

**Where The Wild Things Are Lesson Plans**  
**Grade 1**

**Written and Developed by**  
**Sara Powers and Allen Waller**  
**Edited by Dr. Julie Green**



**Grades:** 1-2

**Topic:** Where the Wild Things Are

**Description:** Discover the four elements of habitat that are essential for wildlife, and better understand the nature of homes and habitats.

**Objectives:** Students will be able to:

- Define habitat.
- Describe the four elements of habitat. (food, water, shelter, space)
- Describe their (human) habitats and elements they use/need.
- Compose a paragraph describing the elements of habitat needed by animals.

**Materials:**

- Book: *Crinkleroot's Guide to knowing Animal Habitats* by Jim Arnosky
- Video: *The Life of Mammals* by David Attenborough (chapter 3, beaver)
- Chalk board, chalk
- Science journals

**Standards:**

- **Standard 3:** Life Science: Observe, describe and ask questions about living things and their relationships to their environment.
  - **1.3.4** Describe how animals' habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.

**Activities:**

- Opening of lesson: The book *Crinkleroot's Guide to knowing Animal Habitats* by Jim Arnosky will be read to the students. While reading the book students should be encouraged to think about elements of habitat needed by animals. (Teachers should use dialect reading and encourage student questions.)
- Teacher will ask the students what is a habitat, allowing student discussion and answers. (Teacher should encourage students to raise hands instead of shouting out answers.)
- Teacher will talk to students about the elements of habitat and explain that there are four main elements. (food, water, shelter, space) Teacher will ask what they think they are and make a list on the chalkboard according to their responses.
- Teacher will also ask the student about elements of habitat they need. Teacher will have students come to the chalk board and write their responses one at a time.
- Teacher will then tell the students they are going to watch a video about a beaver and its habitat. (chapter 3 in video) Students will be encouraged to take notes and write down elements of habitat the beaver needs.
- Teacher will then ask the students to revisit the list on the board. Should anything be added? Did the beaver need anything different?
- Students will then take out their science journals and write a paragraph describing habitat and the elements of habitat needed by animals.

**Extension Activity:** Take the children to a nature center to observe animal habitats. Have a guided tour and allow the children to really understand animals and their habitats.

**Accommodations for students with disabilities:** Teacher can write paragraph for student who is unable to. Teacher can arrange to have someone sign the words to the movie and the book. Teacher can explain what is happening in the movie to a student who is unable to view it.

**Closure:** Students should be able to describe what a habitat is and the four elements of habitat needed by animals. They will also be able to pinpoint some of the elements used within their environment that they need. Following the lesson plan students will take a guided tour to observe animals within their habitats.

**References:**

1. Aronsky, Jim. "Crinkleroot's guide to Knowing Animal Habitats" Simon and Shuster Books for Young Readers, New York, 1997
2. Video: *The Life of Mammals* hosted by David Attenbotough, BBC Video, 2003

**Grades:** 1-2

**Topic:** Where the Wild Things Are

**Objectives:** Students will be able to:

- Recall what a venn diagram is.
- Produce a venn diagram.
- Compare and contrast animal habitats vs. humans.
- Present their findings.

**Materials:**

- Poster boards
- Colored pencils/markers
- Magazines (student appropriate)
- Glue
- Scissors
- Provided reference books

**Standards:**

- **Standard 1:** Number Sense: Students understand symbols, objects and pictures used to represent numbers up to 100 and show an understanding of fractions.
  - **1.1.10** Represent, compare, and interpret using pictures and picture graphs.

**Activities:**

- Teacher will go over venn diagrams with students. They should be able to recall what it is and how it is used.
- Teacher will then explain to the students that they will be composing a venn diagram on animal vs. human habitats. They will cut pictures from provided magazines of the elements of habitat needed by animals and humans. They will then draw a venn diagram on provided poster board and label one side animals and other humans. Students will then glue the pictures on the poster board in the appropriate spot. They should remember that the middle is for things that are alike. Students should also be encouraged to look at the given reference books for help.
- Teacher will then ask the students if they have any question about the lesson. All questions will be answered thoroughly. Students will also be advised where the materials will be placed and that they need to respect the materials and their peers when gathering what they need.
- Students will then be given their poster boards. Magazines, markers, colored pencils, glue and reference materials will be available at a front table.
- Students will be given an ample amount of time to complete the venn diagram.
- Teacher will walk around and be available to students if they need help.
- Teacher will ask students if they are finished. If the majority is finished, students will be asked to place all unused materials back on the front table and clean up their work area.
- After each student has finished their diagram and cleaned their area they will wait to present their poster.
- Teacher will call on each student, one by one, to present their poster.
- After presenting their poster, students will turn poster in for grade.
- Teacher will have posters in the room once graded.

**Extension Activity:** Students will build their own habitats including the elements of habitat.

**Accommodations for Students with Disabilities:** Students who are unable to do this on their own may be paired with a partner who will assist them and complete the diagram together.

**Closure:** Students will review venn diagrams and use them to compare animal habitats vs. human habitats. They will use given materials to find pictures of the elements of habitat and glue them on a poster board. The poster board should be used to draw a large venn diagram. Students will the present the poster boards to the class. Upon completion of this lesson students will then build their own animal habitats using given material. They use the elements of habitat in them.

**References:**

1. Carter, Kyle. "Animals that build Homes." The Rourke Book Co. Inc, Fl. 1995
2. Knapp, Dr. Brian. "Habitats." Science Matters Vol. 8. Grolier Educational. CT. 2003
3. "What's Inside? Animal Homes." Dorling Kindersley. NY. 2003C

Allen Waller  
Sara Powers

After Field Trip Lesson Plan 2

**Grade:** 1<sup>st</sup> & 2<sup>nd</sup>

**Topic:** Where the Wild Things Are

**Materials:**

One shoebox/ one tissue box, small toy animals, colored/ white construction paper, crayons/ colored pencils, glue/ tape, picture/ activity books, assortment of arts and crafts stuff, provided reference books, and scissors.

**Standard:**

Science 1.4.2- Choose two animals that build shelters within their habitats. Compare the shelters in terms of the materials and tools they use, the type and purpose of shelter they provide.

**Objectives: The students will be able to.....**

- Define habitat
- Tell the difference between two habitats
- Build their own diorama habitat with materials around them

**Activities/ Procedures:** Teacher will introduce the word diorama and explain what it is and how they will be using it in their lesson.

1. Students will then pick out one shoebox and one tissue box to build their diorama habitat.
2. Students will then place shoebox where front panel is open and students will also cut out tissue box front panel.

3. Students will then decorate the box's exterior with crayons/ colored pencils or colored construction paper.
4. Students will then decorate the box's interior background by using crayons/colored pencils or colored construction paper.
5. Students will then draw, color, cut out, or pick out small toy animals that they want to be placed inside their habitat.
6. Students will then glue any animals or cut outs they want to use inside their habitat.
7. Students will then position their animals and cut outs inside the box by gluing or taping them.

**Extension activity:**

Students that finish early will go to a computer and log onto [Switcheroozoo.com](http://Switcheroozoo.com). Here they will play a matching game where they match different materials to different animal habitats.

**Disability adaption:**

Students with disabilities will be able to work with a partner.

**Closure:**

After building two diorama habitats one with a shoebox and one with a tissue box students will be able to distinguish between two habitats and they will also learn that all habitats need water, food, shelter, and space. After completing this lesson students will then present their dioramas to the class.

References: [www.firstpalette.com](http://www.firstpalette.com); [www.switcheroozoo.com](http://www.switcheroozoo.com)