

# ANIMAL HOMES

Who lives here?

## INTRODUCTION:

On this Expedition, students will explore the question, “Who lives here?” by identifying habitats and components of a habitat. Students will explore the Museum to find a variety of different animal homes, and discover what animals need to survive.

## SUMMARY:

### Pre-Visit Activities:

1. Students make collages/drawings for the topic, “What you need to survive”
2. The class will bring or draw pictures of their pets, and make a bulletin board of “How we care for our pets”
3. Create a list of animals, distinguishing pets vs. wild; then they will make guesses about why a wild animal would live in a place like the Museum

### Museum Visit Activities:

1. In the *Desertarium*, students will find specific animals and identify food, water, and shelter for each, using a chaperone-led checklist
2. At the *Birds of Prey Center*, students will find four raptor habitats and draw their homes
3. At the *Otter Exhibit*, students will complete sentences describing where the animal lives with the help of the chaperones

### Post-Visit Activities:

1. Using information provided to the teacher regarding raptor homes, students will use their raptor drawings from the Museum and draw or label how the home was made and/or who lived in the home before
2. The class will create a Venn diagram comparing/contrasting lizards vs. fish
3. Circle/Discussion time questions, such as: “What is the difference between something you want, and something you need?”

## VOCABULARY:

food, water, shelter, space, habitat, pets, wildlife, survive, needs, wants

Science

Grade Level: K-1

### Oregon State Standards & Benchmarks:

Life Science:

- Describe the basic needs of living things
- Describe a habitat and the organisms that live there
- Identify how some animals gather and store food, defend themselves, and find shelter

### Bend-LaPine School District Curriculum:

Life Science:

- Describe size and color of objects (K)
- Sort and classify collections (K)
- Recognize physical characteristics, senses, and what living things need to survive (1)

Inquiry:

- Make observations (1)
- Describe simple observations (1)

# PRE-VISIT ACTIVITIES

## THE ESSENTIALS

As an introduction to the unit, have students make collages/drawings for the topic, “What you need to survive.” As students share their collages, group items into categories, such as food, water and shelter. Introduce the word habitat; in small groups, have students discuss what they think habitat means, and then formulate a class definition. (A habitat is the arrangement of food, water, shelter or cover, and space suitable to a plant or animal’s needs.)

## BULLETIN BOARD

Have students bring or draw pictures of their pets to class for a ‘show and tell.’ Talk about what pets need from their owners, and what kids do to take care of their animals so they are healthy and happy. If students don’t have pets, they can choose a stuffed animal that they would like to draw instead. Make a bulletin board of “How we care for our pets.”

## IS IT WILD?

As a class, create a list animals. (You may want to write them on index cards or other paper which can be moved around into different categories.) Make a chart and have students separate the animals into two different groups, pets vs. wildlife. Then have students make guesses about why a wild animal would live in a place like the Museum.

PETS	WILDLIFE

Suggested books for this topic:

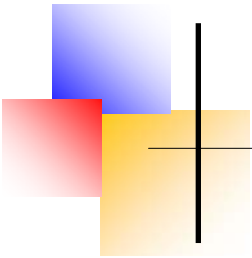
- Crinkleroot’s Guide to Knowing Animal Habitats by Jim Arnosky
- The Salamander Room by Anne Mazer
- Animal Homes by Barbara Taylor
- Zoo-ology by Joelle Jolivet
- About Habitats: Deserts By Cathryn Sill
- Animal Habitats: Learning About North American Animals & Plants Through Art, Science & Creative Play by Judy Press

## PREPARING FOR YOUR MUSEUM VISIT

**Students:** As the day of your Museum visit approaches, focus your students’ thoughts on what they might experience at the Museum and how that fits in with what they are studying. Preparation should not be entirely academic, however; clarify students’ expectations about things such as bathrooms, lunch plans, who they will spend the day with, etc. to alleviate unnecessary anxiety or disappointment.

**Chaperones:** Don’t forget to prepare your chaperones! They are a valuable resource; use them to help make your field trip an educational success! Send them a letter explaining your educational goals/focus for the trip and letting them know that students will need their help with the Museum activities. Outline the tasks they will be responsible for throughout the day. Set aside time to talk with your chaperons and answer their questions.

**Logistics:** Remember to prepare student and/or chaperone materials in advance. Don’t forget nametags with your school name, and have your confirmation form and admission fee ready when you arrive to avoid delays as you check in.



# LEARNING EXPEDITION

## HIGH DESERT MUSEUM

### ANIMAL HOMES

Who lives here?

