

Finding Home: Everglades Habitats

Students will learn about the connection between habitats and wildlife found in Everglades National Park

Objectives:

Students will be able to name and describe four Everglades habitats and identify at least three plants or animals that live in each habitat.

Materials:

One copy each of "Key to Habitats/Alphabet Cards" and four habitat pictures included in this activity, 52 alphabet picture cards included in this guide, and 4 boxes.

Methods:

Divide class into four teams for a relay race.

Subjects:

Science, P.E.

Duration:

45 minutes

Location:

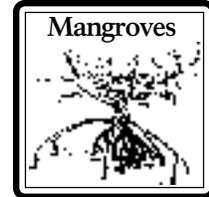
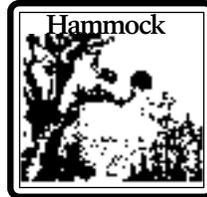
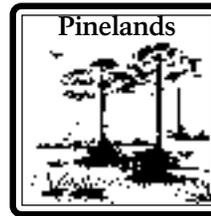
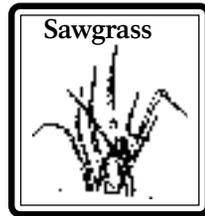
Outdoors, classroom, gym, or cafeteria.

Related Activities:

Food Chain Gang, Food Chain Mobile, Mangrove Island, Web of Life

Florida Sunshine State Standards:

SC.G.1.1.3 SC.H.1.1.1



Background

Four of the major habitat types found in the Everglades are sawgrass marshes, hammocks, pinelands, and mangroves. A habitat is a home for plants and/or animals and needs to provide food, water, shelter and space (territory). The sawgrass marsh is a **low, wet** area, with fresh water flowing through it primarily during the wet season. Hammock and pineland habitats are **high and dry**. Generally, hammocks are considered to be relatively small tree islands, while pinelands may be extensive. Mangroves are associated with brackish and/or salt **water**. There are three types of mangroves; red, black, and white. Some wildlife species live only in one type of habitat, while others move from one habitat to another depending on the availability of **food, water, shelter, and space** (territory).

Procedure

1. Make a copy of the "Key to Habitats/Alphabet Cards" and the habitat page. Introduce these four habitats (homes) found in the Everglades: sawgrass, hammocks, pinelands, and mangroves. Show students the habitat pictures which have been glued or taped onto four separate boxes. Introduce the background information to students. Using the alphabet picture cards, discuss which plants, animals, and objects are found in the various habitats and the reasons they are found in those habitats.
2. Divide students into four equal groups, giving each team the name of one of the four habitats. Line up students in four single file lines, each facing the box with their habitat picture on it.
3. Shuffle alphabet cards. Divide cards into four stacks, (13 cards per pile). Place one stack of cards next to each open box which is at least 15 feet away from, and directly in front of, each

group.

4. At your signal, "Everglades Habitats," the first person from each team runs to the stack of cards by their habitat box, grabs a card, runs back to their team and they decide which habitat box the card belongs in. The student then runs to the correct habitat box, tosses the card in, and runs back to his team tagging the next student in line. That person then runs up to the stack of picture cards and repeats the process.
5. When all 13 cards have been tossed in boxes and the last runners are back with their teams, congratulate all students including the quickest group. Then explain that there is a second part to this activity.
6. Assemble the students into one big circle, having them stay in their teams. Introduce a habitat name. Have each team member in that habitat group pull out the cards one at a time from their box. Have them explain why the plant, animal, or object picture they've pulled out lives in or is a part of their habitat. Students should talk about the species or object in terms of food, water, shelter, and space. Complete all four habitats.
7. If a student pulls out an alphabet card that doesn't belong in their habitat, let the team try to determine which habitat the object belongs in, and put the card in the correct box. (Note: utilize the "Key to Habitats/Alphabet Cards" for guidance.)

