

# Habitats Science Trail

What is a habitat? Do you know? Is this one? Today you are going to investigate. During this investigation we are going to make 4 stops. We are going to look at the things that make up a habitat: Shelter, Water, and Food. Then we are going to look at what happens when the habitat is changed. Does that affect the animals? We are going to work as a group to find out.



Grades 3, 4, and 5  
State Standard 5.4.5  
Created by: Heather Wohlford



For the first stop you need to find these woods behind Cordier Auditorium. When you get there we are going to investigate the area for shelters. How might animals use this area for a home or protection? As you walk around look for at least three kind of shelters. Then we will meet at the edge to discuss what you found.

Draw a picture of the woods. Include three animals and how they use the woods for shelter in your drawing. You can work on this drawing while you are investigating.





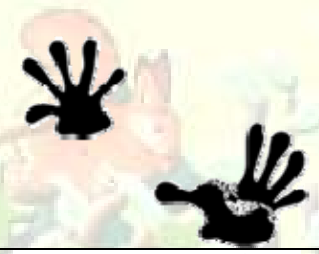
Go to the path shown on the left and follow it down to the creek shown on the right. Here we are going to investigate how water is an important part of a habitat. What animals come to the water? Do all animals need water? Why? Walk around the bank very carefully and look for evidence of animals. Be careful not to step on any. Here are some pictures to help you identify possible animals.

Deer	
Dog	
Coyote	

Opossum



Raccoon



Squirrel



What animals use this creek to get water? List the prints that you see.





Look for this area between the Administration Build and Oakwood Dormitory. We are going to investigate sources of food here. Look around on the ground. Do you see anything that animals would eat? What?

Animals need food to survive. We are going to create our own feeder to help the animals. We are going to make a bird feeder. For this we need:

- 🔪 Plastic Bottle (20 oz)
- 🔪 Pie pan
- 🔪 Bird seed
- 🔪 2 hangers
- 🔪 2 nails



For our last stop we are going to go to this open area called the mall. We are going to investigate what happens when habitats change. Do changes affect animals? Are changes good? Are they bad?

During this station we are going to do a yarn activity. Each of you will be a different animal. First we will find out how the animals are connected. Then we will investigate how changes to their environment affect the animals.

How are all of the animals connected?

What happened when one animal's shelter was taken away? How did that affect the other animals?

How did the change in water affect the animals?

What happened when a new animal was introduced to the habitat?



## Habitat Science Trail Teacher Page

### State Standard:

5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

### Overall Goal:

The students will review the concept of habitats and learn about how changes in the habitat affect the animals living there.

### Objectives:

1<sup>st</sup> stop: After exploring and a discussion, the students will draw the woods with three animals in their animal shelters.

2<sup>nd</sup> stop: After our discussion, the students will list three animals that came to the creek to drink.

3<sup>rd</sup> stop: Given the materials and instruction, the students will successfully build a functional birdfeeder.

4<sup>th</sup> stop: After a couple group problems, the students will accurately state the affects that a change in the habitat will have on the animals.

### Assessments:

1<sup>st</sup> stop: The teacher can look at the drawing to make sure that they have three animals in the correct shelters.

2<sup>nd</sup> stop: The students will record the animals that they saw tracks of on their worksheet. The teacher can look at the worksheet.

3<sup>rd</sup> stop: We will be building the birdfeeders together so the teacher can observe and record information on a checklist.

4<sup>th</sup> stop: This has a few questions on the workbook so go along with the activity. The worksheets could be collected at the end or the teacher could check each students work.

### Children's Literature Book:

"The Pinkish, Purplish, Bluish Egg" by Bill Peet

### Related Webquest:

<http://users.manchester.edu/student/halahr/MyWebQuest/index.htm>