PART I: Your Habitat

All animals need to keep themselves safe and healthy. They get what they need from their surroundings. Humans are animals too! Think about what you need to survive.

Find something in your home that you need to survive.

What did you choose? Write or draw below.

Why did you choose this object?
All your surroundings and the places where you get what you need is part of your **habitat**. A **habitat** is not only an animal’s home; it also includes all the places an animal goes. A **habitat** provides four main components: food, water, shelter, and space.

Before going outside to find animals in their habitats, **think a little more about your habitat.**

**Where do you get what you need to survive?** Write or draw your responses below.

<table>
<thead>
<tr>
<th>Food:</th>
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<table>
<thead>
<tr>
<th>Water:</th>
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<table>
<thead>
<tr>
<th>Shelter:</th>
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<table>
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<tr>
<th>Space:</th>
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PART II: Preparing to Explore

There’s nature to explore all around us. No matter where you are, you’re sharing habitat with other organisms!

With a parent or guardian, plan to take a walk in your neighborhood or go to a nearby park. While on your walk, you will:

1. Observe animals in their habitat.
2. Observe evidence (clues) of animals.
3. Record your observations in your Nature Notebook.

Often, we don’t see the animals themselves, but you can know they were around because they leave clues behind. On your walk, look for evidence (clues) that animals leave behind.

Checklist of Evidence of Wildlife:

- Footprints or tracks
- Feathers, fur, hair, or skin
- Spider webs
- Poop (scat)
- Bird calls and songs
- Nests
- Holes and burrows in the ground
- Teeth marks on wood, branches, or leaves
- Holes in leaves

Can you think of some more? Write them below!

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
Nature Notes:

Keeping a Nature Notebook can be both an art and a science. To keep track of our wildlife sightings, or evidence of wildlife, take notes. Bring a notebook, paper, or the worksheet included in this packet, and something to write with. Scientists and nature lovers of all kinds record observations and questions to learn more about their surroundings.

Use pictures, words, and numbers to record the wildlife or evidence of wildlife. The goal is not to make a pretty picture, but to record your observations and your ideas.

Some things to include in your nature notes include:

- Number of organisms
- Size
- Location
- Nearby habitat
  - Food source?
  - Water?
  - Shelter?
  - Space?
- Behavior (what was the animal doing?)
- Time of day
- Weather

Can you think of some more? Write them below!

- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________

With your parent or guardian, plan your Field Trip at Home! Take a walk in your neighborhood or go to a nearby park. Make a list of nearby locations that you can visit together safely. Look up the weather forecast in advance and wear appropriate clothing. Bring this Nature Notebook and something to write with (pen or pencil). You can bring a camera if you have one.

Go out and explore!
**PART III: Field Trip at Home!**

*Use this space to record your observations. Use drawings, words, and numbers.*

Print more copies of this page if you’d like! Decide where you’ll walk and be sure to bring an adult with you.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Time:</th>
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PART IV: What did you find?

**List what kinds of animals you observed.** If you know the name of the animal, you can include it. You don’t need to know the name to include it on this list, but try to describe it as best as you can:

**List the evidence of animals that you observed** (if you didn’t see the animal itself):

Did you observe an organism interacting with its habitat? Was it getting food or water, or was it in its shelter? **Describe one example of observing this organism.**

**What questions came up while you went on your Field Trip at Home? What is something that you’d like to find out more about?**
Some of the big questions that we ask when we go outside in nature are:

1. How can we find out what animals live here?
2. What about this place makes it such a great home for animals?

Before you go on your Field Trip at home, let’s think about these questions. Discuss your ideas with an adult or partner and write your ideas below.

<table>
<thead>
<tr>
<th>How can we find out what animals live here?</th>
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<thead>
<tr>
<th>What about this place makes it such a great home for animals? Think about what an animal needs from its habitat. What kinds of food, water, shelter, and space is available for animals in area where you went on your Field Trip at Home?</th>
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</thead>
</table>
**Part VI: Reflection**

Close your eyes and think about your **Field Trip at Home**. Focus on your experiences, observations, and feelings that came up while you were walking outside looking for animals and evidence of animals.

<table>
<thead>
<tr>
<th>While you were on your Field Trip at Home, how did you feel while you were planning? What about when you found an animal? <strong>Describe your feelings during your Field Trip at Home.</strong></th>
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</table>

<table>
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<tr>
<th><strong>What questions came up while you went on your Field Trip at Home?</strong></th>
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<table>
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<tr>
<th><strong>Did you find anything that surprised you while on your Field Trip at Home? Why was it surprising?</strong></th>
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<tr>
<th><strong>What is something else that you’d like to learn about the animals around your home?</strong></th>
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</table>
The mission or purpose of the Midpeninsula Regional Open Space District is:

To acquire and preserve a regional greenbelt of open space land in perpetuity, protect and restore the natural environment, and provide opportunities for ecologically sensitive public enjoyment and education.

Think about what animals need from their habitat (food, water, shelter, and space). Explain why you think it’s important to protect open spaces.
NGSS Correlates for teachers:

<table>
<thead>
<tr>
<th><strong>California Next Generation Science Standards (3-Dimensional Lesson Design)</strong></th>
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<tbody>
<tr>
<td>Identify the NGSS <strong>Performance Expectation</strong> by its code and short title. Students who demonstrate understanding can:</td>
<td></td>
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<tr>
<td>3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</td>
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**Describe the Science & Engineering Practice(s) addressed in the lesson**

Asking Questions and Defining Problems: Scientific investigations begin with a question. Scientists use different ways to study the world.

**Describe the Disciplinary Core Idea(s) addressed in the lesson**

LS1.C Organization for matter and energy flow. Food provides animals with the materials and energy they need for body repair, growth, warmth, and motion. Plants acquire material for growth chiefly from air, water, and process matter and obtain energy from sunlight, which we use to maintain conditions necessary for survival.

**Describe the Crosscutting Concept(s) addressed in the lesson**

Patterns: observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.