



©Starflower Foundation

<p>Description: Students draw a picture of an animal and plant interaction from their observations made during the <i>Plant and Animal Interaction Hike</i>. While best done in the habitat area, drawing may be done in the classroom from memory. These drawings can be used for assessment, classroom presentations and/or displays.</p>	<p>Vocabulary Wildlife habitat components: <i>the major parts of a habitat required for wildlife species to survive- food, water, shelter and space enough to provide food and raise young</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students show their understanding of the importance of plants for wildlife habitat needs. • Students expand their knowledge about their field observations by naming, labeling and talking about the plants and animals in their drawing. 	<p>Washington State EALRs Arts 1.1,1.2,1.3 Understand and apply arts concepts to communicate ideas. Organize arts elements into artistic compositions. Use and develop art skills and techniques to solve problems and express ideas. Science 1.2 Describe how an organism’s behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources.</p>
<p>Kit Materials:</p> <ul style="list-style-type: none"> • Foam core clipboards: 1 per student <p>Teacher supplied:</p> <ul style="list-style-type: none"> • 1/2 sheets of 8 1/2” X 11” drawing paper: 1 or more per student • Pencils: 1 per student 	<p>Seattle School District Standards 1.2, 1.4 There are plants and animals living in almost every kind of environment. 1.4, 1.5 Animals eat plants or other animals for food and may also use plants for shelter. Science Kit: Organisms</p>

<p>Before Activity: Locate a space within your habitat with sufficient room for your students to sit quietly and draw. Note: This activity should closely follow the <i>Plant and Animal Interaction Hike</i>.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Assemble students in the habitat area. Say, “Today we will have a time for silence while we think about, or reflect upon, what we’ve learned about plants and animals. We will be thinking about how they look. We will be thinking about how living things use plants. Then we will draw a picture. What have we learned about animals using plants?” • Ask students to share examples of their discoveries on the <i>Plant and Animal Interaction Hike</i> to help inspire others. • Distribute materials to students: Paper, pencils and clipboards. • Tell students their challenge is to draw a plant being used by an animal that they saw in the forest. Say, “Be sure to label the plant and the animal in the picture.” Finally, ask students to find a place to sit quietly in the area you’ve selected and make their drawing. Once, they are settled, allow about 5 minutes for drawing. • Have students share their drawings as they feel comfortable. Discuss what their drawing shows about what they’ve learned. As you do, emphasize the importance of plants in meeting animals’ habitat and survival needs.
--