

**Soggy Habitats**  
K-2 Program

<b>Program</b>	<b>Soggy Habitats</b>
<b>Audience</b>	K-2
<b>Time Required</b>	60 minutes
<b>Objectives</b>	Understand that water creatures have the same habitat requirements as land creatures - food, water, shelter and space
<b>Supplies</b>	Access to the creek Tubs to collect water and creek materials Forceps (optional) Ice cube trays or sorting trays (optional)
<b>Description</b>	Water creatures need healthy habitats to survive. Students will discover the hidden living things in the WATER Center's creek and discuss the special tools these animals have for surviving underwater. Students will learn that some of these water animals only spend part of their life cycle underwater.

**Environmental Education Standards**

<b>standard</b>	<b>description</b>	<b>notation</b>
Earth as a Physical System	identify, compare, and contrast distinctive landforms, both within their region and other areas of the United States. Example: Explore diverse Kansas landforms such as prairies, hills, ponds, lakes, and rivers through field observation, hands-on investigations or simulations, and various media.	2.1.1.2
Organisms and the Environment	Learners demonstrate an understanding of the relationships and interactions between organisms and the environment.	2.2
	Learners investigate organisms and habitats.	2.2.1
	Learners identify characteristics that help organisms live in their environment.	2.2.2
	By the end of the fourth grade, the students: compare and contrast offspring of both plants and animals with their parents.	2.2.2.1
	identify observable characteristics that help organisms survive.	2.2.2.2
Humans and the Environment	Learners demonstrate an understanding of the varied roles and interactions between humans and the environment.	2.3
	practice basic interpersonal skills, e.g., listening to others, asking questions, identifying similarities and differences, and resolving conflicts.	2.3.1.3
	Learners identify environmental issues.	2.3.4
Scientific Inquiries	Learners develop the abilities necessary to conduct scientific inquiries.	2.4
	Learners demonstrate scientific questioning skills.	2.4.1
	Learners demonstrate scientific inquiry skills.	2.4.2
	demonstrate different ways of investigating with simple instruments.	2.4.2.2
	form conclusions based on the data collected.	2.4.2.5
Environmental Issues	Learners develop the abilities necessary to participate and make informed decisions regarding environmental issues.	2.5
	analyze how individual and group actions influence the environment.	2.5.3.3
	By the end of the fourth grade, the students: identify problems in the environment and brainstorm solutions.	2.5.4.1
	conduct group investigations using community resources.	2.5.4.3
	identify and describe the effects of their own actions and the actions of others in the past, present, and future on the environment.	2.5.4.4
	describe a healthy environment.	2.5.4.5