

# OUR ANIMAL NEIGHBORS

## CLASSROOM KIT



**SANTA CRUZ MUSEUM**  
of natural history

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**Kit Contents:**

- (3) skulls (coyote, cat, and beaver or ground squirrel) and animal cards
- (5) tracks (opossum, coyote, woodpecker/blue jay, and mountain lion)
- (1) Habitat poster with hawk, bobcat, squirrel, rabbit, and deer
- (4) mystery skull laminated handouts
- (5) laminated hawks
- (1) Student worksheet folder
- (5) habitat cards (tundra, forest, desert, ocean, and meadow)

**Why do we provide this kit?**

This activity kit is designed to familiarize your students with topics presented in the “Our Animal Neighbors” field trip, and to provide a depth of experience and opportunity to apply knowledge after the trip. The activities within this kit will give your students a better understanding of such topics as **adaptations, habitat, and food webs** using unique artifacts and hands-on exploration.

**How does it work?**

We recommend that these activities are done in the order that they are presented, for a more comprehensive understanding of relevant concepts. However, the activities are not mutually exclusive,

and the concepts of any given activity can be effectively communicated on an individual basis. These activities can be adjusted to different age or learning groups by adjusting the level and amount of reading and writing, and choosing appropriate vocabulary. For example, if you feel that there are too many words for a younger age group, focus more on observational learning; included worksheets can be omitted. Conversely, if you feel as though your students could benefit from more written analyses, feel free to assign the extensional writing prompts provided with particular activities, which help to further understanding and scientific observational skills.

## Animals in Their Habitat

### Learning Objectives

By the end of the activity, students will understand:

- What a habitat is, and understand they are animals living in their own habitat.
- The four requirements for a habitat: food, water, shelter, and space. Animals need these elements to live and grow.
- How animals use their adaptations (often external parts of their bodies) to survive in their habitats.

### Key Terms

**Habitat:** The natural home or environment of an animal, plant, or other organism. A habitat must include food, water, and shelter to help the animal or plant survive.

**Adaptation:** Something an animal *has* or *does* that helps them survive in their environment.

**Camouflage:** The way an animal can hide by blending into their environment.

## Background Information

There are three components to a **habitat** that each animal needs to survive: food, water, space and shelter. Not only do animals all need these things in the wild, but humans do as well.

Animals have **adaptations** that help them live in their specific habitat. For example, sharks and whales have fins that help them swim in the ocean. These adaptations would be useless in a forest habitat. In the same way, geckos are able to **camouflage** into their habitat on land. While a mountain lion's brown camouflage helps it blend in a forest or on a mountain, this adaptation would be useless in a snowy arctic habitat.

## Materials

- Habitat Poster
- 5 Animal Pictures with clues

## Procedure

1. Ask students, "What do people need to survive?" Write the list on the board.
2. When the words food, shelter, space, and water come up, circle these words. Lead them to these terms if they do not volunteer them.
3. Discuss and list on the board what pets need to survive. Circle the words food, shelter, space, and water when they say them again.
4. Discuss and list on the board what wildlife (animals that live on their own in nature) need to survive. Circle the words food, shelter, space, and water when they say them again.
5. Point out that all living animals need food, water, shelter, and space. That is called a habitat. Habitat is food, water, shelter, and space that a plant or animal needs to survive.
6. Have the students stand up and perform hand motions for each keyword: hands rubbing their stomachs for food, hand pantomime drinking from a cup for water, hands touching like a roof over the head for shelter, arms sweeping out and around for space.


7. Display the habitat poster. Ask where animals might find food, water, shelter, and space.
8. Mention the 5 animals on the cards that live in some of our local habitats. Make sure students recognize these animals, and if not, show them pictures.
9. Without revealing the animal or picture, read off the provided clues about what each animal requires to live in their habitat. When the students guess the animal correctly, put the picture on its assigned Velcro position.
10. If the students cannot guess the animal after all of the clues are read, put the animal picture where it belongs, and describe why it should be placed there. Animals like squirrels and hawks live in the trees to avoid predators or spot prey and build nests. Others like bobcats, deer, and jackrabbits need lots of space on the ground to hunt prey or hide and run from predators.

*Extensional writing prompt:* Have students write or dictate a short story in diary format pretending they are any animal of their choosing. What do they do in a day? How do they find their food and water, and what kind of home do they come back to at the end of the day?

Adapted from: Animals in Their Habitat ([http://nature.nps.gov/views/Media/Education/BADL\\_1and2\\_3.pdf](http://nature.nps.gov/views/Media/Education/BADL_1and2_3.pdf))

## Animal Clue Cards

Read these clues and allow your students to guess the animals.  
Place the larger animal cut-outs into their habitat.

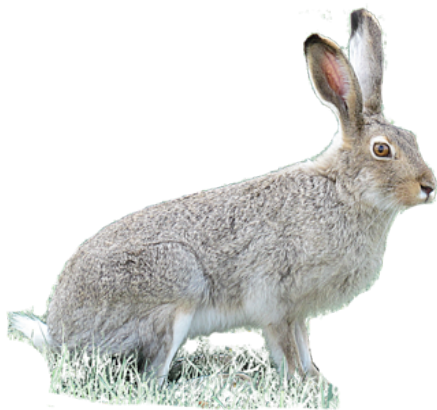
 <p style="font-size: 2em; margin-top: 10px;"><b>Hawk</b></p>	<ul style="list-style-type: none"> <li>● I have big wings to fly.</li> <li>● I have big, sharp talons (feet) to catch my food.</li> <li>● Some animals I eat include rabbits, mice, and snakes...but I'm not picky!</li> <li>● I need tall trees to make nests for my babies.</li> <li>● When I stretch my wings, they are about 4 feet wide!</li> </ul> <p style="text-align: center; font-weight: bold; margin-top: 20px;">WHO AM I</p>
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Bobcat

- I have powerful legs to run.
- I have long claws to catch prey.
- I am an excellent hunter!
- I eat rabbits, rodents, and birds.
- I sleep and keep my babies in dens, usually in caves or logs.
- You can find me at night in the forest.

**WHO AM I?**



Jackrabbit

- I have big ears to hear predators.
- I have big legs to hop and run.
- I eat plants. I can even eat desert plants like cacti!
- You can find me in big open spaces, like meadows or fields.
- I can run up to 40 miles per hour.

