

MAMMALS

AFTER 1: Schoolyard Habitat Assessment

After your visit, students extend their learning about mammal life needs. Students will look at their schoolyard outside spaces from the point of view of different mammals. Does it have the elements that animal needs to live there? What would need to change?

VA Standards Addressed: Science (2018) Foundation Blocks 1, 5, 6. K.1, K.7. 1.1, 1.5. 2.1, 2.5. History (2015) Foundation Blocks 3, 4. K.5, K.6. 1.5

Materials

- Habitat assessment pages (12 mammals that match the tracks, plus black bear for modeling)
- Clipboards or other hard surfaces
- Pencils

Lesson Preparation

1. Decide what outdoor area you plan to use.
2. Check for safety hazards like uneven ground, poison ivy, debris, stinging insect colonies.
3. If using, pull up and print or project an aerial view of the school grounds.

Instructional Strategy

1. Introduction – Tell students they will be looking at their schoolyard from the perspective of another animal. They are not *pretending* to be that animal, just thinking about what it needs. Ask students to list life needs (food, water, shelter, space, ability to reproduce)
2. Model the Activity – Use the habitat assessment form for the black bear.
 - a. PK – 1st: Ask students to *predict* what they think the animal may need. Guide them into describing food, water, shelter and space – and what each of those mean for the selected animal.
 - b. For 2nd grade: show a rough aerial view of the schoolyard (building outlines, sidewalks, and any major features). Ask the students what additional features should go on the map, and add those features based on their suggestions. Guide students to include directional arrows and a key. Don't give too much detail, let the students know they can add their own observations to their own.
 - c. Read life needs out loud. Ask the students if they can see a place in the schoolyard where that need would be met. If yes, (PK-1st) circle that need (2nd) shade it on the map. If no, X it out.
3. Have students work in pairs to map and identify if the habitat will support their animal.



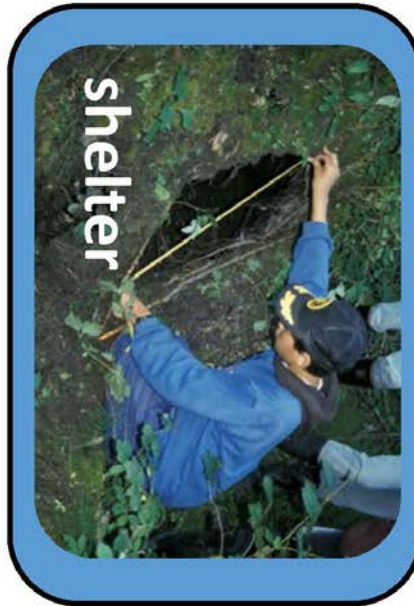
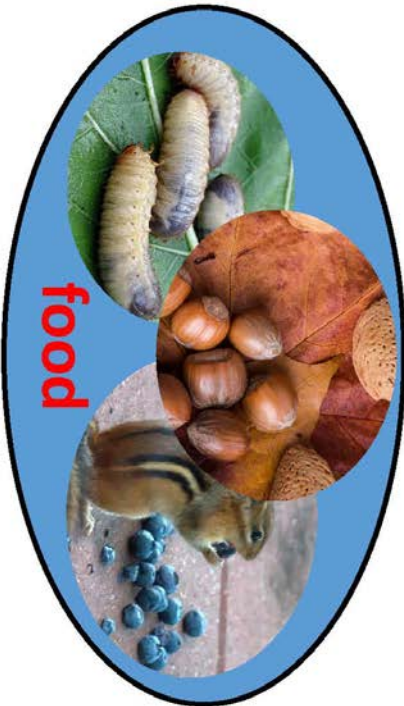
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4. When all students have completed mapping and identifying, return to the classroom. Discuss which animals could make the schoolyard home. What elements were missing? Brainstorm, how could we add those elements?
5. Depending on student ability, have them either draw a new schoolyard that would meet the needs of their animal AND be a good place for kids to learn and play, or as a class write a persuasive letter to the administration asking for habitat additions.



