

A Common Core State Standards, Next Generation
Science, and TEKS Aligned

HABITAT PROJECT PACKET

for grades K-2



ISBN: 978-1-62634-347-4

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PUBLISHED BY GREENLEAF BOOK GROUP

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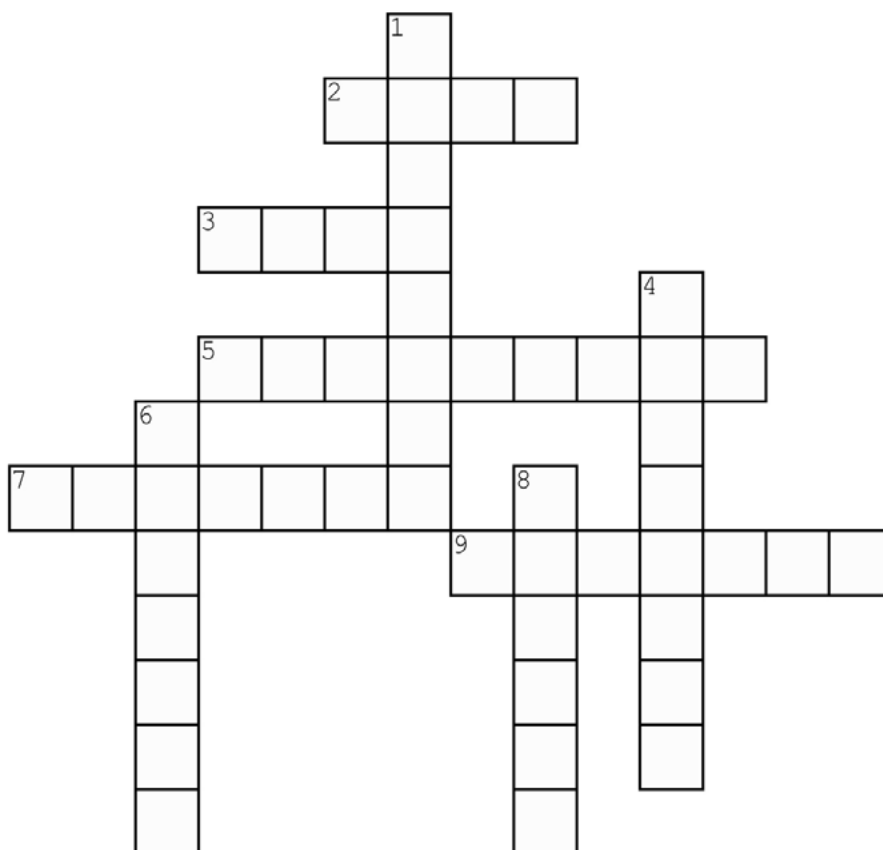


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HABITAT TERMINOLOGY CROSSWORD PUZZLE



ACROSS:

2.



3. any nutritious substance that people or animals eat or drink

5.



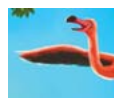
7. the natural home or environment of an animal

9. a place giving protection in weather or danger

DOWN:

1. an animal that naturally preys on others

4.



