



RAINFOREST  
TRUST®

# A Habitat Makes a Home

Primary Levels: Ages 6 – 10



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## Standards

- Common Core Standards for English Language Arts/Literacy and Mathematics
- Next Generation Science Standards for Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

## Concepts

- Children will get to know the landscape characteristics of their school and neighborhood in order to better understand what makes a “habitat”.
- What important elements of your day-to-day surroundings make up your “habitat”?

## **Part I: Making Connections**

Idea – Connect the concept of a habitat, the environmental features a plant or animal needs to live, by having students create a map of their “habitat” in the form of their local school yard or neighborhood.

Materials -

- Art supplies – pencils, crayons, etc.
- A large replica map of their school area
- 8” x 10” map of the area around their school for each student (printed by teacher)

Procedure –

1. Students get oriented to their school area or neighborhood through map handouts. Ask students to discuss important features of their area, experiences and impressions they have had in them. Introduce the idea of creating a map of your “habitat”, or what things in your everyday environment you need for food, water, shelter, play etc. What you need to be happy and thrive.
2. Give each student an individual copy of the map handouts and take them outside. Ask them to add descriptive information to their map. Emphasize creativity: including sights, sounds, memories, and personal experiences. Encourage them to include drawings of plants, animals, rocks. Each child can fill in their map with what is important to them.
3. Back in the classroom use the large replica map of the school area to transfer student’s individual maps to the larger map. Identify common themes and elements. Use symbols, markers, drawings and art materials to decorate the map to represent the class “habitat”.

## **Part II: Reading and Discussion**

Idea – Get students to see their space as a multi-layered environment through the story analogy of a multi-layered rainforest.

Materials

- Book. *Welcome to The Green House* by Jane Yolen

Procedure –

1. Ask children to close their eyes as you read the book. Encourage them to listen carefully and reach deep into their imagination to visualize the sights and sounds of the rainforest.
2. Ask the children to think about the rainforest animals described in the book. What important parts of the rainforest make up each animal’s individual habitat? Where does each creature live and what does it need to survive? How are their habitats different or the same?

## **Part III: Math & Geography**

Objective – Students will situate their home in a larger context by comparing and contrasting their map with other maps. The scale of each map gets larger and larger, focusing outward and encompassing a bigger area.

Materials

- Local, national and world maps

Procedure –

1. Introduce students to various scales of geography through maps. Ask them to use local, national and world maps to locate themselves in different geographies from local to global scales.
2. Have students devise simple calculations to establish the area/dimensions of their schoolyard or neighborhood habitat in relation to their city, state, country or region. For example if their school area is one square acre and their town is one square mile, how many acres (or school yard habitats) fit into one square mile.
3. Ask students to figure out how to measure the school area in relation to their neighborhood, city or town, state and country.

#### **Part IV: Create**

Objective – Explain the concept of an imagination map – a person’s point of view map of their world. Ask them to think about and create their own imagination map of their house or neighborhood, forest or play area.

Materials

- Paper, pencils, drawing and art materials
- Step one maps
- Imagination map example (optional)

Procedure – Have students think back to their rainforest reading about what makes up a plant or animal’s habitat. Students should consider and create an imagination map of their perfect habitat. Have them include drawings of important places, objects, people, memories or words in their map. The key is to have fun and be creative.

Display their maps as a collage on the wall.

#### **Part V: Present**

Objective – Have students present their imagination maps to the class describing their ideal habitat.