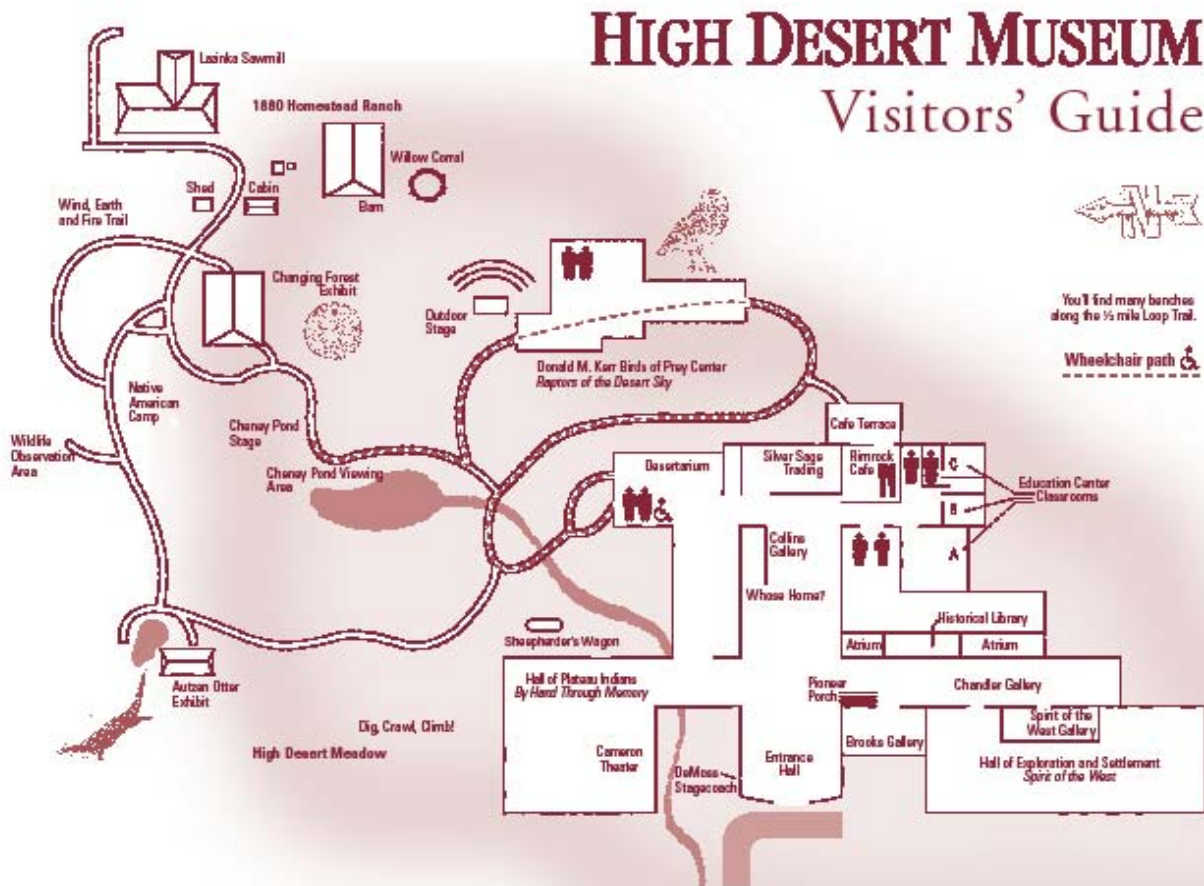
**CHAPERONE PAGES**

Grade Level: K-1

#### INTRODUCTION:

On this Expedition, you will visit the following areas in order to complete activities related to the theme, 'Animal Homes': *(you do not have to visit the exhibits in the order listed)*

EXHIBIT TITLE	DONE?
Desertarium	
Otter Exhibit	
Birds of Prey Center—"Raptors of the Desert Sky"	



# DESERTARIUM

Begin your exploration of the Desertarium with this scavenger hunt. Ask the students to find the items listed below. Ask what creatures they are and what their home looks like. Write their answers below:



- Find three different reptiles (snakes, lizards, or tortoises). What reptiles did you find?

\_\_\_\_\_

What are some words that describe their homes?

\_\_\_\_\_

- Find an arachnid (spider or scorpion) with 8 legs. What did you find? \_\_\_\_\_

What are some words that describe it's home?

\_\_\_\_\_

- Find animals that live in water, such as turtles, fish or frogs. What did you find?

\_\_\_\_\_

What are some words that describe their homes?

\_\_\_\_\_

## LIZARDS AND FISH

Using this checklist, help the students to study two habitats in greater detail. A habitat is an area that provides an animal enough food, water, shelter or cover, and living space for the creature to survive.

Animals →	#1: Lizard Habitat	#2: Fish & Turtle Habitat
Do you see . . .	<input type="checkbox"/> food? <input type="checkbox"/> water? <input type="checkbox"/> shelter?	<input type="checkbox"/> food? <input type="checkbox"/> water? <input type="checkbox"/> shelter?
What do you think the animal eats?	<input type="checkbox"/> plants <input type="checkbox"/> mice <input type="checkbox"/> bugs <input type="checkbox"/> frogs <input type="checkbox"/> birds <input type="checkbox"/> snakes	<input type="checkbox"/> plants <input type="checkbox"/> mice <input type="checkbox"/> bugs <input type="checkbox"/> frogs <input type="checkbox"/> birds <input type="checkbox"/> snakes
What can the animal use for shelter?		