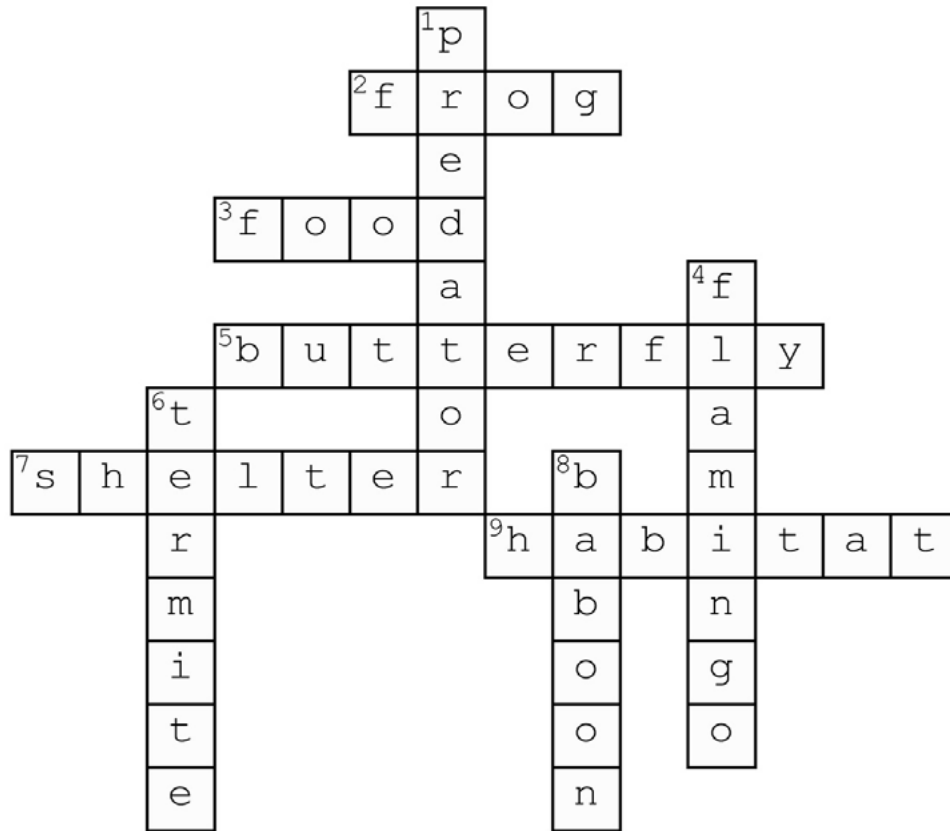
6.



8.






HABITAT TERMINOLOGY CROSSWORD PUZZLE ANSWERS



ACROSS:

2. 
3. any nutritious substance that people or animals eat or drink
5. 
7. the natural home or environment of an animal
9. a place giving protection in weather or danger

DOWN:

1. an animal that naturally preys on others
4. 
6. 
8. 



HABITAT RESEARCH CARDS

OBJECTIVE: To research and construct a representation of a specific animal's habitat.

MATERIALS:

- *Dream Big*, the book
- Research Card (Guide, pg. 6)
- Cardstock
- Research materials - books, magazines, on-line articles
- *Dream Big* Animal Fun Facts Sheets found on author's website - www.katkronenberg.com

PROCEDURE:

- Instruct students to choose which habitat they would like to research, that of the African termite, the flamingo, the butterfly, the frog, or the baboon.
- Print Research Card on cardstock.
- Using Research Materials or the *Dream Big* Animal Fun Facts Sheets, discover answers to the questions listed on the Research Cards.
- Use the research information to inform the diorama construction and design.



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RESEARCH CARD



ANIMAL NAME: _____

EATS? _____

SHELTER? _____

PREDATORS? _____

PROTECTION? _____

HABITAT DESCRIPTION? _____

INTERESTING FACT? _____



HABITAT PROJECT DIORAMA CONSTRUCTION



OBJECTIVE: To research and construct a representation of a specific animal's habitat.

MATERIALS:

- *Dream Big*, the book
- Research Card (Guide, pg. 6)
- Cardstock
- Research materials - books, magazines, on-line articles
- *Dream Big* Animal Fun Facts Sheets found on author's website - www.katkronenberg.com
- Illustrated graphics of animals featured in *Dream Big* (Guide, pg. 9)

For Folded Paper Diorama (Guide, pg. 8):

- Sheet of computer paper
- Tape
- Glue
- Scissors
- Art materials such as markers, construction paper, bits of foil, cotton balls, etc.
- Natural materials such as small sticks, dirt, leaves, etc.

For Shoe Box Diorama:

- A shoebox
- Tape
- Glue
- Scissors
- Art materials such as markers, construction paper, bits of foil, cotton balls, etc.
- Natural materials such as small sticks, dirt, leaves, etc.
- Note: Access shoe box diorama instructions presented by Jimmie Lanley's *Felt Magnet* website at www.feltmagnet.com.

