*Preschool/Pre-K – Pet Pals*

**Animals and Their Habitats**

**HSTT Objective:** To understand the meaning of “habitat” and to practice working with the concepts of big vs. little and more vs. less as they apply to pets/animals and adequate living space.

**HSTT Lesson Outcome :**

Students will be able to distinguish between pictures of big animals vs small animals and tell the difference between more space and less space in relation to their habitat.

**CCCS Standards**: See Below

**Key Lesson Vocabulary:
Habitat
Shelter**

**Materials:**-Felt board and pieces labeled “Animals and Their Habitats”
-Habitat boxes and plastic animals

**Part 1 – What is a habitat? (Discussion)**

Hello class. My name is \_\_\_\_\_\_\_\_\_\_\_\_. I volunteer (or work) for the Humane Society of Truckee-Tahoe. How many of you have been to the animal shelter in Truckee to see the cats and dogs?

Today we’re going to learn a little bit about different animals and their habitats. First we’re going to learn what the word “habitat” means. Can you say the word habitat?

A habitat is a special place where a plant or animal lives. Just like you have a home or place to live, so do animals and plants. When we talk about an animal or a plant's home it is more like a neighborhood than a "house." An animal needs five things to live happily in its habitat (use the felt board):

* food
* water
* shelter
* air
* a place to raise babies

Animals need different amounts of space. Habitats can be big like a forest or they can be much smaller like a nest. Some animals defend a huge territory or roam over a large area. Some other animals need only a small amount of space and can put up with neighbors that live close.

Just like you have to go to the store to get food, an animal leaves its "shelter" to get the things they need to live. If the [population's](http://idahoptv.org/dialogue4kids/season10/habitat/glossary.cfm#population) needs aren't met, it will move to a better habitat.

**Part 2 – The Perfect Fit (Activity)**

Now that we know what a habitat is, let’s see if you guys can figure out what habitats belong to what animals.

\*\*Put two different habitats on the felt board then put up an animal and talk about what one of the two habitats is a better fit for the animal. Talk about how much space that particular animal needs and why it’s important. Also talk about why some animals need certain types of environments.

\*\*Discuss pet owners’ responsibility to provide their pets with adequate shelter and space. Talk about the feelings animals might have when they are in the right or wrong habitats.

**Part 3- In Small Groups**

Get out the habitat boxes (forest, ocean, home and barn). Divvy up the plastic animals and then have the kids walk around and decide what animals belong in each habitat.

**CCCS Standards Addressed:**

(Kindergarten)

[CCSS.ELA-LITERACY.SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/)

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-LITERACY.SL.K.4](http://www.corestandards.org/ELA-Literacy/SL/K/4/)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

[CCSS.ELA-LITERACY.SL.K.4](http://www.corestandards.org/ELA-Literacy/SL/K/4/)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.