**WHO AM I?**



Deer

- You might see me quite often.
- I am pretty big, with skinny legs.
- Males have antlers on their heads.
- I live in forests and meadows.
- I eat acorns, berries, and grasses.
- I have 4 stomachs!
- Sometimes you'll see me with my baby walking behind me.

**WHO AM I?**



Squirrel

- You can see me almost every day!
- I eat seeds, insects, nuts, and fruit...but I may steal your food too!
- I have cheek pouches to store my food.
- I live in burrows underground.
- I climb trees, where you can find me with my friends.

**WHO AM I?**

## Hunt Like a Hawk Game

### Learning Objectives

By the end of the activity, students will understand:

- The essential components to a food web, namely in predator-prey relationships.
- That both predators and prey are necessary for a healthy and functioning ecosystem.
- How animals use adaptations to help them survive, especially in the way they hunt or avoid being hunted.
- What camouflage is and how it is used by prey to avoid being hunted.

That hawks are excellent predators, who use their adaptation of keen eyesight to effectively locate and kill prey.

### Key Terms

**Predator:** An animal that kills and eats other animals.

**Prey:** An animal that a predator eats.

**Adaptation:** Something an animal *has* or *does* that helps them survive in their environment

**Population:** Total number of animals in a certain place



**Habitat:** The natural home or environment of an animal, plant, or other organism. A habitat must include food, water, and shelter to help the animal or plant survive.

**Camouflage:** The way an animal can hide by blending into their environment.

## Background Information

A hawk is a **predator**, who hunts and eats various animals to survive. An animal like a mouse, rabbit, or snake, is considered typical **prey** for a hawk.

In order to survive, many prey animals have **adapted** to be able to escape from predators using **camouflage**. Camouflage can help prey, like mice, insects, and rabbits, to remain hidden from their predators.

Predators can have trouble finding and catching well-hidden prey. Because their prey can blend in well with their surroundings, predators have special adaptations that help them find their prey. For example, a hawk has excellent eyesight that can help them find their prey and an owl has excellent hearing to be able to hear prey.

Many animals that are heavily predated (eaten often) will have many offspring. For example, one mouse can have about 100 pups (offspring) in a year and insects can lay hundreds of eggs in their short life! Predators help the environment by keeping prey **populations** low. Barn swallows can eat up to 850 insects in a day! Predators can even help keep diseases from spreading, by eating sick prey animals.

Birds are important predators in many different **habitats**. One example of an important predator is a Red-Tailed Hawk, which is local to Santa Cruz and all of North America. Red-tailed Hawks eat mice, snakes, squirrels, rabbits, and other small animals.

## Materials:

- 5 laminated hawk pictures with string

## Procedure:

1. *Hunting Like a Hawk:* Even the best camouflage can fail if a hidden animal suddenly moves and catches the predator's eye. In this game, we will demonstrate how movement can attract a predator's attention.
2. Distribute 5 of the laminated hawk pictures with strings to random students. These 5 students will wear these pictures around their neck, and be the "predators" in this game.

3. The rest of the students will be the prey: have these students move about the room pretending to be small animals, such as a rabbit, mouse, squirrel, or snake.
4. When you call out “Hawk!” the prey must freeze. The hawks will then visually search for movement or sound; any student that moves even slightly must take his or her seat.
5. Conclude the activity after several minutes. Afterwards, discuss with the class what would really happen in the wild. Why is camouflage alone not enough protection? What other **adaptation** must prey use to help protect themselves from predators? (Running/hopping, hiding, etc.)

*Extensional writing prompt:* Would you rather be a predator or prey? Why? Write about the good and bad things about being either a predator and prey. Be creative, you can think about a specific animal if you’d like! Adapted from: Critter Camouflage Lesson Plan

(<http://www.scholastic.com/teachers/lesson-plan/critter-camouflage>), Predator-Prey Game (<http://www.birdday.org/2014materials/PredatorPrey.pdf>)

## Create a Creature

### Learning Objectives

By the end of the activity, students will understand:

- How animals use their adaptations (often external parts of their bodies) to survive in their habitats.
- How adaptations are specific to the habitat where an animal lives.
- How some adaptations may work in some habitats, but not others.
- That individual animals have traits that are recognizable as similar but can also vary in many ways.

### Key Terms

**Adaptation:** Something an animal *has* or *does* that helps them survive in their environment.

**Habitat:** The natural home or environment of an animal, plant, or other organism. A habitat must include food, water, and shelter to help the animal or plant survive.

### Background Information

An **adaptation** is something an animal or plant *has* or *does* that helps them live in their **habitat** (a place where an animal lives).

Many animals use adaptations to live in certain places, like the fur polar bears have to live in cold places. Animals may also use their adaptations to be able to live in a *changing* habitat, like the way a bat hibernates during the winter months.

Adaptations evolve over *long periods of time and many generations*. Animals are born with these adaptations, and pass it down to their babies. Many animals have similar adaptations, (for example, many animals can hear very well) and many animals have *unique* adaptations- or those that they do not share with many other animals (for example, the flying squirrel can fly without wings by using skin flaps).

## Materials:

- Pencils, crayons, pens
- 5 habitat placards: desert, ocean, forest, meadow, tundra
- Create a Creature worksheet

## Procedure:

1. Discuss how animals use adaptations to survive in different ways and in different habitats. Ask students to share examples of adaptations that help animals find food, protect themselves from predators, and survive in a particular habitat.
2. Distribute one *Create a Creature* worksheet to each student.
3. (Optional) Give each group a habitat card. If students are unfamiliar with their habitat, help them study the picture for clues about conditions and potential food: Are there places to hide? Are there a lot of plants? Are there things that might be challenging, like hot sun or battering waves? Alternately, review one habitat with the whole class, and have everyone create a creature for the same habitat.
4. Students will create their own fictitious animal which has the best characteristics for survival in their chosen habitat.
5. Their special task is to create an animal with adaptations that help them survive in their assigned habitat (or the one habitat for the whole class). Their animal must have

adaptations to help it get food, protect itself, and survive the specific challenges and conditions in their habitats.

6. After each of the groups have made their own creature, have the students present their animal to the class. What adaptations did they use for their animal? How does this help them live in their habitat? What will the animal do if their habitat changes?