PROCEDURE:

- Construct a diorama using either the folded paper method or the shoe box instructions.
- Use the information gathered on the Research Cards to inform the desing and construction of the Habitat Project Diorama.
- Print animal illustration (Guide, pg. 9) on cardstock. Use scissors to trim around border. Use tape to secure illustration to the base of the diorama.
- Arrange natural objects, or draw pictures of flora and fauna that can be found in the animal's habitat in the diorama. (Make certain to add a tab at the base of drawings to use to secure artwork to the base of the diorama.)

Encourage students to give an oral presentation describing the importance of various aspects of each habitat by stating how they contribute to the particular animals' survival.



REFERENCE: Lanley, Jimmie. "Making a Shoebox Diorama." *FeltMagnet*. Web. 30 June 2016.



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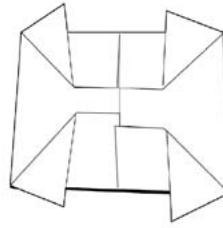


FOLDED PAPER DIORAMA INSTRUCTIONS

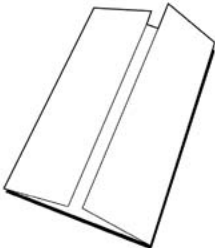


Supplies:

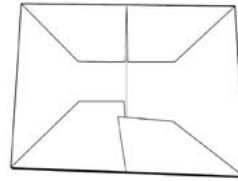
- sheet of paper
- scissors
- tape



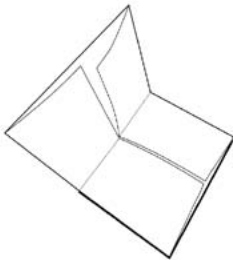
Step 4:
Fold outer
corners
forward



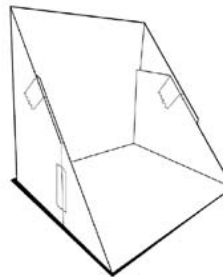
Step 1:
Shutter-fold
lengthwise



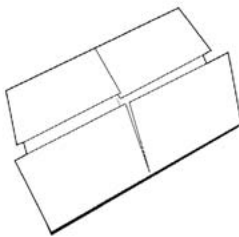
Step 5:
Use scissors to
trim creases
created by Step 4



Step 2:
Fold in half
width-wise



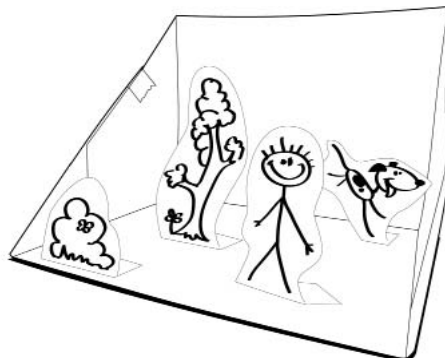
Step 6:
Form diorama
by securing
sides with tape



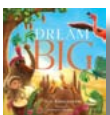
Step 3:
Use scissors
to trim crease
created in Step 2



Step 7:
Create a tab
at the base of
illustrations



Step 8:
Secure illustrations to
base of diorama.



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TABBED ANIMAL ILLUSTRATIONS



tab



tab



tab



tab



tab



HABITAT PROJECT PUPPET PATTERNS

OBJECTIVE: To use a craft project to better understand the characteristics of the animals portrayed in the story.

MATERIALS:

- Puppet patterns (Guide, pgs. 11 to 13)
- Cardstock
- Scissors
- Tape or glue sticks (if needed)
- Markers
- Strips of ribbon (for Flamingo puppet)

PROCEDURE:

- Print puppet patterns on cardstock.
- Use scissors to trim around puppet pattern borders.
- Follow the construction instructions listed on each specific puppet pattern
- Use tape or glue to secure any loose pieces for each puppet.
- Encourage students to give an oral presentation describing the importance of various aspects of each habitat by stating how they contribute to the particular animals' survival.



