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3<sup>rd</sup> grade

### Hanging Out In My Habitat

This lesson is at the end of a short mini unit on habitats that is within my larger salmon unit. Prior to this we met with a biologist from the Tetlin Fish and Wildlife for background information on local habitats, went on some water survey field trips, and looked at the insects we collected under microscopes.

**Concept:** Identify specific conditions of the 4 elements of habitat (food, water, shelter, and space) that are necessary for salmon to live.

**Alaska Standards:** Science Standards A14a& c, B1; Reading Performance Standard Level 2-6; Art Standard A4.

**Materials:** Project Wild Book p. 146; video - "Salmonids in the Classroom" from BC Teachers Federation Lesson and Service; assessment test; white art paper; crayons or color pencils

**Vocabulary:** habitat, shelter, food, space, water

**Gear Up:** Do a round robin of habitat characteristics that were observed when we visited our 3 water locations. Write them on board. Watch video segment "Salmon" which is a short film on ideal salmon habitat and what man can do to help the natural environment.

**Process Skills:** communicate, observation

**Explore:** Play "Oh Salmon" from Project Wild to do a simulation that demonstrates how 4 elements of habitat must be in a suitable arrangement for survival.

**Process Skills:** observation, communication, inference

**Generalize:** Now let's tie in what we know are the necessary conditions for ideal salmon habitat and the places we visited. "What kind of water did we see at each place? (fast flowing, still, moving) "Where did we see the most insects?" "Of the insects that we observed which kinds would the salmon want to eat?" "What was the water temperature at each location?" "Which places had enough space for salmon to live?" "What types of shelter did we see at each location?" "What happens when one part of the habitat disappears?" "Which location would provide the best habitat for fish?"

**Process Skills:** observation, communication, inference, prediction

**Apply/Assess:** "Why do we not have any salmon in the local lakes and rivers around Tok?" Complete Salmon Stream Checklist and draw a picture of a stream where salmon would like to live. Make sure to include the necessary elements of a habitat.

**Process Skills:** communication, make a model

**Extensions:** Make a classroom bulletin board of a salmon habitat. Field trip to wetland habitat for comparison.

**Process Skills:** observation, make a model, infer, prediction

**Scoring Guide  
Habitat Concept Checklist**

1	3	5
Emerging	Developing	Applying
Correctly identify <u>10</u> out of <u>20</u> items on stream checklist	Correctly identify <u>14</u> out of <u>20</u> items on stream checklist	Correctly identify <u>18</u> out of <u>20</u> items on stream checklist
Includes 2 elements of habitat in drawing	Includes 3 elements of habitat in drawing	Includes all 4 elements of habitat in drawing
Beginning to recognize that all parts of habitat are necessary for life.	Can orally explain what would happen if 1 part of the habitat was missing.	Can orally explain what would happen if 1 part of the habitat was missing. Be able to tell how the loss of salmon would have an effect on something else in the food chains.

## SALMON STREAM CHECK LIST

### SALMON PREFER A STREAM THAT:

- has clean gravel
- never dries up
- has muddy, still water
- has very warm water
- has clean flowing water
- is not blocked by large waterfalls
- is polluted by garbage
- rarely floods
- has other fish or animals in the stream
- is very shallow (less than 2 inches)
- has lots of plants near the stream bank
- has an unsilted streambed
- has a steady flow of cool water
- has lots of big logs blocking or damming the waterflow
- is cared for by people
- has logs and plants for hiding places
- has many insects around and on plants
- is very crowded with other fish
- has pets that are allowed to play in the stream
- has people that run 4-wheelers through the stream bed