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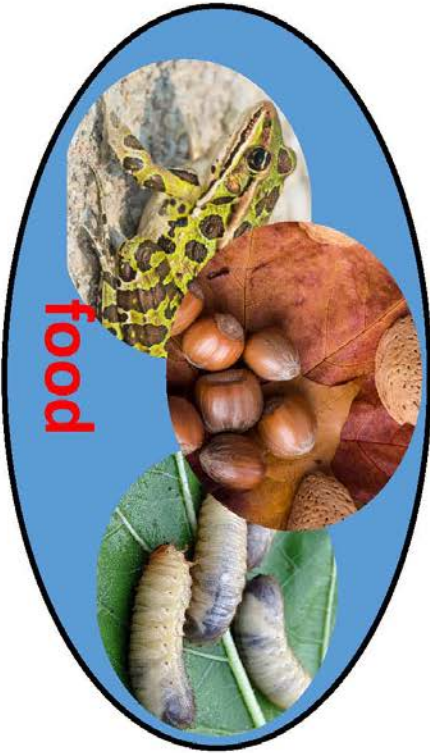
Habitat Assessment Pages



What does a black bear need?



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What do raccoons need?



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What do beavers need?



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What do bobcats need?



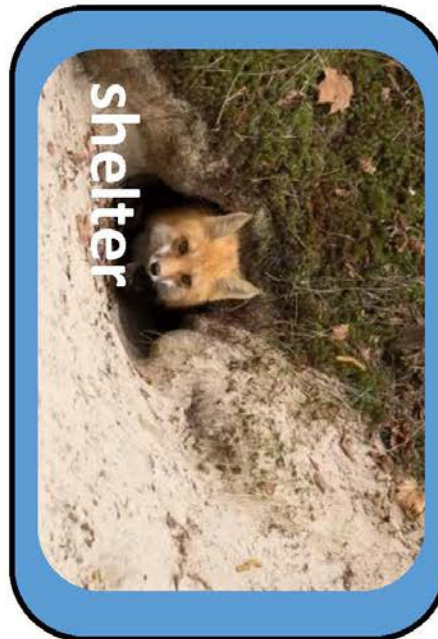
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What do deer need?



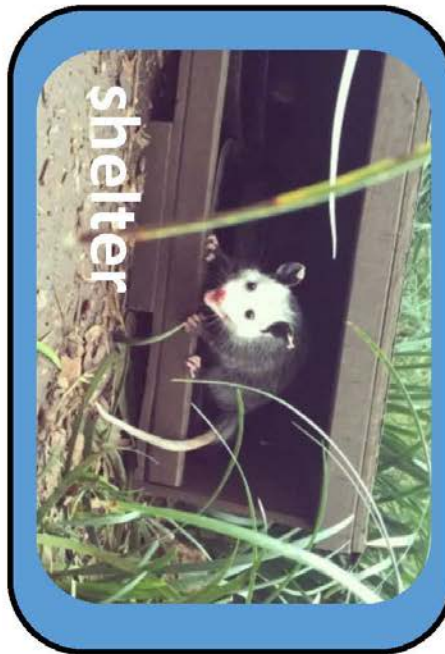
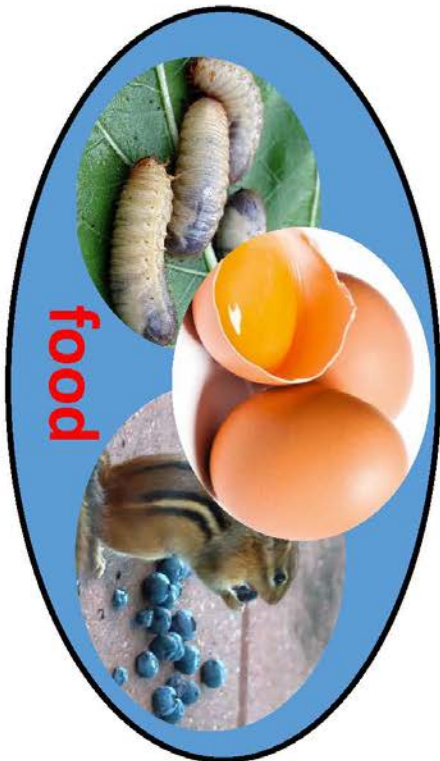
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What do foxes need?



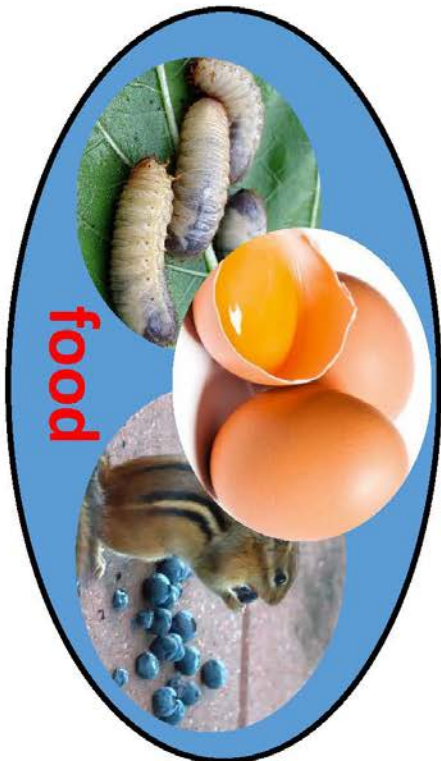
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What do opossums need?



