

3: My Happy Habitat

Based on the Idaho quarter reverse



OBJECTIVE

Students will explore animals and the characteristics of their habitats, focusing on the peregrine falcon, the state raptor of Idaho.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Idaho Quarter Reverse” page
- “My Happy Habitat” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about habitats, such as:
 - *I See A Kookaburra! Discovering Animal Habitat Around the World* by Steve Jenkins and Robin Page
 - *In A Small, Small Pond* by Denise Fleming
 - *Magic School Bus Hops Home: A Book About Animal Habitats* by Joanna Cole
- Chart paper
- Markers
- Drawing paper
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Idaho Quarter Reverse” page.
- Make copies of the “My Happy Habitat” worksheet (1 per student)
- Locate a text that gives information about habitats (see examples under “Materials”).



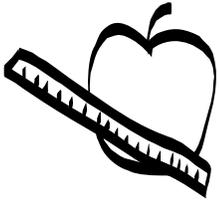
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



My Happy Habitat



CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Habitat
- Raptor



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

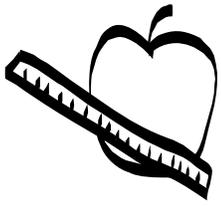
- Environments
- Animals



STEPS

Session 1

1. Discuss the term “habitat” with the students. Tell the students that a habitat is a place where a plant or animal grows and lives. Write the definition at the top of a piece of chart paper.
2. Ask the students to give some examples of habitats and record their responses on the chart paper.
3. Introduce the students to the selected text on habitats. Preview the text and illustrations and allow students to generate observations about habitats.
4. Read the text. During the reading, attend to any unfamiliar vocabulary.
5. After the reading, discuss habitats again and what animals they noticed living in the habitat(s) described in the text. List the responses on the chart paper.
6. Distribute a piece of drawing paper to each student. Direct the students to draw and label one of the animals in their habitat.
7. Have the students share their drawings with the class.



My Happy Habitat

Session 2

1. Review the previous session and discussion on habitats.
2. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Idaho Quarter Reverse” page, mentioning that something must be special for it to be put on a quarter. Locate Idaho on a classroom map. Note its position in relation to your school’s location.
3. With the students, examine the design on this coin’s reverse. Tell the students that the back of the coin is also called the reverse, and the obverse is another name for the front of the coin. Read the coin inscriptions to the class. Discuss that “Esto Perpetua” means “let it be perpetual” or “let it be forever.” Show them the date at the top of the coin and tell them that is the date that Idaho became a state.
4. Explain to the students that the bird on the coin is the peregrine falcon, the state raptor of Idaho, and that the word “peregrine” means “wandering” or “migrating.” Tell the students that the outline is the state of Idaho, then compare it to the shape of Idaho on the class map. Explain to the students the star represents Boise, which is the state capital.
5. Tell the students that the peregrine falcon is a special bird because it is a “wandering and migrating” bird and it is found in many different habitats, such as tropics, deserts, mountains, and forests. Ask the students how they think this bird could live in so many different habitats.
6. Review the habitat chart from the previous session. Discuss some characteristics of each of the habitats.
7. Distribute a “My Happy Habitat” worksheet to each student. Explain to the students that they are to pick a habitat from the chart and draw and label the peregrine falcon in that habitat.
8. Allow time for the students to complete their drawings.
9. Have the students share their work with the class.
10. Review the various habitats where the peregrine falcon lives.



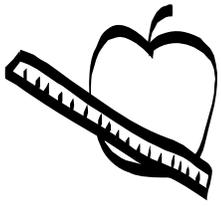
ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Review the students’ worksheets to evaluate whether they have met the lesson objectives.



ENRICHMENT/EXTENSIONS

- Have students choose an animal and draw it in two different habitats. Have students label what the animal would need to do to adapt to each of the habitats.



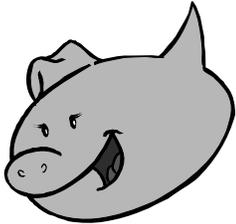
My Happy Habitat

- Have the students explore some adaptations the peregrine falcon makes to explain how they can live in all habitats.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use a scribe to label their drawings.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Learn more about the bison and how it lives on the plains. See the March 2005 Coin of the Month—the 2005 American Bison Nickel—at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/03.cfm.
- Learn more about the California condor, mountain wilderness, giant redwood trees, some of the world's highest waterfalls, and the greatest number of granite domes in any one place in the world. Read the February 2005 Coin of the Month—the 2005 California Quarter—at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm.



Name _____

My Happy Habitat

Directions: Draw the peregrine falcon in a habitat. List what is in that habitat on the lines below.

A large, empty rectangular box with a solid black border, intended for drawing a habitat for a peregrine falcon.

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for listing items in the habitat.



Idaho Quarter Reverse

