

Outdoor Science! Week 1: Grades K-2

Day	Topics	Related Standards
1	Investigating Living vs Non-Living	<u>Observe, ask questions, and explain</u> the differences between the characteristics of living and non-living things.
2	Investigating Energy Distribution	<u>Develop a model</u> representing how life on Earth depends on energy from the Sun and energy from other organisms.
3	Investigating Plant and Animal Structures	<u>Observe, ask questions, and explain</u> how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.
4	Investigating Growth and Survival	<u>Develop and use models</u> about how living things use resources to grow and survive.
5	Investigating Organism Resources	<u>Obtain, analyze, and communicate</u> evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.

Outdoor Science! Week 1

Day 5: Investigating Organism Resources

Teacher/Parent Background

In order to survive, all living things need air, water, and food. Animals obtain their food from plants and other animals, which provides them with the energy they need to move and grow. An animal's home (habitat) must provide these basic needs (air, water and food) along with shelter from bad weather and predators.

Overview

In this activity, students will reflect on day 4 and learn about what animals and plants do and need to survive. Using outdoor materials such as leaves, rocks and sticks, young learners will construct their own small model of a shelter for a plant or animal of their choosing, taking into consideration their basic needs.

Related Standards

- Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.

Key Terms

- Predators
- Prey
- Desert
- Habitat
- Shelter

Materials List

- Computer or tablet with internet access and sound
- Sticks, rocks, leaves, or any other outdoor material found
- Journal

Activity Description

1. Review from the previous days what plants and animals need to survive.
 - *Be sure to ask them for specific examples*
2. Listen to [The Three Javelinas by Susan Lowell read aloud.](#)
 - *Ask the learner what they noticed about the three shelters.*
 - *What are some other ways animals use shelter or adaptations to survive?*
3. Brainstorm what kinds of materials they think they would need to create a shelter for a javelina.
4. Take a walk outside with your journal. Look at what resources are available outside on your walk. Collect anything you think would be useful for structure building later.
 - *Prompt the students to think about the story.*
 - *What materials do you see that are similar to the book?*
 - *What would you use to create your own shelter?*



5. After your walk outside, take some time to draw what a shelter for an animal looks like.
 - *What types of things do you need to use for your structure to make it strong?*
 - *How will they be close to the things they need to survive?*

Closure

Reflect

- *What types of things do you use for your structure to make it strong?*
- *How will the flora or fauna be close to the things they need to survive?*
- *If you could do this again, what would you change?*

Extension

- Watch and Learn! [3-2-Wonder: Animal Habitats](#)
- Read! *In the Tall, Tall, Grass*- Denise Fleming
- Play! [Animal Habitat Game](#)