# BIRDS OF PREY CENTER

## RAPTOR HOMES

On the student page, have each child draw a home for each bird pictured. They may need help deciding what to draw in their pictures. Ask them to include food, water and shelter.

*Students will use these drawings for a post-visit lesson when they return to class, so encourage them to make detailed drawings that they can use again later. Use the exhibit panels to help students decide what to draw.*



## OTTER EXHIBIT



Have the students complete the following sentences and write their answers below:

- Two words that describe the otter's home are \_\_\_\_\_ and \_\_\_\_\_.
- An otter can \_\_\_\_\_ in its den.
- It might use a log for \_\_\_\_\_ or \_\_\_\_\_.
- When it needs food, it will get it by \_\_\_\_\_.

After you have visited all of the exhibits, have students fill in the blanks about an animal to create a riddle. This riddle can be about any animal that they have seen at the Museum:

### WHO AM I?

I look \_\_\_\_\_ and \_\_\_\_\_ . . .

I like to eat \_\_\_\_\_ . . .

I use my \_\_\_\_\_ to help me \_\_\_\_\_ . . .

I have \_\_\_\_\_ to help me live . . .

Who am I? I am a \_\_\_\_\_!

# RAPTOR HOMES—STUDENT WORKSHEET

Hi! I'm a burrowing owl.  
Please draw my home around me.



Hi! I'm a golden eagle.  
Please draw my home around me.



Hi! I'm a prairie falcon.  
Please draw my home around me.



Hi! I'm a spotted owl.  
Please draw my home around me.



# POST-VISIT ACTIVITIES

## WHOSE HOME WAS THAT?

Using the following information, teach students a little bit about raptor homes. Then, using their drawings of four raptor homes at the Museum and the student worksheet, “Raptor Homes . . . Under Construction,” have students draw and label how the home was made or who lived in the home before.

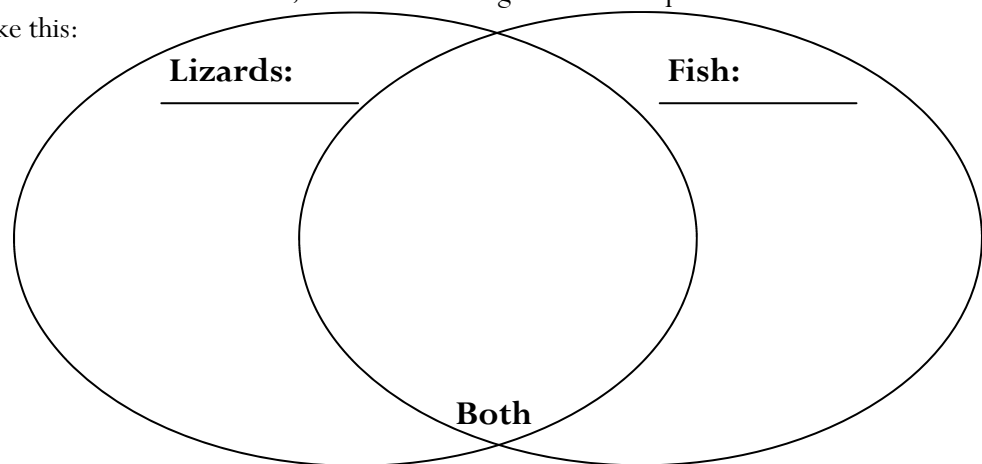
Owls rarely, if ever, build their own nests. Many of them simply take over abandoned nests of hawks, crows, herons or squirrels. The female owl may add a few pine needles or strips of bark to line the nest but more often doesn’t even bother to do that. Other owls prefer to nest in natural cavities such as hollow trees, holes in stumps, old woodpecker nests, rock ledges, or crevices in cliffs. Barn owls and screech owls like abandoned buildings, barns, church steeples, bridges, and sometimes bird houses.

Falcons also do not build their own nests. They will often lay their eggs right on the edges of cliffs or even tall skyscrapers in cities. Some falcons, such as the American kestrel, will use nest boxes, tree cavities, or other bird’s nests but they do not add anything to it before laying eggs.

On the other hand, raptors such as eagles, build large stick nest that they use year after year. These nest are often up in the high braches of trees or on cliffs. Eagles usually only have two chicks or eaglets per year and mating pairs will mate for life.

## VENN DIAGRAMS

Using the information the class collected at the Museum, make a Venn diagram that compares lizards and fish. Your diagram will look something like this:



## DISCUSSION QUESTIONS

Circle time, class discussions, or journal entries could explore the questions:

- What is the difference between something you want and something you need?
- What different kinds of homes do people live in?
- How do you get food, water and shelter every day?
- What animal from the High Desert Museum would you most like to be? Why?

## WHO AM I? RIDDLES

Read the ‘Who Am I?’ riddles that students wrote at the Museum with their chaperones leaving out the last line that tells who the animals is. Have students guess the animal making sure that the group who wrote the riddle does not guess their own animals.

RAPTOR HOMES . . . UNDER CONSTRUCTION

BURROWING OWL

GOLDEN EAGLE

PRAIRIE FALCON

SPOTTED OWL