

Lions, Tigers & Monsters, Oh My!

Day 2: A Place to Call Home

Teacher/Parent Background:

Lions, tigers and monsters? Yes, you read that correctly; monsters! By creating a unique monster, students will apply their understanding of the needs of living things and their roles in their environments. All animals and plants (including monsters!) body parts that help them survive, grow and behave in their environments. A living thing's environment is like its home, providing shelter/protection, access to water/food and space. In science, we describe a habitat as a place where plants and animals can live.

Overview:

In this activity, students will create a habitat that best suits the needs of their monsters.

Related Standards:

- Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.

Key Terms:

- Organism- A single living thing
- Basic Needs- Things that a living thing needs to survive
- Survive- Stay alive
- Shelter- Protection from the environment
- Habitat- A place where plants and animals can live
- Non-living- Things that have never lived.

Materials List:

- Pen/pencil
- Possible visual representation resources:
 - Colored pencils/crayons/markers
 - Internet access for images/pictures
- Internet access - optional for *Extensions*
- Computer/phone with audio - optional for *Extensions*
- *Student Resources - Pages 4-6*
 - *Freshwater Ecosystem*



- *Desert Ecosystem*
- *My Monster's Home - Portfolio Page 2*

Activity Description:

- Revisit student ideas from *Day 1's: A Monsterous Task!*,
 - How would you best describe your monster?
 - What body parts does your monster have to help it survive?
 - What else might we need to know about your monster as the project continues?
- As we continue this project, we still need to know a few things about your monster! One of which is where your monster lives. As we have learned, plants and animals live in different places. A living thing's habitat is its home, providing shelter/protection, access to water/food and space.
 - For example, the birds outside my house have a habitat that includes trees for protection/shelter, a water dish for access to water, various seeds in the grass for food, and other trees in the neighborhood for space.
- Today, you are going to create your monster's habitat by answering the following questions:
 - Where does your monster live?
 - What kinds of living and non-living things are in your monster's habitat?
- To help you get started, we are going to explore examples of two different types of habitats!
 - Engage students in the following activity:
 - Using the images in the *Freshwater Ecosystem* and *Desert Ecosystem*, identify living and non-living things.
 - Then, discuss the questions below the images.
 - Freshwater Ecosystem - Possible responses may include:
 - Living things are the trees, bushes, plants, and fish.
 - Non-living things are the rocks, gravel, sunlight, and water.
 - The fish may need living things like, smaller fish/animals to eat and plants to hide in.
 - The fish may need non-living things like water, sunlight, rocks for shade and for protection.
 - The fish will need a temperature that is not too hot or too cold and freshwater that is not polluted.
 - Desert Ecosystem - Possible responses may include:
 - Living things are the cacti, trees, plants, and rabbits.



- Non-living things are the rocks, gravel and sunlight.
- The rabbits may need living things like plants to eat and bushes to hide in.
- The rabbits may need non-living things like water to drink, sunlight, rocks/ground for a space to burrow inside.
- The rabbits will need a temperature that is not too cold and not too much rainfall, as they are used to warm temperatures and dry periods.
- After looking through a few examples of habitats, let's revisit your monster! Remember, today you are creating its habitat!
 - Where does your monster live?
 - What kinds of living and non-living things are in your monster's habitat?
 - Assist and monitor students as they begin creating their monster's habitat, by guiding them through the *My Monster's Home - Portfolio Page 2*.
 - Encourage students to use colored pencils/crayons/markers to help them illustrate the parts of their monster's ecosystem.

Closure:

- After the activity has concluded, engage in a discussion with students:
 - How would you best describe your monster's habitat?
 - Now that you have created your monster's habitat, what changes do you want to make to your monster/monster's body to make sure it is best suited to live in its habitat?
 - Feel free to update your *Monster's Portrait* from Day 1!

Extensions:

Watch & Play! BrainPOP - [Ecosystems](#) (free access to BrainPOP at this [link](#))



Student Resources

Freshwater Habitat



Google Image, Conservation Gateway, Healthy Rivers in Colorado Assessing Freshwater Ecosystems for Conservation Outcomes, 2018.



Google Image, Synchronicity Earth, Freshwater Programme: Conserving Freshwater Fish and Ecosystems, 2020.

Circle the living things you can see. Box the non-living things you can see.

Consider the fish. What living things do they need in their freshwater habitat?

What non-living things do they need in their habitat?



Desert Habitat



Google Image, Arizona Important Bird Area Program, Cave Creek Ecosystem, 2011.



Google Image, KCET, Architects of The Desert: Jackrabbits and Cottontails, 2012.

Circle the living things you can see. Box the non-living things you can see.

Consider the jack rabbits. What living things do they need in their desert habitat?

What non-living things do they need in their habitat?



My Monster's Home - Portfolio Page 2

Habitat Brainstorming!

Where does your monster live? What is it's habitat like? Will it be underwater, in a forest, in the arctic or somewhere else?

What other living things are in your monster's habitat? Will there be lots of plants and other animals? What do those plants and animals look like?

What non-living things and conditions does your monster need in its habitat?
What kind of protection/shelter does it need?