



HAVE TO HAVE A HABITAT (GRADES K, 2, 3)

PRE-TRIP ACTIVITIES

We are very excited about your upcoming field trip to the Squam Lakes Natural Science Center. Below are some simple activities that you can do with your students to begin their journey in learning about the natural world and to better prepare them for their adventure. On the day of your visit be sure to tell your educator that you used these materials, so we can incorporate the student's knowledge into your program.

Human Community Map and Writing Prompt

Objective: Students will be introduced to the term community by drawing and interpreting the town in which they reside and the available resources in that community.

SLNSC Connection: During your program, the educator will discuss natural communities as places where organisms live. If the students have participated in this activity, the educator can make stronger comparisons between your community and the different natural communities.

Related Standards:

[NGSS K-ESS3-1](#)

[CCSS.ELA-Literacy.W.K.2](#)

[CCSS.ELA-Literacy.W.2.2](#)

Activity Time: 40 minutes

Materials:

- “Human Communities” Handout
- Markers, crayons or colored pencils
- White board, chalkboard, smart board or poster paper

Introduction:

As a group you will help students generate a list of different structures and features that can be found within their town (ex: specific buildings, bodies of water, parks, roads, bridges etc).

Pose this question: “What different buildings can you find in your town or community?” Begin to list the student’s ideas on the board for all to see. You may have students in your class from more than one town, which means that your answers will vary!

Follow up with questions such as these to help fill in the list:

- “Are there parks in your town or community?”
- “How about lakes or ponds? Rivers?”

- “Who lives in your town or community?”
- “Who works in your town or community?”
- “What sort of plants and animals can you find in your town or community?”

Pose the question: “What do I mean when I call your town or the place where you live a community?” briefly allow students to share their ideas. For this introduction, accept all answers.

Activity:

Hand out the “Human Communities” sheet and read the directions aloud. Be sure students understand the writing prompts:

- What is a community?
- What do people need to have in their community?

Provide writing and drawing materials. Give students time to create their drawing and answer the writing prompts. As they work, circulate the room to answer questions and when necessary help younger students dictate their answers to you.

Wrap-up/Conclusion:

Ask a few students to share their drawing and the answers to the writing prompts with the class. As students share, help make connections to their work and the original list the class generated in the introduction.

Wrap up the lesson by explaining to the students that they have created a map of their community. Explain that a natural community is a place where living things interact with each other. Ask students how they interact with the other living things in their community. This should include other people, but also may include wildlife, or plants. For example: “learn from the teachers”, or “sit under a tree for shade”.

Ask the students how they interact with the buildings and natural places in the community? Answers may include things like: swim in the lake, get a book from the library, or drive on the roads.

As a class construct a definition of community. Your definition should include the idea that a community is a group of people and/or living things that live together in a particular place.

Name: _____

Human Communities

On the back of this page, draw a picture of your town. Your picture should have the buildings, roads, plants, animals, people and anything else that you find in your town or community.

In your own words, answer these questions:

What is a community?

What do people need to have in their community?