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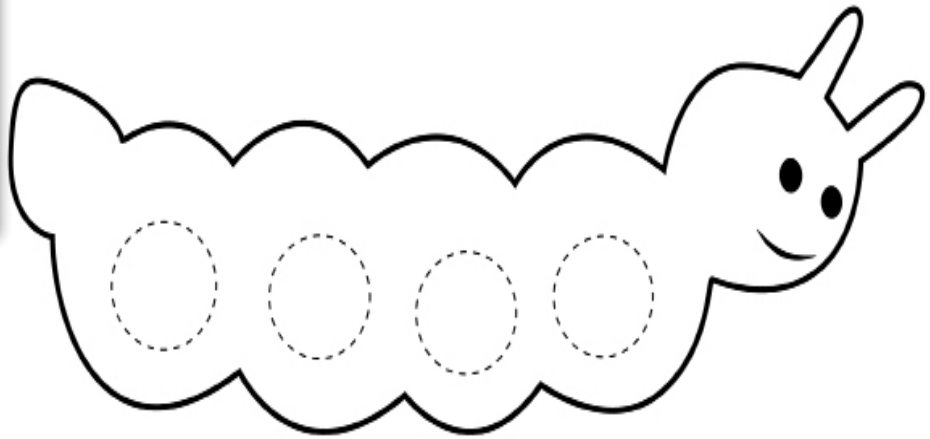
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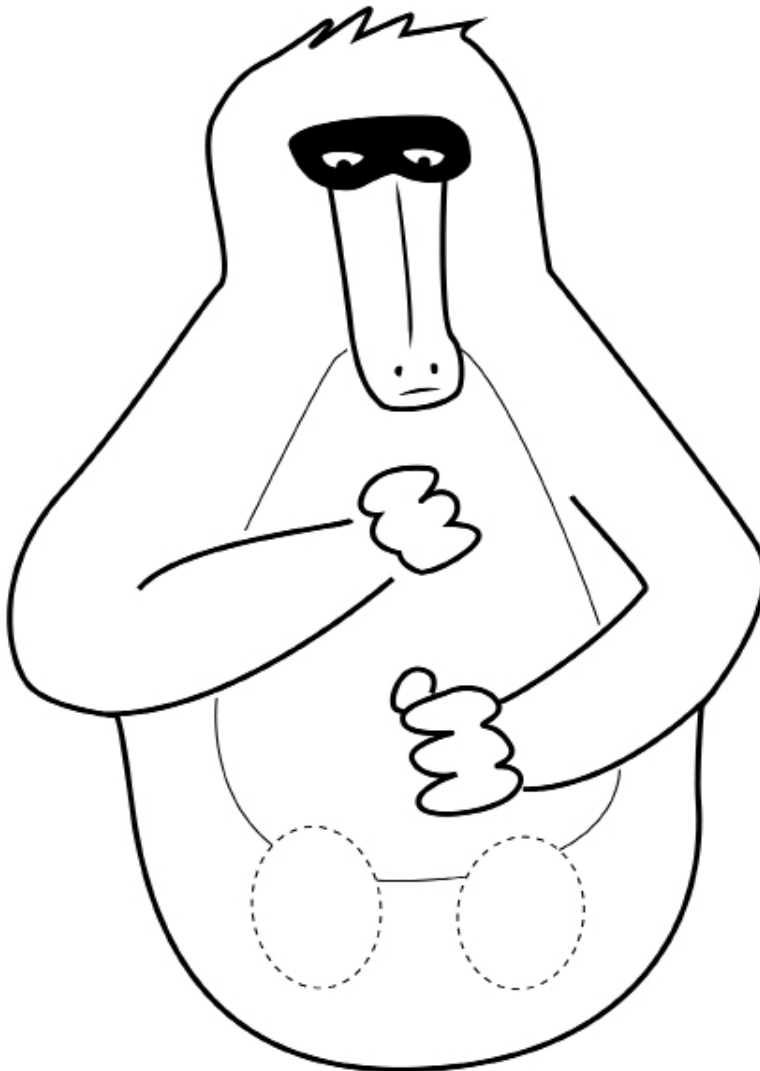
THE CATERPILLAR



- Color the caterpillar puppet.
- Trim around border.
- Cut out finger holes.
- Create caterpillar legs by inserting fingertips in the fingerholes.