*Extensional writing prompt:* Create a poem about an animal: For the first line write an animal's name, on the second line use two adjectives describing the animal, then three verbs, then two more adjectives, then finally one more noun that represents the animal.

*Extensional activity:* Students should keep their animals, but pass their habitats to a different group. How well would their animal survive in this new habitat? Allow students to argue their case: my animal would die..., my animal would still be able to find food..., my animal would do better, because...

## Track Detective

### Learning Objectives

By the end of the activity, students will understand:

- That there are many different kinds of living things in any area, and we can discover some of these living things by looking for clues.
- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
- How to ask and answer questions in order to seek help, get information, or clarify something.
- How to directly compare two or more objects with a measurable attribute in common.

### Key Terms

**Paw:** An animal's foot with pads and claws.

**Talon:** A claw belonging to a bird, used to hunt and eat prey.

**Track:** A foot mark left on the ground from a moving animal.

### Background Information

Sometimes it is hard to observe animals as they live in nature. Animal footprints left in dirt or sand, or tracks, can give us some insight into how these animals behave and live without observing them directly in their habitats.

An animal's tracks may give us clues that help us understand their behavior and other traits, such as habitat and food preferences. By investigating the tracks of various animals, we can learn the similarities and differences between animal tracks.

In this activity, students will examine several footprint casts. By careful investigation, students will work in groups to try to determine what animal each track belongs to. After the activity, students should be better able to identify tracks when they discover them in nature.

## Materials:

- Footprint tracks (5): 1)opossum, 2)coyote, 3)woodpecker, 4)blue jay, 5)mountain lion
- Rulers (5) (not provided)
- Magnifying glasses (5) (not provided, optional)
- Worksheet for each track station

## Procedure:

There are two recommended options for this activity, based upon reading and comprehension levels:

1. **Grades 2 and up:** Break the class into 5 groups
  - a. Distribute one track set per group, including a track, ruler, magnifying glass, and worksheet.
  - b. Walk around the class to give students guidance and answer any questions.
  - c. Explain to students that now they can be track detectives everyday! If they look hard enough, they can find tracks in mud, sand, and dirt. Now that they know what clues to look for, they can try to figure out which animal any track belongs to that they find in the natural world.
2. **Grades K-1:** Break the class into 5 groups
  - a. Distribute one track set per group, including a track, ruler, magnifying glass, and worksheet.
  - b. Guide the students through this activity, using the following information and questions:
  - c. *Have the students measure the length and width of their track:* Ask each group how big their track is. Does this belong to a big or small animal?

- d. *Ask the students to use their magnifying glasses (optional) to determine if their animal has paws or talons (bird feet).* Ask each group which they have. Also ask if they see any claws.
- e. *Show the students the 5 pictures of the different animals and place them in front of the class.* One by one, ask each group to come to the front of the class and place their track where they think it belongs. After they are finished, correct any mistakes and answer any questions.
- f. Explain to students that now they can be track detectives everyday! If they look hard enough, they can find tracks in mud, sand, and dirt. Now that they know what clues to look for, they can try to figure out which animal any track belongs to that they find in the natural world.

## Skull Discovery

### Learning Objectives

By the end of the activity, students will understand:

- How the shape and stability of structures of natural objects are related to their function.
- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
- How to ask and answer questions in order to seek help, get information, or clarify something.
- How to directly compare two or more objects with a measurable attribute in common.

### Key Terms

**Skull:** The bone (or cartilage) surrounding the brain of an animal (specifically, a vertebrate).

**Carnivore:** Meat eaters (mountain lion, bobcat).

**Omnivore:** Plant and meat eater (bear, raccoon, pig).

**Herbivore:** Plant eater (deer, cow, sheep).

## Background Information

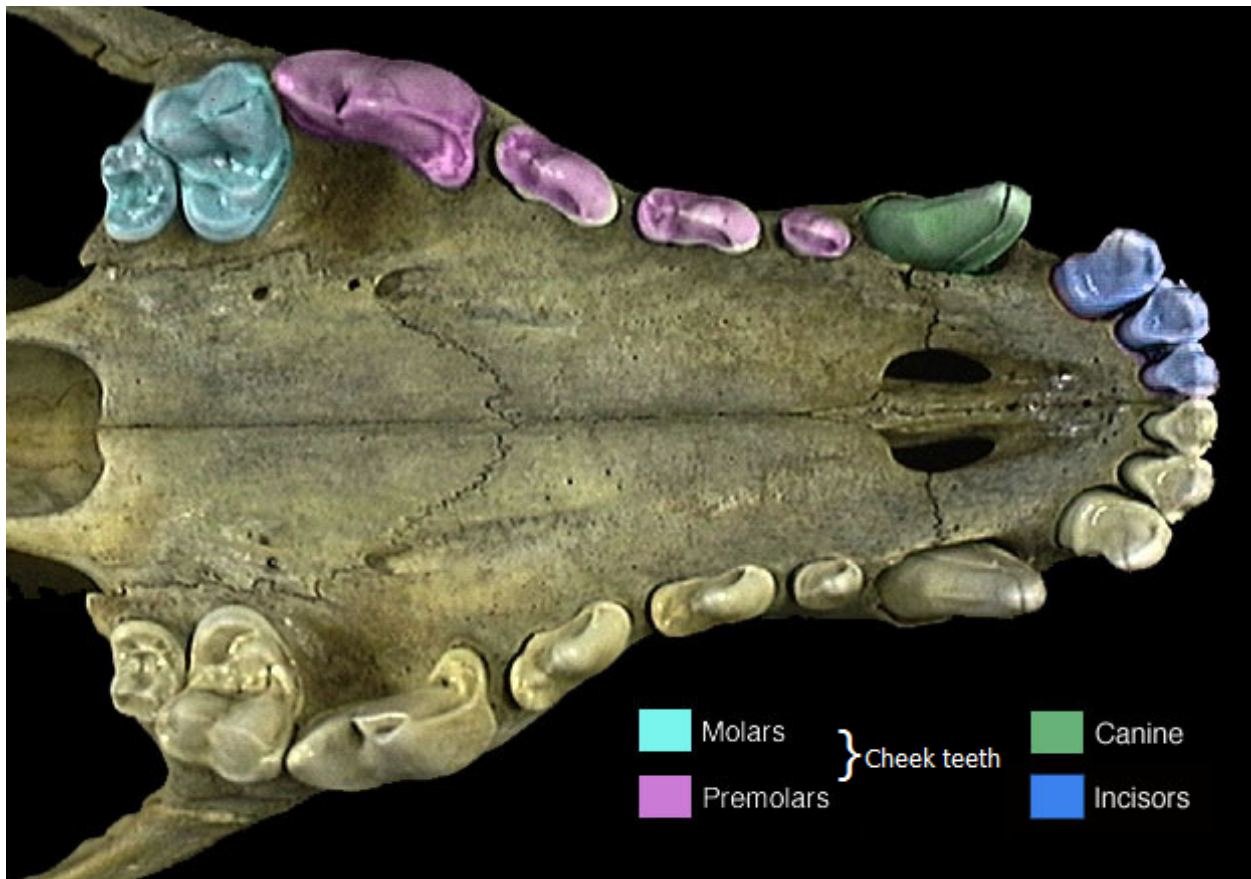
The animal kingdom is divided into 3 different types of eaters:

