Everybody Needs a Home

This packet is to help introduce your students to terms and ideas that will be discussed during your visit to the Peoria Zoo. It is designed to enhance your program experience. By using the vocabulary, activities, and ideas it will help reinforce the program and meet the State Standards listed on page 2.

Terms to introduce:

- Burrow-a hole or tunnel dug in the ground by an animal; it is used for habitation or refuge
- Cold-blooded-an organism that regulates its body temperature by exchanging heat with its environment
- Counter shading-form of camouflage where there is darker coloring located on the top and a lighter shade on the bottom, making it difficult to be seen from either above or below.
- Decomposers-an organism that obtains nutrients from dead plants and animals.
- Habitat-the environment where an animal usually lives
- Predator-the organism that is eating another organism
- Prey-the organism being eaten
- Warm-blooded-an organism which maintains its constant body temperature independent of the environment

Ideas covered in program:

- The students can describe what makes up their home and how it might be different from an animal.
- The class will discuss what makes up a habitat (Food, water, shelter, and space)
- The idea of the predator/prey relationship and how animals use their habitat for protection (camouflage, hiding, etc.)
- How animals use their environment to find food (tarantulas burrow, snakes use camouflage to hid and wait)
- Talking about how an animal's coloring, size, and shape allows the animal to live in their environment, catch their food, and hide from predators (possible animals include: armadillo, cockroaches, owl, snake, tarantula, turtle)

Activities for students:

DESIGN A HABITAT:

- Have students choose a wildlife species and design a home for it that contains its requirements, they can either write about it, create a collage or a diorama. As an extension, ask students to consider which other animals might benefit from the same habitat elements. (For example, if students design a home suitable for a duck, fish and frogs would also benefit from that wetland area.)

WHAT CAN GO THERE?

- Show the class a picture of a habitat. Have the students get into small groups and discuss what animals could live in the habitat. Have the students share with the class and tell why these animals could live in the habitat. You can turn it into a game by seeing who can name the most animal that can live there (bugs are always forgotten)

WHOSE HOME

- Talk about habitat destruction, whether it be on purpose (to build a new road/subdivision), accidental (wildfires started by people) or natural (wildfires/floods). How do animals adapt? How does it change where they live? Do they react differently to natural disasters then we do (use the tsunami as an example, animals headed inland before anything even hit).

IF I WERE AN ANIMAL

- Have students come up with the perfect habitat for them. What animals are found there? Have them research the place (temperatures, population, etc) and write a report on why they picked this place (you can also supply them with places and let them do the same thing- it has to be pretty general, part of a country, etc). Students can map the distance from where they are now, to the new place.

State Standards met by:

Listening to the program:
4.A.2b-c; 4.B.2b; 12.B.2b; 12.B.2a

Writing about the animals they saw:
3.A.2; 3.B.2a-d; 3.C.2a; 4.A.2a; 12.B.2a-b; 17.B.2b

Design a habitat:
4.B.2a; 5.A.2a-b; 5.B.2a-b; 5.C.2a-b; 17.B.2b; 26.B.2d

What can go there:
3.A.2; 4.B.2a-d; 5.A.2a-b; 5.B.2a-b; 11.A.2a-d; 12.B.2a-b

Whose home:
3.B.2a-d; 4.A.2a-c; 4.B.2b; 4.B.2d; 11.A.2a-d; 17.B.2a-b; 17.C.2a-c

If I could live anywhere:
3.A.2; 3.B.2a-d; 4.B.2a-d; 5.A.2a-b; 5.B.2a-b; 5.C.2a-b; 17.A.2a-b

Animal Habitats

S E A N T A R C I T R U R T O I I Y
O C U P O N A P S A N D D U N E R L
C O A U S E A R L M O O Y N O S I N
E P O V A L L A A R R A A D F O R E
D R F L R D R Y N I L S R R C R A A
V A L L E Y S A D V H U M A T A P E
T I D A L P O O L M O U N T A I N S
D R J O D D C O R A L R E E F N S E
A I U A E P E O A S I S N O O F E A
N E N S S O A S R I S L A C A O A F
T D G S E D A L C E H U M E A R F L
A E L D P I I T T A O L A K E E L O
R D E S E R T R I V E R E P R S O O
C P I C E I D O C E A N P O L T H R
J O T O A N T A R C T I C U E T U P
U N U S A N D D U O A G R A S S M O
N D H U M F O R E S T S E A F D I P
V A L L R E T I D A L P T I D A D I

Antarctic
arctic
coral reef
desert
dry
forest
grass
humid
island
jungle
lake
mountain
oasis
ocean
pond
prairie
rain forest
river
sand dune
sea
seafloor
tidal pool
tundra
valley

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