Habitat Helpers

Children model plant and animal connections, then predict what happens when a plant is lost.

K.6 "Use models of natural habitats to represent the interdependence among plants and animals native to their community."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 BUILD A MODEL

tree	•	•	**mouse**
flower	•	•	**bird**
grass	•	•	**bee**

2 WHAT CHANGES?

a	**nectar**	**branch**	**seeds**
b	**nectar**	**branch**	**seeds**

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HOW TO RUN THIS PAGE

Before using this sheet, confirm that your community has native examples of the printed plant and animal groups. Read the directions aloud. Children build a simple habitat model with lines, then use their model to think about what animals need.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · BUILD A MODEL

SAY "These words name plants and animals in a local habitat. One animal nests high up, one visits blooms for food, and one eats seeds near the ground. Which plant will you connect to each animal?"

- **tree** matches **bird**
- **flower** matches **bee**
- **grass** matches **mouse**

PART 2 · WHAT CHANGES?

SAY "Look at the lines in your model. Think about what an animal might lose if a plant goes away. Circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	Look at your flower and bee line. If the flowers go away, what food might the bee lose? Circle one word.	**nectar**
b	Look at your tree and bird line. If the tree goes away, what might the bird lose as a place to build its nest? Circle one word.	**branch**

WHAT TO ACCEPT

Accept lines connecting tree to bird, flower to bee, and grass to mouse. The circled answers are nectar, then branch. Check that children used local native examples when discussing the model.