**Carnivore:** meat eaters (mountain lion, bobcat)

**Omnivore:** plant and meat eater (bear, raccoon, pig)

**Herbivore:** plant eater (deer, cow, sheep)

We can see differences in these three different types of animals by looking at their skulls. By examining what is different and similar between the eyes, noses, and teeth of these skulls, students can act as animal “detectives”. They not only identify what animal each skull belongs to, but also deduce what these animals eat, whether the animal was a predator or prey, and what adaptations were important for these animals’ survival.



Eyes

The larger the eye sockets in relation to the size of the skull, the better the eyesight of an animal. For example, mountain lions (and most cats) have very large eye sockets, which play a big role in their sharp night vision. An animal with smaller eye sockets typically uses another sense (like their sense of smell) to locate food and predators.

The position of the eyes makes a difference too. Visual predators typically have forward-facing eyes. Prey, such as rabbits, have wider-set eyes “on the side” of their head, giving them a broader field of vision.

### Nasal (Nose) Passage

The relative size of the nasal passage on a skull is an indication of an animal’s sense of smell. The thin bony structures inside the nasal passage provide a structure for sensing smell. The greater the size of these structures, the greater the sense of smell. For example, the long nasal passage of a coyote indicates that coyotes have a sharp sense of smell.

### Hearing

The *auditory bullae* are the bony parts of a skull (look for round bulb-like structures) that encase the inner and middle ear. In general, the larger the structure, the greater the sense of hearing. These structures are comparatively larger on cats, which have a keen sense of hearing.

### Teeth

*Carnivore:* Carnivores are **predators** that eat other animals. They have smaller **incisors**, that play a small role for carnivores, and are mainly used for cleaning. Their **canine** teeth are much bigger by comparison, and are long and sharp to be able to cut into meat. Enlarged canines are a strong indication that an animal is a carnivore. We can notice this mainly by their sharp canines. Also, a carnivore’s teeth tend to be clean and white since they are not stained by plants. Since we will be using cleaned or replica skulls, so students will not be able to notice stains.

*Herbivore:* Herbivores have large **incisors** for cutting plant material. In herbivores with longer skulls, like deer, the incisors are located further away from the rest of their teeth. Unlike predators, herbivore cheek teeth (molars and premolars combined) are large and wide to be able to grind and chew plants.

*Omnivore:* Omnivores eat both plants and animals, and therefore have a combination of carnivore and herbivore teeth characteristics. Omnivores have fairly large incisors for cutting plant material. The canine teeth are long and pointed for killing prey. Cheek teeth are a combination of the sharp, scissor-like teeth of carnivores with more rounded teeth for grinding plants. Most omnivores are either predominantly meat eaters or predominantly plant eaters. For example, the coyote is an omnivore that is predominantly a meat eater, thus its cheek teeth are more similar to a carnivore.



The bear is an omnivore that is predominantly a plant eater, thus its cheek teeth resemble an omnivore.

After reviewing the background information, guide students as they explore skulls and identify similarities and differences in teeth, eyes, and noses.

## Materials:

- 3 skulls: beaver or ground squirrel, coyote, cat
- Worksheets

## Procedure:

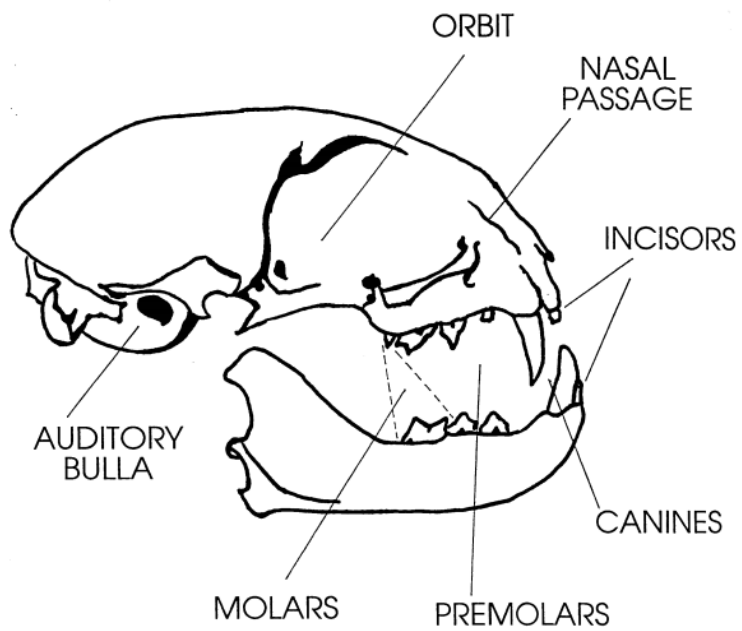
There are three recommended procedure options for this activity, based upon reading and comprehension levels:

1. **Grades 2 and up:** Divide the class into three and distribute worksheets. Assign one skull to each group. Allow for group observation and input, and give guidance and answer questions as the students fill out the worksheet. Give each group however much time is necessary, then have the groups switch to the next station in a clockwise direction.
2. **Grades K-2:** Divide the class into three and assign one skull to each group. Discuss the following information as a class, and ask the following questions to the three groups, answering questions when necessary:
  - a. **Eyes:** *Explain* that usually the larger the eye socket in comparison to the skull, the better the eyesight that animal has. Additionally, many predators have forward-facing eyes to be able to find their prey. On the other hand, many prey have eyes located toward the sides of their head to have a better view of everything around them so they can easily see their predators. *Ask* each group if they think their animal has good eyesight, and which way their eyes are facing.
  - b. **Teeth:** *Explain* that predators have canines: sharp teeth to help them bite into and tear meat. Prey often do not have canine teeth, and instead have teeth called incisors that help them chew plants. Some animals have good canine and incisor teeth to eat both meat and plants. Point out these teeth for each group. *Ask* each group if they think their animal eats meat, plants, or both.
  - c. **Size:** *Ask* each group if they think their skull belongs to a big, medium, or small animal. Remind them to remember that the animal has fat, skin, and fur on top of their skulls.

