

# Where the Locals Hang Out

## Post-Program Activity

### Grades 3-5



**Objective:** Students will describe how a habitat changes throughout the year.

#### Sunshine State Standards:

- **SC.3.L.17.1** Describe how animals and plants respond to changing seasons.
- **LA.3.6.1.1** The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- **SC.4.L.17.1** Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- **LA.4.6.1.1** The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
- **SC.5.L.17.1** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- **LA.5.6.1.1** The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

**Overview:** Students draw pictures to show a habitat's seasonal changes.

#### Materials:

- Nonfiction books about Florida habitats
- Paper
- Crayons or markers

#### Procedure:

- Put students into groups of four and assign each group a Florida habitat. (Please see the [Program Curriculum Guide](#) for more information about Florida's habitats.)
- Give each group four pieces of paper and explain that they are going to be using each page to draw their habitat in a different season (spring, summer, fall, winter). Explain to students that the group will need to work together because each page should show the same scene, just at a different time of year. The pictures do not need to look exactly alike, but they should show the same basic elements. For example, if there is a large oak tree in the middle of the summer picture, there should also be a large oak tree (or at least a stump) in the center of the winter drawing.
- Allow the groups time to research their habitat to find out how it would change throughout the year and what the animals that live there would be doing in each season. Once they have decided what their scene will look like, have each member of the group draw their habitat in one of the seasons and write a couple of sentences to describe what is happening in their picture.
- Display the pictures in a row to show how the habitat changes throughout the year.