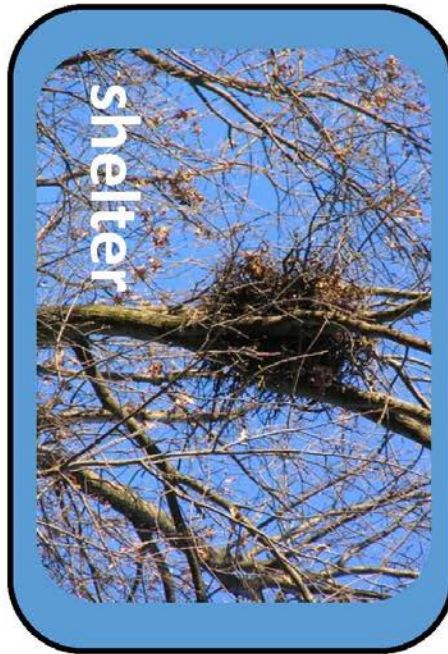
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What do skunks need?



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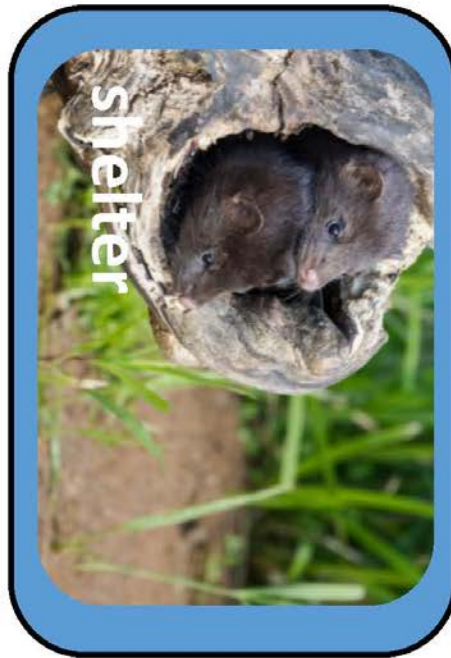
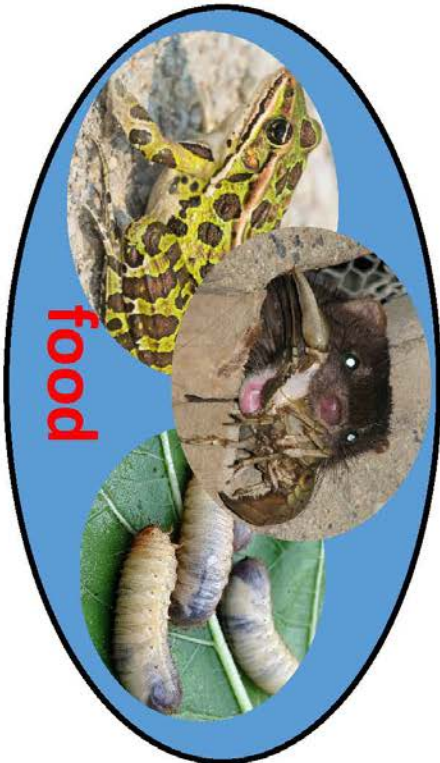
What do squirrels need?



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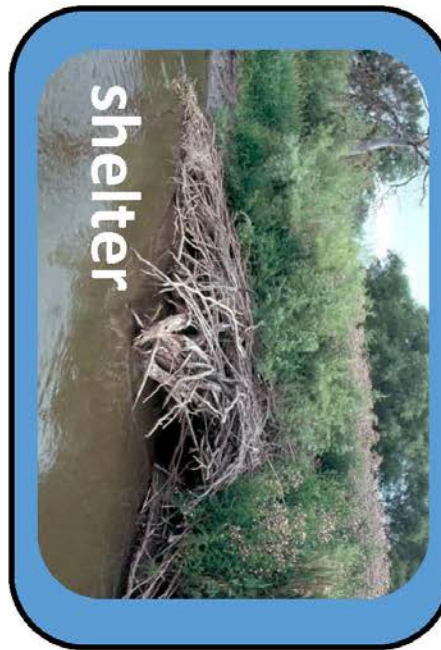
What do mink need?



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What do otters need?



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What do woodchucks need?



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What do cottontail rabbits need?

