part 1)

These are basic fact-based comprehension questions. Student answers will vary but suggested responses include:

- 1 different birds have different needs
- 2 a) both are designed to keep birds safe
b) forest nests are high in trees; prairie nests are hidden in the grass
- 3 they would lose their food and shelter; they probably would die

Field Trip

Visit a large tree! Have students sit near the tree, close their eyes, and sit silently for 60 seconds. Ask them to listen for different sounds coming from the tree or its residents. When they open their eyes, challenge them to spot signs of birds or insects that live in or near the tree.

Guest Speaker

Invite an avid bird watcher to your class. Ask him/her to bring displays or personal pictures of various types of nests.

EXPLORE - Day 3

Materials Needed*

deli paper	toothpicks
yarn (brown)	feathers
bowl	flour
Easter eggs -2	spoon

Safety Concerns

4. Sharp Objects

Remind students to exercise caution when using toothpicks.

4. Slipping

There is a potential for spilled liquids. Remind students to exercise caution.

Do the Activity

Read the activity in advance so you understand it thoroughly. (If time allows, try it yourself.) Before students begin, carefully go over the **Safety Concerns** together.

Pass out materials, then have your students follow along as you read the instructions for **Step 1**. Monitor teams closely as they complete this step.

Once teams have completed **Step 1**, read instructions for **Step 2**. Monitor teams as before. Repeat for **Step 3** and **Step 4**.

After the activity, allow time for each team to share their observations. To encourage higher-level thinking, encourage teams to not only share their observations with each other, but also with other teams.

Special Instructions

Steps 1 & 2 - Differences in motor skills development may make it difficult for some teams to build these nests. If you see problems, join the group and demonstrate. This will shift the focus from the skill to the observation process.

Step 3 - If the “mud” is too sticky, sprinkle some flour onto the students’ fingers. Keep paper towels on hand for immediate clean-up of any mess.

DO THE ACTIVITY
Working with your research team, carefully follow each step below. Before you start, be sure you know the safety rules for this activity.

STEP 1
Place a piece of waxed paper on your work table. Carefully stack toothpicks on it in a small circle to make a nest. When finished, gently move this nest aside.

STEP 2
Repeat Step 1, only this time try to weave yarn and feathers into the nest to help hold the toothpicks together. When finished, gently move this nest aside.

STEP 3
In a bowl, mix flour and water to make a thick “mud.” Dump the mud on the paper, then mold it into the shape of a nest. Add a lining of feathers.

STEP 4
Observe your three nests. Place the eggs in each nest to see how they look. Compare the nests you made with those created by other research teams.

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What Happened?

Immediately following the activity, help your students understand what they observed.

Say: “*In Steps 1, 2, and 3, you learned about different kinds of bird nests by building models.*”

Every type of bird builds its own unique kind of

nest that is designed to meet the special needs of that kind of bird.

In Step 4, you compared the nests you built with those built by other research teams. You discovered that even though many nests were very similar, each individual nest was unique.

* *Bold-faced items supplied in kit.*

NAME _____

Show What You Know 1

Color the forest nest gray. Color the prairie nest brown. Color the marsh nest green. Write the names of each habitat on the correct line below.

This nest is in the _____

This nest is in the _____

This nest is in the _____

To the Parent . . .

Lesson Focus:
Habitat & Environments

Lesson Objectives:
To explore how creatures interact with their environment

National Science Education Standards:
Standard E3 — "All students should develop an understanding of organisms and environments . . . patterns of behavior are related to the nature of the organism's environment . . . all organisms cause changes in the environment where they live . . ."

Follow-up Questions:
Ask your child to describe one type of bird's nest.
Ask your child why different kinds of birds make different kinds of nests.
Ask your child why nests are an important part of a bird's habitat.

