

Project FOCUS
Best Lessons
KINDERGARTEN

Title of Lesson: Oh Deer!

Theme: Life Science

Unit Number: 6 **Unit Title:** Plants and Animals

Performance Standard(s) Covered (enter code):

SKL1. b. Group animals according to their observable features such as appearance, size, motion, habitats and where it lives, etc.

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Works in a group
- Describes and compares using physical attributes
- Observes using senses
- Describe observations

Content (key terms and topics covered):

Population Dynamics

Habitat Components

Learning Activity:

Abstract First give a short presentation introducing the different elements of a habitat next perform a short group activity which shows how population dynamic work in real life.

Details: The first thing you must do is introduce the different elements of a habitat to the students, elements such as space, food, water, shelter. Next split your class into groups of about 6 each and work with one group at a time. Help the students create their "habitat headbands" these are essentially headbands made of construction paper the kids can wear on their heads that have each water, food, shelter, and space written on each side of the headband. Next divide the group into two, one group on each side of a room or hallway. One side will act as deer during the activity while the other will be the habitat. For the students that are acting as the habitat face their headbands towards one element of a habitat. Here comes the fun part! Go to your deer and tell them to find one of the elements of a habitat. Let's say you picked water, the deer (acting like deer and not wearing a headband) group would run over to the habitat group looking for water. As in a real habitat if they can't find it they "die" and are given a habitat headband to wear as they become part of the habitat. If a student with a water headband is found he becomes a deer. Repeat this processes over and over and it will show that in a place with abundant resources you will get a larger population and. It will also show that when there is only little resources the population will die off.

Materials Needed (type and quantity): Room or space to move around in, construction paper, markers, and some sort of habitat presentation

Notes and Tips (general changes, alternative methods, cautions): Keep a close eye on the students as they run around to make sure that they do not get carried away. Also make sure that your groups are big enough to allow the students to observe the changes in population dynamics. Ask the

student questions while they are playing to make sure they understand the activity and what they're supposed to be learning.