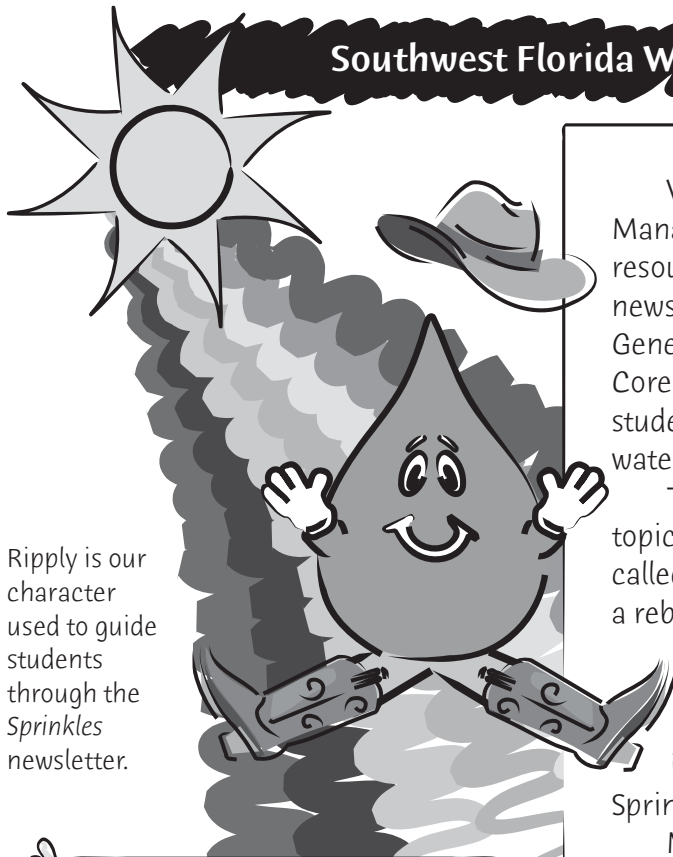


HABITATS

SPRINKLES

Southwest Florida Water Management District



Ripply is our character used to guide students through the *Sprinkles* newsletter.

Welcome to *Sprinkles*. The Southwest Florida Water Management District (SWFWMD) offers this water resources newsletter for elementary students. The newsletter is correlated to grades K-2 of the Next Generation Sunshine State Standards and the Common Core State Standards and provides an interesting way for students to increase their awareness and respect for water resources and our environment.

This issue of *Sprinkles* introduces students to general topics about the places where animals and plants live, called habitats. It teaches concepts about habitats using a rebus, examples of habitats, a map, a neighborhood survey, directions for making a greeting card and a tic-tac-toe game. All information and activities are designed to teach students about different habitats in which animals and plants live and grow. Let *Sprinkles* make a splash in your classroom today!

Many other free materials are available from the SWFWMD and can be ordered online at WaterMatters.org/publications/. We also offer water resources workshops for teachers. Please contact us if you have any questions or suggestions about our water resources education programs.

Explain the concept of a "habitat." It is a place where animals and plants live. Emphasize that there are many kinds of habitats. Read the introduction together.

Youth Education – Communications Section
Communications and Board Services Bureau
Southwest Florida Water Management District
(352) 796-7211, ext. 4405
1-800-423-1476, ext. 4405 (FL only)
WaterEducation@WaterMatters.org

Teacher's Guide



Water Wows!

It's fun to learn facts about our water resources. After reading the statement about the need for all animals and plants to have water, list a few different habitats. (Examples: woods, river, neighborhood, etc.) Describe where animals and plants may find their water.



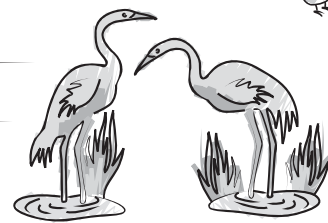
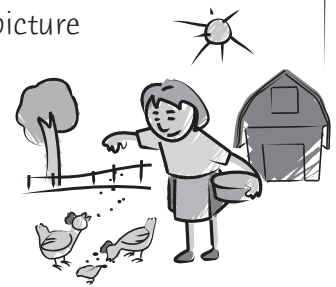
Habitats Rebus

Explain that a rebus is a story that uses pictures in place of some of the words. Discuss several different habitats with your students. Then read the rebus together.



Where Do I Live?

Read the directions together. Then read each description and decide which picture it matches. Have students fill in each water droplet with the correct number. At the bottom of the page, have students think of additional animals and plants that could be found in each particular habitat.