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Extended Teaching

- To expand vocabulary, use other "habitat words" such as home, "surroundings," or "environment." Explain how animals depend on warm, safe homes for survival. Ask them to think of ways we can help ensure the safety of animals by respecting their environment.
- Ask students why most birds lay their eggs in bowl-shaped nests? Discuss how a flat nest might affect an egg. To illustrate, let them try to balance three plastic eggs on a paper plate, then repeat the activity with a styrofoam bowl. Now ask which shape provides better protection.
- For a special SNACK, make edible nests! Melt a bag of butterscotch chips in a pan. Add Chinese noodles. Mix thoroughly and spoon onto waxed paper. While the mixture is still warm, press down in the center with a large spoon to make a bowl shaped depression. Now add white yogurt covered raisins for eggs — and let the feast begin!

EXPAND - Day 4

Begin **Day 4** with a review of **Day 3**, then have students answer "part 2" questions.

What I Learned (part 1)

These are higher-level cognitive questions (explain, compare, predict). Student answers will vary but suggested responses may include:

- 1) Nest 1: sticks only. Nest 2: sticks, yarn, feathers. Nest 3: mud, feathers
- 2) a) same basic shape b) made from different materials
- 3) a) they might break or die b) eggs need protection to live

ASSESS - Day 5

Suggestions for modifying assessments to reflect reading levels can be found in the RESOURCE BINDER on page 10.

Show What You Know 1

Answer Key (general assessment):

Blanks: 1) forest 2) marsh 3) prairie
The top nest should be brown; the middle nest should be green; the bottom nest should be gray.

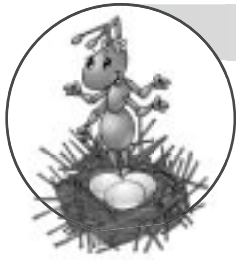
Show What You Know 2

Answer key (optional Fluent Reader test):

- 1) M 2) F 3) P 4) M 5) P

To The Parent

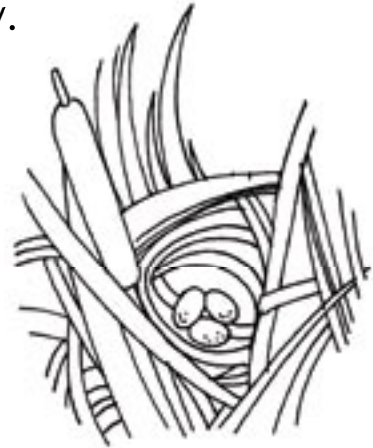
Included at the bottom of all assessment tests, "To The Parent" provides a great way to solicit parent involvement. It not only gives parents an overview of the lesson, but also provides follow-up questions for home use.



Show What You Know 1

Color the **forest** nest gray. Color the **prairie** nest brown. Color the **marsh** nest green. Write the names of each habitat on the correct line below.

This nest is in the



This nest is in the



This nest is in the



To the Parent . . .

Lesson Focus:

Habitats & Environments

Lesson Objective:

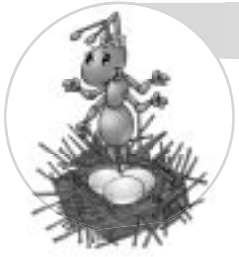
To explore how creatures interact with their environment

National Science Education Standards:

Standard C3 — “All students should develop an understanding of organisms and environments . . . patterns of behavior are related to the nature of the organism’s environment . . . all organisms cause changes in the environment where they live . . .”

Follow-up Questions:

- Ask your child to describe one type of bird’s nest.
- Ask your child why different kinds of birds make different kinds of nests.
- Ask your child why nests are an important part of a bird’s habitat.



Show What You Know 2

Read each sentence below. If it describes a forest, then circle **F**. If it describes a prairie, then circle **P**. If it describes a marsh, then circle **M**.

F P M 1. A nest built in an area covered with shallow water.

F P M 2. A nest built in an area filled with trees.

F P M 3. A nest built in a huge area that has very few trees.

F P M 4. A wet conservation area set aside just for birds.

F P M 5. An area where tall grass helps to hide birds.

To the Parent . . .

Lesson Focus:

Habitats & Environments

Lesson Objective:

To explore how creatures interact with their environment

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Follow-up Questions:

Ask your child to describe one type of bird’s nest.

Ask your child why different kinds of birds make different kinds of nests.

Ask your child why nests are an important part of a bird’s habitat.