Extension

Ask students why it is important for wildlife to have a home. Have students look at the objects which are the same, that may be found in all four habitats/homes. Also, have students look at the objects which are specific to just one habitat. Discuss with students why some species lose their habitats. Ask students what humans can do to protect the habitats that wildlife lives in.



Important Words

Home
Habitat
Sawgrass
Hammock
Pinelands
Mangroves
Wildlife
Species
Fresh Water
Brackish Water
Salt Water



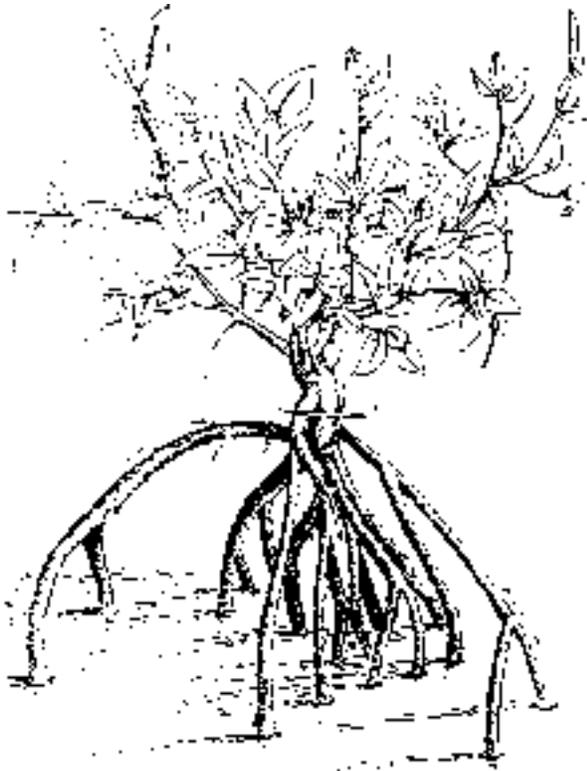
Hermit Crab

Key to Habitats/Alphabet Cards

Sawgrass		Mangroves	
alligator	quiet*	bobcat*	raccoon*
anhinga	raccoon*	bottlenose dolphin	roseate spoonbill
bobcat*	roseate spoonbill	crab	sun*
cocoplum	sawgrass	eagle	tree frog*
deer	sun*	egret	turtle*
dragonfly	tree frog*	grasshopper*	underwater
eagle	turtle*	hawk*	vulture*
egret	Utrichularia -	heron	water
fishes	(bladderwort)	ibis	yellow rat snake*
grasshopper*	vulture*	jellyfish	You and I*
hawk*	water	kite (swallowtail)	
heron	yellow rat snake*	lizard*	
ibis	You and I*	mosquito*	
kite (snail)	Zebra butterfly	mullet	
lizard*		night heron	(crocodile**)
mosquito*		nurse shark	(manatee**)
night heron	(apple snail**)	osprey	(mangroves**)
osprey	(panther**)	pelican	(snook**)
Queen butterfly	(wood stork**)	quiet*	(wood stork**)
Hammock		Pinelands	
bobcat*	vulture*	bobcat*	woodpecker
cocoplum	woodpecker	deer	yellow rat snake*
deer	Xanthopastis moth	dragonfly	You and I*
Florida tree snail	Ximenia (hog plum)	eagle	Zamia (coontie)
grasshopper*	yellow rat snake*	grasshopper*	Zebra butterfly
gumbo limbo	You and I*	hawk*	
hawk*	Zebra butterfly	ivy (poison)	
ivy (poison)		jay	
jay		kite (swallowtail)	
lizard*		lizard*	
lysiloma		mosquito*	
mosquito*		owl	
owl		Queen butterfly	
palm tree (sable)		quiet*	
quiet*		raccoon*	
raccoon*		sun*	
sun*		tree frog*	
tree frog*		turtle*	(panther**)
turtle*	(panther**)	vulture*	(pine trees**)

(*Objects that are found in all four habitats.)

(**Animals and plants that students may want to draw to add to the alphabet picture cards.)



Mangroves



Sawgrass



Pinelands



Hammock