Visiting Habitats

To prepare students for using the map, ask them to describe some of the living things they would expect to see in each of the places on the map. Then have students gather their crayons and complete the activity together. Note that there are two correct paths that lead to the beach.



My Neighborhood Habitat

Ask students to describe their neighborhoods. Ask if they know of any animals near their homes. Then ask if they have plants or trees in their neighborhood. Read through the list of things in each category and have students place a check next to each one that may exist in their neighborhood and needs water to live. Discuss their results and emphasize that, while each neighborhood is a different habitat, all living things need water to live. Then ask students to draw a picture of a few living things in their neighborhood.



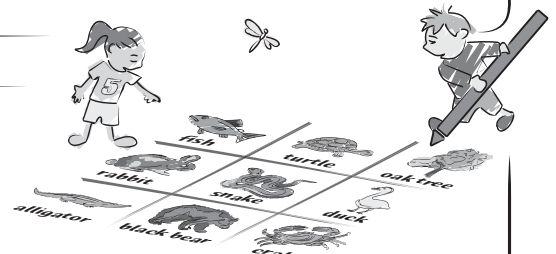
Water Watcher Activity

Emphasize that students can help keep our habitats clean and healthy by properly disposing of trash, by limiting fertilizers and pesticides, and by understanding the importance of Florida habitats. Then have students make a habitat greeting card to share with their families. You may also decide to share the cards among classmates by placing all the cards in a bag and having each student reach in and take out a card.



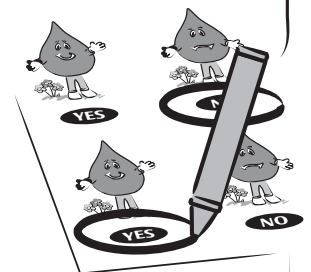
Habitat Tic-Tac-Toe

This version of tic-tac-toe uses examples of living things found in habitats. Show students how to play the game. Then have them play the game in pairs. If you want to reuse the game, cut out pieces of construction paper in the shapes of circles (Os) and squares (Xs) instead of marking on squares with a pencil or crayon.



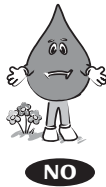
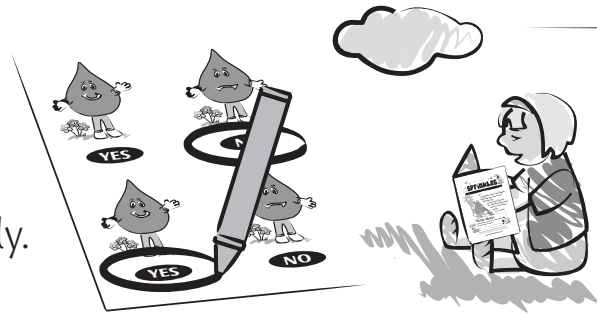
Sprinkles Quiz

Make copies of the quiz on the back page of this guide and distribute to your students. Read the questions aloud and have students draw a circle around the word "Yes" or "No" under Ripply's picture. Discuss the responses. Answers: 1-Yes, 2-No, 3-No, 4-Yes, 5-Yes

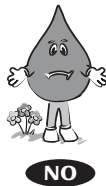
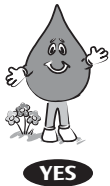


Sprinkles Quiz

Directions: Listen to each question.
Then circle "Yes" or "No" under Ripply.



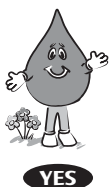
1. Is a habitat a place where animals and plants live?



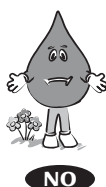
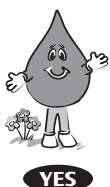
2. Do all animals live in the same habitat?



3. Can animals live without any water?



4. Is your neighborhood a habitat?



5. Are there many kinds of habitats?

Activities in *Sprinkles Habitats* address the following Common Core State Standards and Next Generation Sunshine State Standards for grades K–2:

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards

Reading: Key Ideas and Details

- R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K.RI.1.1_1.RI.1.1_ K.RL.1.1_1.RL.1.1_1.RL.1.2)
- R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (K.RI.2.4)
- R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (1.RI.3.7)

Reading: Craft and Structure

- R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (K.RF.4.4_2.RF.4.4_ K.RI.4.10_ K.RL.4.10)

Writing: Text Types and Purposes

- W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (K.W.3.8)

Speaking and Listening: Comprehension and Collaboration

- SL.CCR.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (1.SL.1.1)
- SL.CCR.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (1.SL.2.5)

Next Generation Sunshine State Standards for Science

- SC.K.L.14.3: Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.1.L.17.1: Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.16.1: Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
- SC.2.L.17.1: Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2: Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.