



Written by Lucy Parrienen

### 25 FREE Activity ideas linked to 'Where is my home?'

- Create a poster about your favourite habitat.
- Use the internet to find out more about a specific habitat – create a fact file or information poster.
- Write your own story about an animal exploring different habitats.
- Draw out your favourite animal and write some facts about them.
- Draw a habitat scene and label the animals & plants that live there.
- Create a poem about different habitats – try an acrostic poem (see example below: appendix 1)
- Go outside – explore the habitat (your garden, parks, woodland).
- Write down everything you find in the habitats you explore. Did you see any creatures or plants?
- Count how many animals you can see in the book.
- Which animals do you think would be the largest? Smallest? Make some predictions.
- What animal do you think the book is about? Can you explain your reasons in a list?
- Play a game with a friend or a member of your family. Describe a creature and give clues to help your partner guess. E.g.  
*My creature lives in the woodland. My creature is small and lives underground.*
- Create a mini habitat scene using natural resources. Can you make a woodland scene from twigs, stones and leaves?
- Design a game to play – draw animals onto cards and ask a friend to sort them into different habitats.
- Use an atlas or a globe to see where different habitats are located around the world.
- Write a setting description based on a habitat. Use lots of adjectives and detail.
- Create your own habitat using a shoebox or empty cereal box.
- Visit the local library and find books about habitats or a specific animal.
- Create a 'diorama' using a paper plate and use this to make your own habitat
- Close your eyes and imagine you are in a chosen habitat – think about what your senses would feel. What could you smell, hear, see, touch and feel?
- Create a 'promotional poster' about a habitat – pretending to be an estate agent and getting animals to live in the habitat (see example below: appendix 2)
- Get active – can you move like some of these creatures? Can you be a monkey swinging around or a bird flying through the sky?
- See how the world is changing and research which habitats are in danger?
- Think about how you can make changes to look after the planet and habitats. (recycling)
- Create a simple bird feeder or insect house to look after animals that live in your garden.



**O**ctopus, fish, crabs, dolphins and more live here.

**C**oral reefs, plants, algae and sand fill the ocean floor.

**E**very creature here needs to be able to breathe underwater.

**A**nd the largest creature found in the ocean is a 'Orca Whale'.

**N**ow, did you know...? The ocean habitat is the largest in the world.



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## Appendix 2 (Estate agent poster):

Think of an animal – this could be one for your local area or from a world habitat.

How it is suited to the place it lives? Does it modify its habitat in any way to better suit its needs? Use this sheet to plan out an estate agent's advert highlighting the features of your chosen habitat and why it would make the perfect home for one animal.





**Attention: All \_\_\_\_\_ You should live here!**



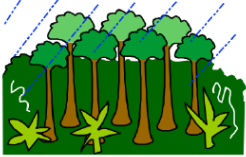

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Lesson plans (4 lessons)

Lesson	Learning Intention	Outline of the lesson and activity
1	<p>LO: To learn about a woodland habitat</p>  <p>woodland</p>	<p>Have a discussion with your child. Ask some of these key questions: <i>Has anyone ever visited this habitat? What did you see? What kinds of plants and animals? Can you name any? Discuss the word 'woodland' – what does this tell us about the habitat? What do you know about woodlands?</i></p> <p>Explore using the internet about woodlands and the animals that can be found there. Explain that the temperature is normally mild. Many trees, plants and berries can grow here. Animals that live in the woodland often hibernate. Hibernating is when animals collect food and then sleep during the cold months to stay alive. Some animals are nocturnal too. Talk about nocturnal meaning that the animals sleep in the day and go out at night.</p> <p><b>Activity:</b> Write an acrostic poem about what the 'woodland' is like. Think about what you would see, hear, smell, feel and touch. Use the example above to help you with how to lay out your poem.</p> <p><b>Challenge:</b> Speak about the two main types of trees (deciduous, evergreen) and the key differences. Now draw some of these trees and make a poster.</p>
2	<p>LO: To understand what animals need in a polar habitat</p>  <p>Polar</p>	<p>Look at the 'Polar' page in the book and talk about what the children can see. <i>What does it look like? How would it feel? What might we need to wear there? Do you know where to find these polar areas on a globe?</i></p> <p>Explain where the polar regions are on the globe. There is the North Pole and South Pole (Arctic and Antarctic). Polar regions present different challenges to animals and plants – animals have adapted to survive here. Plants grow close to the ground to avoid the cold, harsh wind; and animals grow thick layers of fat or fur as protection from freezing temperatures.</p> <p>Talk to your child about what animals need that live here and how they get it (shelter, food etc.) Some animals make burrows under the snow to get away from the icy winds. Most animals here eat fish or creatures in the ocean as this is the only food available to them.</p> <p><b>Activity:</b> Write a postcard (pretending that you are on holiday in the Arctic). Describe what the area is like and animals/creatures you have seen. Try and use lots of adjectives and interesting vocabulary.</p>
3	<p>LO: To learn about the rainforest (including the layers)</p>	<p>Introduce the new habitat focus: <i>Do the children know what a rainforest is? Tell them these two words will provide a clue. Show the page in the book and talk</i></p>



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	 <p>rainforest</p>	<p>about what the children notice. Then ask if they can identify some of the animals that live there.</p> <p>Explain that animals in the rainforest can live on the floor, understory, canopy or emergent layer. Can the children make a prediction about which animals live in which layer? Explain that birds live high in the emergent layer to be able to stay safe. Leopards and big cats live on the forest floor as they can't climb trees. Some animals may go between the layers, for example, a monkey will travel between layers as they swing through the forest.</p> <p><b>Activity (ART)</b> : Create the rainforest background using crayons, paints, pencils, pens or collage materials. Once you have finished, print off the free colouring sheet on the website (<a href="https://www.lucyparrienenauthor.com/">https://www.lucyparrienenauthor.com/</a>) and stick the animals into your rainforest scene.</p>
<p><u>4</u></p>	<p>LO: To apply habitat knowledge to 'what's wrong?' pictures.</p>  <p>habitat</p>	<p>This lesson involves using the 'what's wrong?' pages in the book and discussing ideas about why the animal can or cannot live there. This lesson allows children to apply everything they have learnt in the book and through the related activities.</p> <p>Model an example to make sure the children know how to explain in clear coherent sentences.</p> <p>'I know the walrus can not live in the rainforest because he needs to be in a cold habitat. The walrus needs to be near water as they eat fish. There is no food for the walrus in the rainforest'.</p> <p><b>Activity:</b> Get the children to write their own sentences about what is wrong in the habitat pictures.</p> <p><b>Challenge:</b> What other animals can not survive in these habitats? Try and create your own – you could draw a monkey in the Artic!!</p>

Any questions or for more information contact: [whereismyhabitat@outlook.com](mailto:whereismyhabitat@outlook.com)

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The BBC website has some useful information about habitats.