

# Animals and their Environments

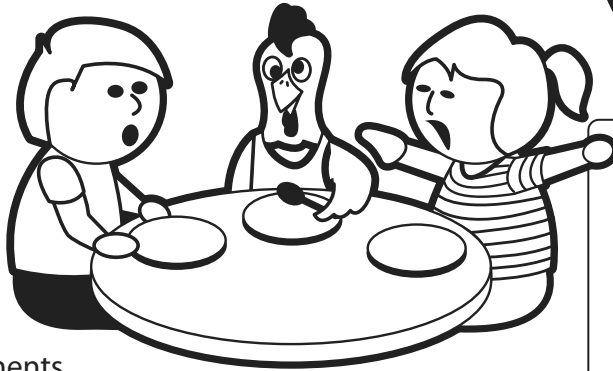
## Where Do Chickens and Worms Live?

# LESSON 2

### Objectives

#### The students will:

- Define the word “environment.”
- Describe how different animals live in different environments.
- Discover that the physical features of animals are matched to their environments.



### National Standards Addressed



#### SCIENCE

Characteristics of organisms.

- Needs of organisms.
- Structure and function.
- Behavior and senses.

Organisms and environments.

- Organisms' relations to environment.
- Organisms' effects on environment.
- Humans and the environment.

### Procedure

1. **Discuss animal environments.** Show the students the book “The Chicken and the Worm” and flip through the pages. Ask the students to remind you what this book was about. Be sure to ask:
  - Where does the worm live? What is the worm’s home like?
  - Where does the chicken live? What is the chicken’s home like?

Explain that the word “environment” describes the surroundings (the place) where an animal or plant lives. Tell the class that you are going to talk more about the chicken’s environment and the worm’s environment. Flip to the pages in the book that show where the chicken and worm live. Read the text on those pages aloud. Ask students to describe the environment of the chicken and of the worm. Students can gather information from the text and from clues in the pictures.

Students should be able to come up with a simple description of the environment (e.g., The chicken lives in a coop. The coop is on a farm. The chicken sleeps in a nest. ) (e.g., The worm lives in a wooden bin. There are strips of newspaper in the bin. Other worms live underground in the dirt.).

Then ask the students to think about their own environments. Remind students that people are animals, too. Ask them:

- Where do you live? What is your home like?

Explain that in answering these questions, they are describing their own environments.

2. **Discuss how animals are built to match their environments.** Ask the students to show you how worms move. Then ask them to show you how chickens move. Refer to the pictures in “The Chicken and the Worm” to help students get ideas.

## Procedure (continued)

- Ask the students if they can imagine a chicken that could only move like a worm – could it move around to find enough food?
- What about a worm that had to move like a chicken – could it hide itself deep in the dirt?

Discuss how it is a good thing that a chicken has legs and a beak that it can use to wander around and get food. Also discuss how a worm's body is well built for burrowing through the dirt. Emphasize that animals' bodies are different from each other because each type of animal has special body characteristics that help them live in their specific environments.



### Move and Learn!

Have students pretend to be chickens. Put butcher paper on the ground and shelled sunflower seeds (or other small food items) around the paper. Have the students try to pick up the seeds using their mouths. They may be able to do it, but it isn't easy. Ask them why it is easier for chickens to do this (because they have beaks, their bodies are structured so their heads can reach the ground easily, etc.). Chickens are built to find and eat food on the ground.

## Links To Heifer International

### Animals and Their Environments

This lesson is a very gentle introduction for young learners about how animals live in certain types of environments and how animals are built to match their environments. This starts children thinking about the biology of the animal – how and why animals look different from each other. It also starts the child on a journey of becoming aware of the importance of environments, and how much each organism relies on its environment. Making people aware of the need to maintain a healthy environment is an issue that is central to the work of Heifer International.

