

Survival

Post-Program Activity

Grades K-2



Objective: Students will explain how an animal's adaptations help it survive in a particular habitat.

Sunshine State Standards:

- **SC.K.L.14.3** Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- **SC.1.L.17.1** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- **SC.2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival.
- **SC.2.L.17.2** Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

Overview: Students determine whether or not an animal's adaptations would allow it to survive in different habitats.

Materials:

- Pictures of different types of habitats (use posters, old calendars or websites such as [National Geographic's Photo Galleries](#))
- Pictures of animals that live in different habitats ([click here](#) for animal cards or cut out pictures from old magazines)

Procedure:

- Show students some pictures of different types of habitats and discuss the features of each one. Hang the pictures up around the room where everyone can see them.
- Divide the students up and have some of them stand next to each of the habitats. Give each student a picture of a different animal, making sure that some of the animals are in the wrong habitat.
- Start with one of the habitats and tell the students that if they don't think their animal could survive in that habitat, they can move over one habitat to their right. Ask the students that are left what adaptations their animals have that would enable them to live there (or why they wouldn't survive in the other habitats). Ask the other students to give a "thumbs up" if they agree that the animal is in the right place. If anyone disagrees, ask them to explain why. Once an animal is in the correct habitat, tape it to the picture and have that student sit down.
- Move to the next habitat to the right and again let students move to the next habitat or explain how their animals could live there. Do the same thing at each habitat until all of the animals are in the right place.
- Discuss how an animal's adaptations help it survive in its own habitat but not in another one. Ask the students what they think happens to animals when their habitats are altered by humans.

Extensions:

- Ask the students to write a story from the perspective of one of the animals that found itself in the wrong habitat.
- Have students find examples of animals that have adapted to a new type of habitat (such as a residential neighborhood).