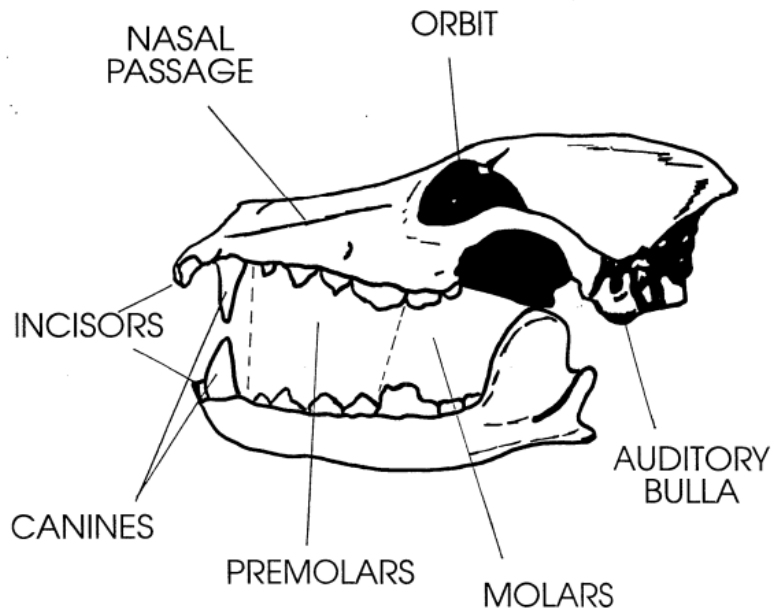
- d. Tell the students that these skulls belong to a beaver (or ground squirrel), a cat, and a coyote. First, ask the groups which animal they think their skull belongs to. When all of the skulls have been identified, tell them that a cat is a carnivore, a coyote is an omnivore (who mostly eats meat), and a beaver (or ground squirrel) is an herbivore.
- 3. Grades K-1:** To review the senses and teeth for each animal, act it out! Position the skulls in front of the room for the class to see, and tell the students which skull belongs to which animal. Have students stand up to review the following information:
- a. What do hunters use to spot their prey? *Mime some binoculars looking for an animal.*
    - i. Point out the eye sockets of each animal. Ask the class which animal has the biggest eyes? Point out the fact that some animals have forward-facing eyes (like us) to try to spot prey (food). Other animals have eyes on the sides of their head to get a view of their entire surroundings, especially animals that might get eaten (like a deer or a rabbit).
  - b. What do you do when you are trying to be sneaky? *Look around with wide eyes.*
    - i. Animals with big eyes may need to be sneaky either to find food, or to try to not be food! Some animals have special big eyes that help them see in the dark (these animals are nocturnal).
  - c. Review your senses: *Look around, sniff, mime eating, cup ears and listen for tiny sounds in a silent room.*
    - i. Discuss how the skulls of animals are designed to allow animals to have stronger senses. For example, a skull with a long nasal passage allows an animal to be able to smell really well. As we have mentioned, big eye sockets give animals a strong sense of sight. The size and position of teeth help animals eat different types of food.
  - d. What do you use to eat meat? *Mime a fork and knife.*
    - i. Some animals have teeth called **canines** that help them bite and tear meat. Point out the canine teeth of the cat and coyote.
  - e. When you eat celery or carrots are they soft or rough? *Mime chewing rough vegetables.*
    - i. Animals have teeth called **incisors** that help them grind up tough vegetables. Some animals eat both meat and plants, so they need both of these types of teeth. Point out the incisor teeth in the coyote and the beaver. Ask the students why the beaver needs such big incisors, what does a beaver eat?

- f. Now that they know this information, have the students explore these skulls on their own.

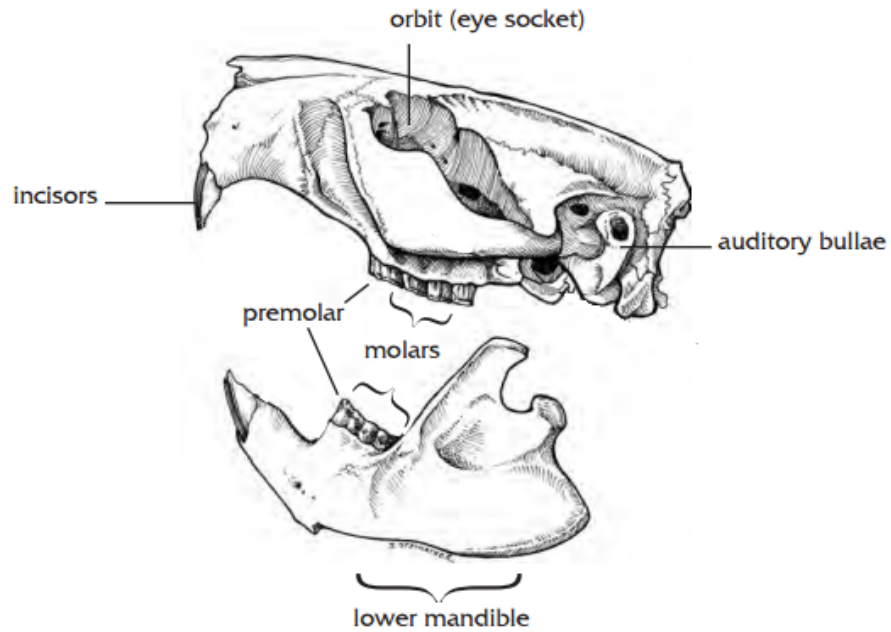
TEACHER'S GUIDE:



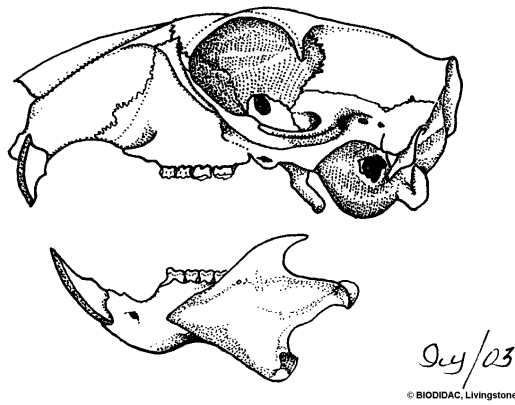
1. Cat



## 2. Coyote



### 3. Beaver



### Squirrel

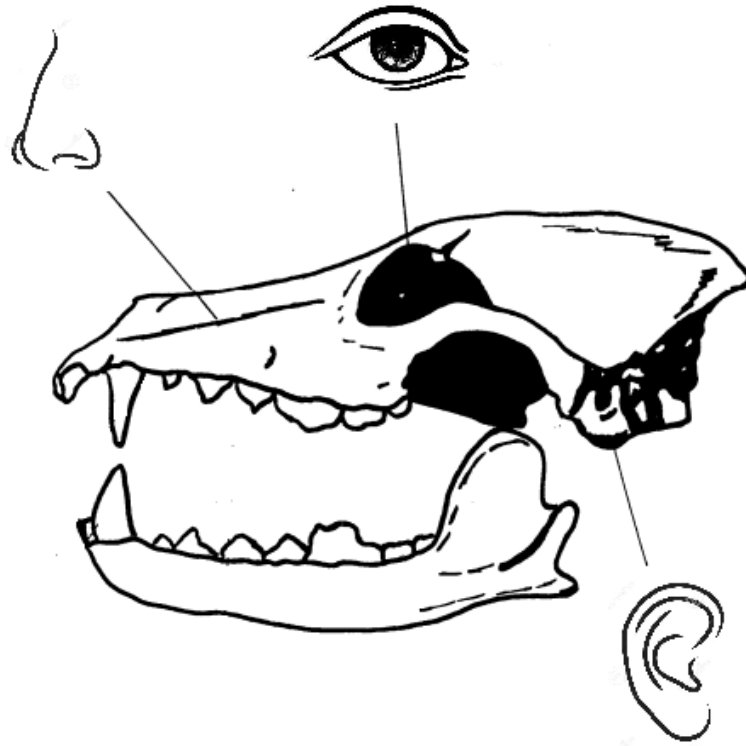
Adapted from: Wildlife Skull Activities  
 (<http://extension.arizona.edu/sites/extension.arizona.edu/files/pubs/az1145.pdf>), Skull Identification  
 (<https://www.nps.gov/glac/learn/education/skulls-kit-contents.html>), and Skulls of Alaskan Mammals  
 ([http://www.pugetsound.edu/files/resources/10169\\_Alaskan%20skulls%20teacher%20guide.pdf](http://www.pugetsound.edu/files/resources/10169_Alaskan%20skulls%20teacher%20guide.pdf))

## MYSTERY SKULL GUIDE:



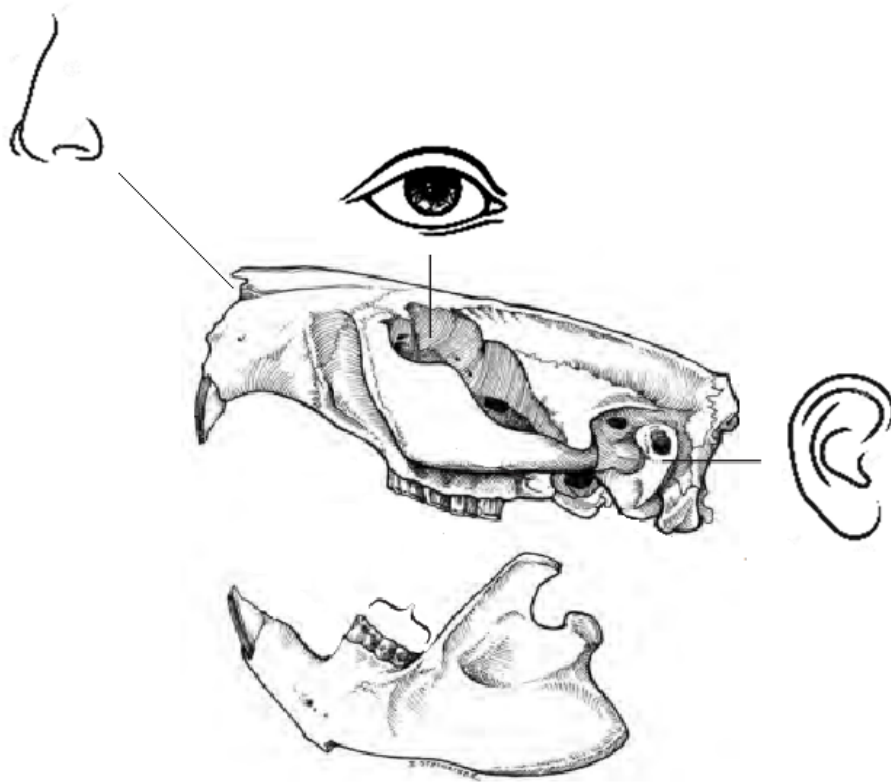
Which set of teeth does this animal's look like? (circle one)

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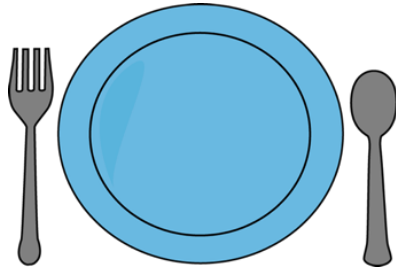


Which set of teeth does this animal's look like? (circle one)



# CREATE A CREATURE

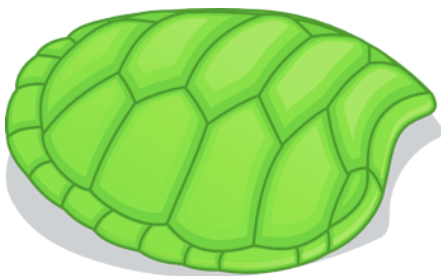
My Creature is called:



What does it eat?



How does it get its food?



