



**Quarrybrook**  
EXPERIENTIAL EDUCATION CENTER

**Program Title: Habitat Must-Learn**

**Audience:** 1st grade students

**Program Theme:** What do some animals learn from their parents?

**Program Goals:** Through pattern repetition and habitat investigations, students will gain an understanding of how some animals learn from their parents by imitating their behaviors.

**Next Generation/Common Core Connections:**

**Topic:** 1-LS1 From Molecules to Organisms: Structures and Processes

**Dimension:** Patterns

**Program Outline:**

Activity 1: LEARN THE PATTERN (20 min.) – Through a full-body movement activity, students will be introduced to repetition and the concept of learning from others.

**Objective:** Students will be able to repeat the motions in a pattern they’ve made with their classmates.

**Intended Outcome:** Students will be able to demonstrate the repetition of a sequence, and explain who they imitated to learn the pattern.

Activity 2: “MY FOREST SCHOOL?” WALK (60 min.) – Through student-led investigations, we will be reintroduced to the characters from Barney the Beaver (in Habitat Must-Haves) and will take on the identity of one of the animals in the story.



Teachers and other adults will be helpful in leading their own sub-team during this activity, and in encouraging students to search for the objects on their clue cards.

**Objective:** Student sub-teams will take on the role of a “mystery” animal and discover how and where their animal finds three key pieces of their habitat: food, water, and shelter.

**Intended Outcome:** Students will be able to identify how and where their animal finds its required food, water, and shelter.

Activity 3: MICROHABITAT (30 min.) – In their sub-teams, students will make a model of their animal’s habitat, based on the information they’ve collected from the learning stations along the way. As a large group, we will visit all the habitats, giving each team the opportunity to explain theirs, as well as share

any interesting facts they learned from their clue cards. After a team has narrated its microhabitat, the rest of the students will try to figure out whose home we are visiting.

**Objective:** Student sub-teams will make a microhabitat model of their animal.

**Intended Outcome:** Students will be able to make a microhabitat for their animal, representing its food, water, and shelter resources.

**Conclusion/Wrap-up:** (10 min.) We will review how some animals learn from their parents by imitating their behaviors.

**Successful completion of this program will help support your students' proficiency in NGSS**

**Performance Expectations:**

1-LS1-2 Determine patterns in behavior of parents and offspring that help the offspring survive.