

# **HABITRACKS (HABITAT EXPLORATION & MAPPING)**

STUDENTS FOLLOW A MAP TO FIND THE HABITAT COMPONENTS OF NATIVE ANIMALS

## **Second Grade NGSS DCI Addressed:**

[LS4.D](#): Biodiversity & Humans

- [2-LS4-1](#)

[ESS2.B](#): Plate Tectonics and Large-Scale System Interactions

- [2-ESS2-2](#)

## **Pre-Trip Information/Activities (to be done in the classroom prior to trip)**

- [Animal Habitats Video](#)
- [Animal Track Detective! Video](#)

## **Materials:**

- Maps/worksheets
- Habitat tokens

## **Objective:**

Students will identify the basic components of habitat as food, water, shelter, and space, will use a map to orient themselves spatially, and will explore the habitats of native animal species.

## **Introduction:**

- What is a habitat? What are the 4 components of habitat (food, water, shelter, space).
- Are habitats the same for every animal?
- Can animals have overlapping habitats?
- What kinds of things do you think live here at the River Center?

## **Activity:**

- Break group up into 5 smaller groups and give each group a map, clipboard, and pencil. Each group should have a different species map. Species maps indicate what color habitat tokens the group is looking for and have a sample token attached.
- Instruct groups that they are going to follow the path of an animal that lives at the River Center.
- Tell students that along the path they will find the habitat components that they need to survive. These will be represented by habitat tokens in the color indicated on the student's worksheet placed on/in/near the item that provides that component.

- Tell students that when they find the habitat token they will write the name of the item on their worksheet, mark their location and which habitat component they found on the map, and then put the token back where they found it.
  - **\*\*NOTE: Groups should put the token back EXACTLY HOW THEY FOUND IT so the next group can find it, too.**
- When each group has found all 4 habitat tokens for their animal and reached the end of the trail they will return back to the start point.

**Discussion:**

- What items provided the habitat for your animal?
- Did anyone find that something unexpected provided habitat?
- Were there any items that provided habitat for multiple animals?
- Were there any signs of wildlife on the trail you followed?
- Did anyone learn something new?

**Post-trip Information/Activities (to be done in class after trip):**

- Have the students research their animal and it's habitat needs. Using this information create an imaginative story involving the animal whose path they followed and how it lives in the given environment. Include each habitat component in the story. (W.2.7, W.2.8)