THE BABOON



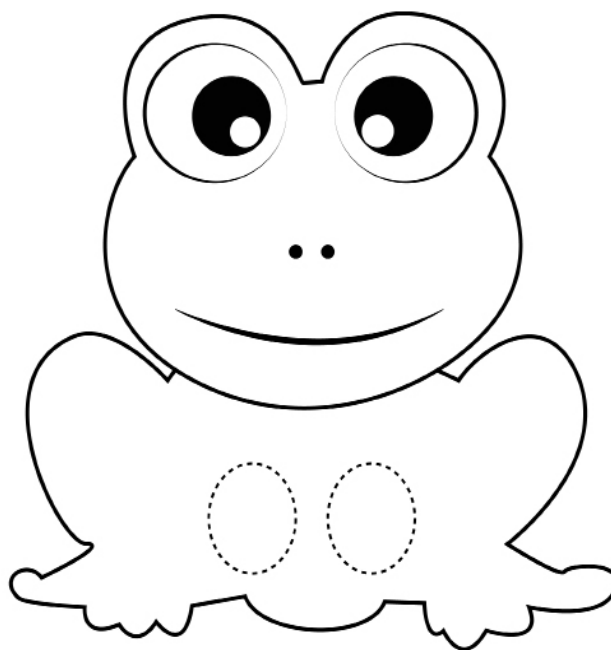
- Color the baboon puppet.
- Trim around border.
- Cut out finger holes.
- Create legs by inserting fingertips in the fingerholes.



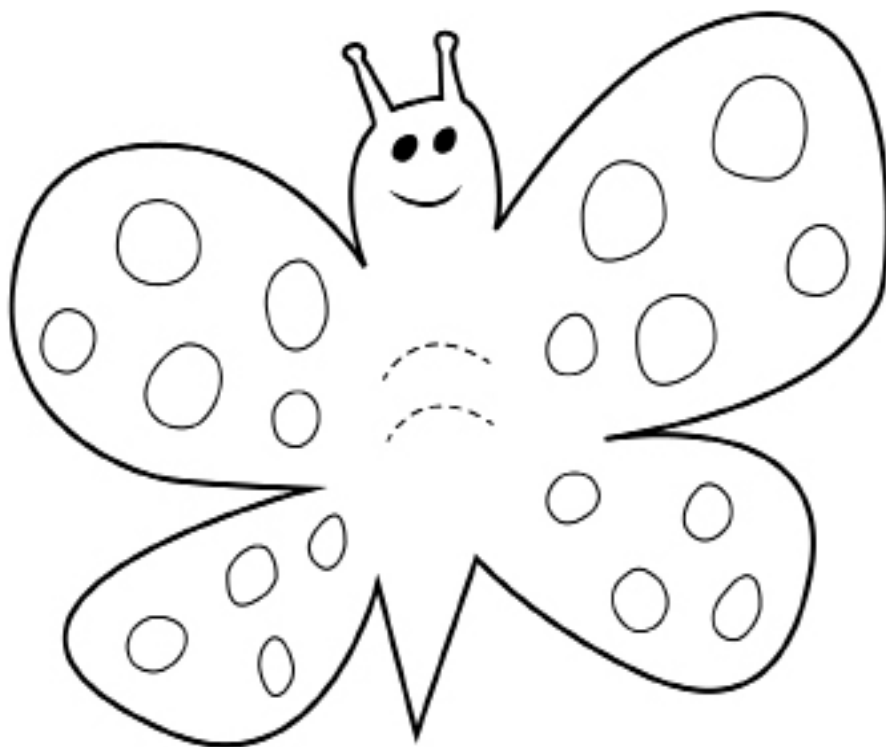
THE FROG



- Color the frog puppet.
- Trim around border.
- Cut out finger holes.
- Create legs by inserting fingertips in the fingerholes.



THE BUTTERFLY



- Color the butterfly puppet.
- Trim around border.
- Cut on dotted line.



- Slip finger through the tab created by cutting on dotted line.
- Simulate butterfly flutter.

