



FONTENELLE
FOREST

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Habitat, Habitat

Pre- and Post-Trip Activity Suggestions 1st & 2nd

Below are pre- and post-visit field trip activities that can be done either indoors or on your school grounds. We encourage you to give serious consideration to one or more of these -- they will enhance your class' field trip experience and are also a lot of fun! We look forward to your students' arrival and anticipate providing them with a fun and educational experience. If you have any questions, please call us at 402-731-3140.

The following activities meet NE State Science Standards: SC 2.1.1, 2.3.1, & 2.3.4

Activity: Habitat Discovery

Suggested Timing: Post-Trip

Time: 30 minutes

Location: Outdoors

Materials: pencils, paper, hard surface to write on (piece of cardboard or clipboard)

Procedure: Have children pair off. Each pair is to seek out a plant or animal/evidence of an animal's presence and study its habitat. Suggested questions are listed below to help the students focus. How big is your plant or animal's habitat (i.e. a few feet or a few miles)? Where does your plant or animal get its food and water? Plants get their water from the ground and synthesize their own food. Animals may have to travel miles to find their food and water. What kind of shelter might your animal need? Does your animal migrate (You may need to define migration)? If it is a plant, how do the seeds travel? Do they attach to clothes and fur? Are they blown by the wind? Repeat this activity during different seasons. Are the animals/plants found the same or different? How are animals finding their habitat requirements in the winter vs. the spring/fall?

Activity: Focus Circles

Suggested Timing: Pre-Trip

Time: 30 minutes

Location: Outdoors

Materials: string

Procedure: Students should be in groups of two or three. The strings will be placed in the shape of a circle on the ground. This can be done beforehand or the students can do it. Each group is to explore what they have inside their circle. Have them describe the plants that they see. Remind them that grass is a plant too. Are there any animals in their circle? (Insects are animals too.) How do the animals and plants in their circle get everything they need to survive (food, water, shelter, space)? Does this small space provide everything the plants and animals need?

Writing extension: Have the students write down everything they see in the focus circle and where their habitat requirements are found.

Activity: Habitat Diorama

Suggested Timing: Post-Trip

Time: 1 hour

Location: Indoors

Materials: shoeboxes, a variety of craft supplies

Procedure: In this project students will choose an animal or plant to research and then build a diorama representing a suitable habitat for it. Students also could invent their own plant or animal and decide what kind of habitat it needs to survive. The students should know where the animal or plant lives, how large of an area it needs to survive (space), where it gets its water and food, and what kind of a shelter it needs. Each student should receive an old shoebox for his or her diorama. There should be a table set up with all kinds of random craft supplies (i.e. cotton balls, construction paper, glue, scissors, ribbon, craft sticks, beads, glitter, milk jug lids, or anything else you can find). The students may use whatever supplies they think are necessary to build a representative habitat in their shoebox for their animal or plant.

Writing extension: Have the students explain either orally or in writing why they built their diorama the way they did.