How does it stay safe from predators?

What is another cool adaptation that helps it survive in its habitat?



## Track Detective Worksheet

Working with one track per group, try to answer the following questions:

1. Using a ruler, measure the **length** and **width** of the footprint.

Length:

Width:

2. Do you think this footprint belongs to a bird, a **small** mammal, or a **big** mammal? (circle one)



SMALL Mammal

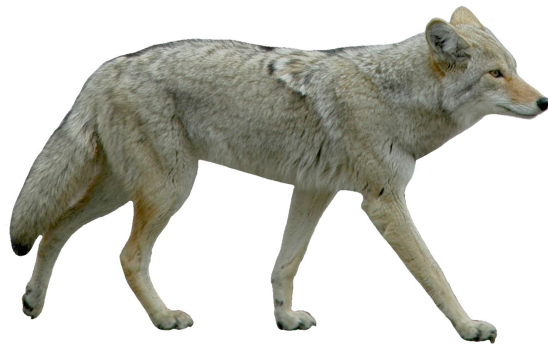


BIG Mammal



Bird

3. Which animal do you think this print belongs to?



## STUDENT WORKSHEETS FOR SKULL DISCOVERY

Working with one skull per group, try to answer the following questions:

1. Based on the teeth, what do you think your animal eats? (Circle one)



2. Based on the teeth and skull size, can you guess what type of animal this skull belongs to? (circle one)

Carnivore

Herbivore

Omnivore

3. Which sense(s) do you think this animal uses the most? (circle one or two)



4) Which animal do you think this skull belongs to? (circle one)



# Create an Animal

Date:

Circle the answers that describe your made up animal!

Type of habitat: Meadow Desert Forest Tundra Ocean

My habitat is: Wet Dry Hot Cold

My habitat has: Many places to hide Few places to hide

My habitat has: Many plants Few plants No plants

Draw your animal in its habitat

My animal eats: Only meat Only plants Both meat and plants



My animal is a: Carnivore

Herbivore

Omnivore

My animal moves by: Walking Swimming Flying

My animal stays safe by: Hiding Running Fighting Having a shell

# CREATE A CREATURE

DATE:

My creature is called:

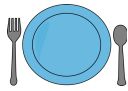
Draw your creature in its habitat

## HABITAT

- 1) What kind of habitat does your creature live in?
- 2) Describe the habitat:

## ADAPTATIONS

1) What does it eat?



2) How does it get its food?



3) How does it stay safe from predators?



4) What is another cool adaptation that helps it survive in its habitat?



# ANIMAL OBSERVATIONS

DATE:



1. **Go outside and choose an animal to observe:** a squirrel, a spider, an ant, a bird - whatever you can find!

Animal: \_\_\_\_\_

2. **Observe the habitat** your animal is in and write about it --is it in the water? In a bush? In the sky? On a flower? On the sidewalk?

Habitat type: \_\_\_\_\_

Habitat notes: \_\_\_\_\_

\_\_\_\_\_

3. **Draw the animal and its habitat**

4. Observe an adaptation the animal has or does and write about it in the table below:

I NOTICE	I WONDER	IT REMINDS ME OF
What do you see?	Why do you think the animal has this adaptation? Could it have something to do with its habitat?	What does it remind you of?

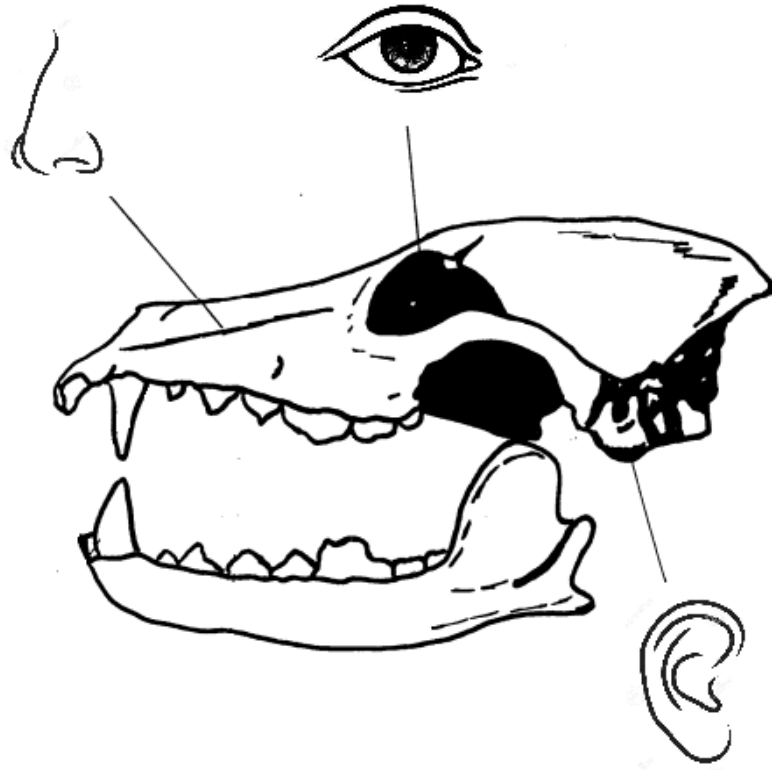


## GUÍA PARA LOS CRÁNEOS:



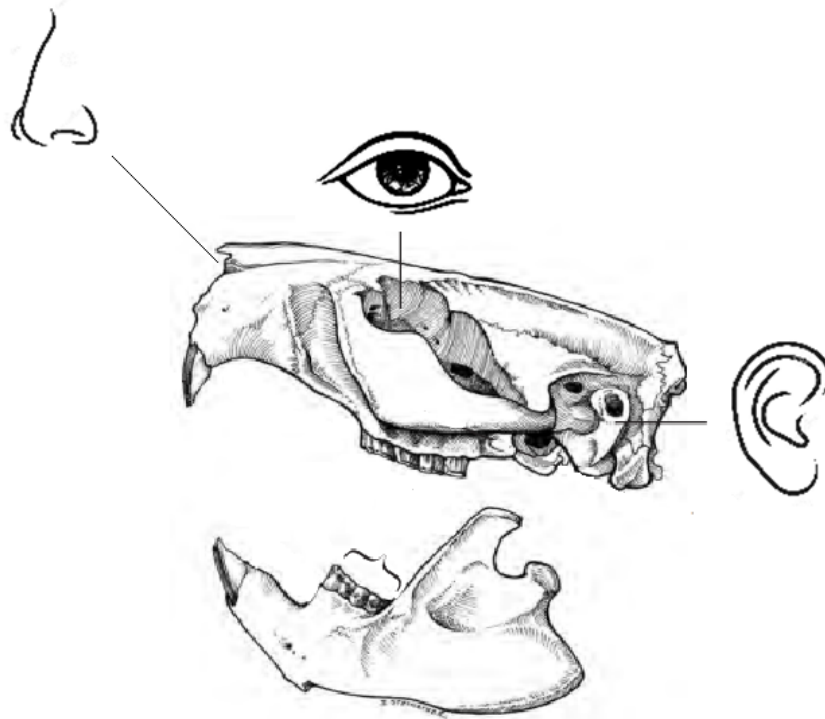
¿Cuál de estas dentaduras se parece a la del animal? (circula una)