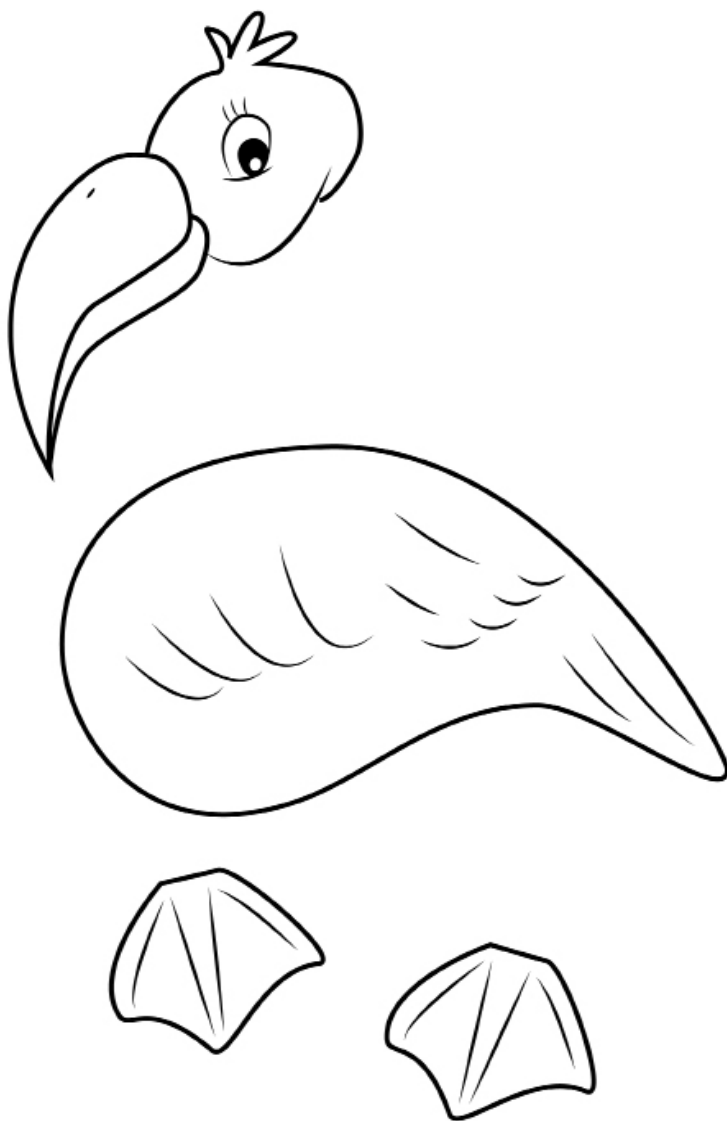


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THE FLAMINGO



- * Color the flamingo puppet.
- * Trim around borders.
- * Cut 3 pieces of ribbon.
- * Create flamingo neck and legs by securing webbed feet, head, and body together with ribbon and tape.



HABITAT PROJECT REPORT

OBJECTIVE: To identify and describe defining aspects of habitats as they relate to the animals featured in *Dream Big*.

MATERIALS:

- * *Dream Big*, the book
- * *Dream Big* Animal Fun Fact Sheets
- * Habitat Research Cards
- * Completed Diorama
- * *Dream Big* Puppets
- * Report Paper (Guide, pg. 15)
- * Pencil
- * Markers

PROCEDURE:

- * Instruct students to consider all of the projects completed in the Habitat Puppet Project.
- * Discuss aspects of each animals' habitats by noting the similarities and differences of each. Guide students to describe:
 - What the animal(s) eat
 - Where and how do they find shelter
 - How the animal(s) protect themselves from predators
 - List important aspects of their habitats
 - Identify an interesting fact
- * Using the Report Paper and pencil, instruct the students to write a short essay answering the question "What is a Habitat?" Explain that they may use examples from the Habitat Puppet Project to support their claims. Students may illustrate their work.
- * Encourage students to share their work with others.



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WHAT IS A HABITAT?



