

# CENTER INSTRUCTIONS—HABITAT MATCH A

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## Materials

- Habitat mats
- Organism cards for each habitat

## Set up the Center

Select the mats and the cards to be used at the center. Lay the mats out on the center of the table. Keep the cards in separate stacks on top of each mat.

## Guide the Investigation

- 1. Introduce the activity.** Show the habitat mats and the eight cards that go with each habitat. Tell students they can do some activities with the mats and cards. They can work in pairs or in groups of three to six. Describe the procedure, modeling the actions as you proceed.

### **Get to know a habitat**

- Each person chooses a mat and the matching cards.
- Everyone looks at their eight plants and animals on the cards, and sees how they match the habitat.
- In turn, each student names their habitat and two things that live there.
- Repeat the last step until everyone has had a turn.

### **Habitat match**

- Each person chooses a mat and the matching cards.
- Take all the cards from students and shuffle them. Each player gets eight new cards, which might not be associated with the habitat on their mat.
- In turn, each student calls out two cards. Someone with the matching habitat should say “match” and correctly place it on their mat.
- Each person will take turns calling out two cards until all cards have been correctly matched to their habitat.

### **Guess my plant or animal**

- Each pair chooses a mat and the matching cards.
- The pairs sit side by side with the habitat mat in front of them and the eight cards spread face up around the mat.
- One person thinks of one of the cards, but does not tell their partner.
- The partner has to ask yes or no questions to guess which plant or animal the person is thinking of.

## CENTER INSTRUCTIONS—HABITAT MATCH B

### Find it

- a. Have students pick a new habitat mat. Mix all the cards for those mats and give each student five cards. The rest of the cards go in a stack in the middle of the table.
- b. Each student looks for two cards that go with their habitat. If they can, they put the pair on their mat.
- c. If they don't have two, they can ask anyone if they have a card that goes with their habitat. If the person has one, they hand it over. Otherwise they say "find it," and the player picks a card from the stack to try to find a pair. They can pick only one card, and then it is the next person's turn.
- d. Each person gets a turn, until students find all the cards that match their habitat mat.

### Group the animals and plants

- a. Mix the cards for as many habitats as there are students participating.
  - b. Give each student eight cards.
  - c. The first person puts one card in the middle of the table.
  - d. The next person puts down a card that matches the kind of animal it is. For example, if the first card is a hawk, the second person puts down another bird. Other animal groups are reptiles, amphibians, mammals, mollusks, insects, and annelids (earthworms). If it's a plant, then the next card must be a plant.
  - e. If the next player doesn't have a card that matches, the player puts down a different card.
  - f. The next person tries to match the first group or the second group.
  - g. The activity continues, with new groups being established and matches being made, until all the cards are sorted correctly.
- 2. Explain and guide the activities.** Depending on the number of students and their interests, suggest different activities. Explain the procedure and help guide the activity. Students might need help reading some of the information on the cards. Some students might want to make up their own activities.
- 3. Prepare the center for the next group.** When time is nearly up, ask students to help sort the cards into their habitat groups and place them on top of the appropriate mat for the next group of students.