## GUÍA PARA LOS CRÁNEOS:



¿Cuál de estas dentaduras se parece a la del animal? (circula una)

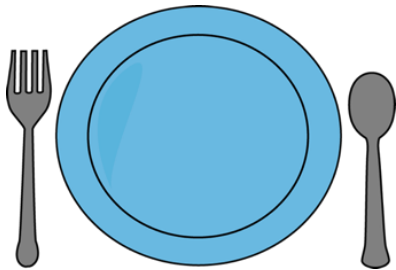
## GUÍA PARA LOS CRÁNEOS:



¿Cuál de estas dentaduras se parece a la del animal? (circula una)

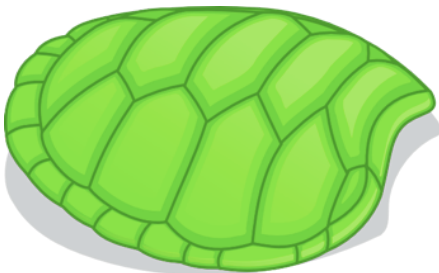
# CREA UNA CRIATURA

Mi criatura se llama:



¿Qué come?

¿Cómo obtiene su comida?



¿Cómo se protege de los predadores?

¿Cuál es otra adaptación que le ayuda a sobrevivir en su hábitat?



## Ejercicio Detectivesco de Huellas

Trabajando con una pista por grupo, trata de contestar las siguientes preguntas:

1. Usando una regla, mide el largo y el ancho de la huella.

Largo:

Ancho:

2. ¿Crees que esta huella pertenece a un pájaro, un mamífero pequeño, o un mamífero grande? (circula uno)



Mamífero PEQUEÑO

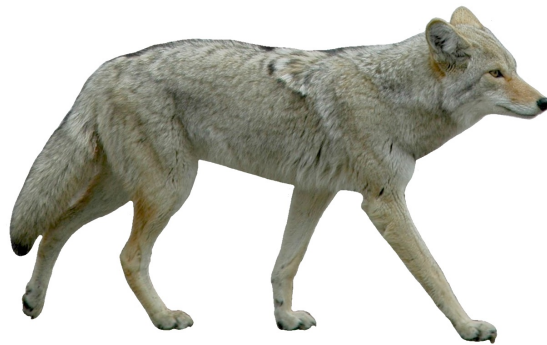


Mamífero GRANDE



Pájaro

3. ¿De cuál animal piensas que pertenece la huella?



## HOJA DE EJERCICIOS PARA DESCUBRIR LOS CRÁNEOS

Con un cráneo por equipo, responde a las siguientes preguntas:

1. ¿Basado en la dentadura, qué piensas que tu animal come? (Circula uno)



2. ¿Basado en la dentadura y el tamaño del cráneo, puedes adivinar a qué tipo de animal pertenece este cráneo? (circula una)

Carnívoro

Herbívoro

Omnívoro

3. ¿Cuál sentido piensas que este animal usa más? (circula una o dos)



4. ¿A cuál animal piensas que pertenece este cráneo? (circula una)



# Crea un Animal Fecha:

Circula las respuestas que más corresponden a tu animal!

Tipo de hábitat: Prado Desierto Bosque Tundra Oceano Otro

Mi hábitat es: Húmedo Seco Caliente Frio

Mi hábitat tiene: Muchos lugares para esconder  
Pocos lugares para esconder

Mi hábitat tiene: Muchas plantas Pocas plantas No tiene plantas

Dibuja tu animal en su hábitat.

Mi animal come: Solo carne Solo plantas Carne y plantas



Mi animal es un: Carnívoro Herbívoro Omnívoro

Mi animal se mueve: Caminando Nadando Volando

Mi animal se protege: Escondiéndose Corriendo Peleando



# CREA UNA CRIATURA

FECHA:

Mi criatura se llama:

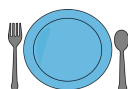
Dibuja tu animal en su hábitat.

## HÁBITAT

- 1) ¿En qué tipo de hábitat vive tu criatura?
- 2) Describe su hábitat:

## ADAPTACIONES

1) ¿Qué come?



2) ¿Cómo obtiene su comida?



3) ¿Cómo se protege de los predadores?

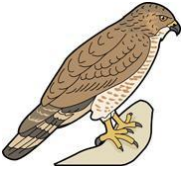


4) ¿Cuál es otra adaptación que le ayuda a sobrevivir en su hábitat?



# OBSERVACIONES DE ANIMALES

FECHA:



1. **Ve afuera y escoge un animal para observar:** una ardilla, una araña, una hormiga, un pájaro - lo que puedas encontrar!

Animal: \_\_\_\_\_

2. **Observe el hábitat** donde se encuentra tu animal y escribe lo que ves. ¿Está dentro del agua? ¿En un arbusto? ¿En el cielo? ¿Sobre una flor? ¿En la banqueta?

3.

Tipo de hábitat: \_\_\_\_\_

Observaciones del hábitat:

\_\_\_\_\_  
\_\_\_\_\_

4. **Dibuja tu animal y su hábitat**

4. Observa un adaptación que tiene o hace tu animal y escribe lo que ves en la tabla abajo:

OBSERVO	ME PREGUNTO	ME RECUERDA A
¿Qué ves?	¿Por qué piensas que el animal tiene esta adaptación? ¿Podría tener que ver con su hábitat?	¿A qué te recuerda?