ACADEMIC STANDARDS ALIGNMENT

COMMON CORE STATE STANDARDS:

English Language Arts Standards » Reading: Literature

		Crossword Puzzle	Research Cards	Diorama	Puppets	Report
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.		●	●	●	
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	●				
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.		●	●	●	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	●	●	●	●	●
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	●	●	●	●	●
CCSS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	●	●	●	●	●
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	●	●	●	●	●
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	●	●	●	●	●
CCSS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	●	●	●	●	●
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	●	●	●	●	●
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	●	●	●	●	●
CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	●	●	●	●	●
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	●	●	●	●	●



English Language Arts Standards » Language

		Crossword Puzzle	Research Cards	Diorama	Puppets	Report
CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•
CCSS.ELA-Literacy.L.K.1.a	Print many upper- and lowercase letters.	•	•			•
CCSS.ELA-Literacy.L.K.1.f	Produce and expand complete sentences in shared language activities.	•	•	•	•	•
CCSS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		•			•
CCSS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	•				
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	•	•	•	•	•
CCSS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•
CCSS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.		•			•
CCSS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•
CCSS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•
CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		•			•
CCSS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.		•	•	•	•
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•	•
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		•	•	•	•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.			•	•	•
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•	•
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•	•
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		•	•	•	•
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			•	•	•
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		•	•	•	•
CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			•	•	•



NEXT GENERATION SCIENCE STANDARDS:

	Crossword Puzzle	Research Cards	Diorama	Puppets	Report
2. Interdependent Relationships in Ecosystems					
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	●	●	●	●	●
SCIENCE AND ENGINEERING PRACTICES					
Developing and Using Models					
Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.	●	●	●		●
Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)	●	●	●		●
Planning and Carrying Out Investigations					
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.	●	●	●		●
Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)	●	●	●		●
Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)	●	●	●		●
Scientific Knowledge is Based on Empirical Evidence					
Scientists look for patterns and order when making observations about the world. (2-LS4-1)	●	●	●	●	●
DISCIPLINARY CORE IDEAS					
LS2.A: Interdependent Relationships in Ecosystems					
Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)		●	●		●
LS4.D: Biodiversity and Humans					
There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)	●	●	●		●
CROSCUTTING CONCEPTS					
Cause and Effect					
Events have causes that generate observable patterns. (2-LS2-1)		●	●		●
Structure and Function					
The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)		●	●		●



TEXAS ESSENTIAL KNOWLEDGE & SKILLS:

English Language Arts and Reading

		Crossword Puzzle	Research Cards	Diorama	Puppets	Report
KINDERGARTEN						
110.11.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.	•	•			•
110.11.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.		•	•		•
110.11.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.	•	•	•	•	•
110.11.b.11	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.		•	•		•
110.11.b.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.					•
110.11.b.14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.					•
110.11.b.16	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing.		•	•	•	•
110.11.b.17	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	•	•			•
110.11.b.17	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.		•	•		•
110.11.b.20	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.		•	•		•
110.11.b.21	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.11.b.22	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.	•	•	•	•	•
FIRST GRADE						
110.12.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.	•	•			•
110.12.b.3	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.	•	•			•
110.12.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.		•	•	•	•
110.12.b.10	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.		•	•	•	•
110.12.b.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.					•
110.12.b.21	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.					•
110.12.b.23	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.	•	•	•	•	•
110.12.b.25	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.	•	•	•	•	•



		Crossword Puzzle	Research Cards	Diorama	Puppets	Report
FIRST GRADE (cont.)						
110.12.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.			•		•
110.12.b.29	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	•	•	•	•	•
SECOND GRADE						
110.13.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	•	•			•
110.13.b.10	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.		•	•		•
110.13.b.14	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding.		•	•		•
110.13.b.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.					•
110.13.b.22	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.					•
110.13.b.24	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.		•	•		•
110.13.b.27	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.		•	•		•
110.13.b.30	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	•	•	•	•	•

Science

KINDERGARTEN						
112.11.9	Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.	•	•	•		•
112.11.9.A	Differentiate between living and nonliving things based upon whether they have basic needs and produce offspring.	•	•	•		•
112.11.9.b	Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.	•	•	•		•
FIRST GRADE						
112.12.10	Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.	•	•	•		•
112.12.10.a	Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats.	•	•	•		•
SECOND GRADE						
112.13.9	Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment.	•	•	•		•
112.13.9.A	Identify the basic needs of plants and animals.	•	•	•		•

