



Name: \_\_\_\_\_

## Everglades Backyard BioBlitz

Get your students to learn about Everglades habitats by exploring outside, or from indoors, using online resources in this Everglades Backyard Bioblitz!

Traditionally, a **BioBlitz** is an event where scientists, naturalists, and volunteers focus on identifying and cataloging as many species as possible in a specific time period. This helps scientists gather data of the biodiversity in a specific area.

**Standards:** SC.3.N.1.3, SC.3.L.15.1, SC.3.L.15.2

**Directions:** Have your class conduct their own bioblitz using nature identification apps like [iNaturalist](#) or [Picture This](#). Students will choose an outdoor space, and take 5 minutes to observe and record any plant or animal species they see. Have them record their findings in their science journals.

Limited access to nature or no apps available? Have them draw the image, make observations, and conduct online research to identify the species.

After students have done their bioblitz and observed and recorded their environment, have the class separate the plants and the animal. Then take the animals and sort them into 5 major animal groups: mammal, bird, fish, reptile, amphibian, and arthropod.

Using the [Powerpoint](#) from Everglades Literacy Lesson 3.3, review Everglades animals, plants, and habitats. Then have students take their species from their bioblitz, and classify which Everglades habitat they may be commonly found: Hardwood hammock, Cypress swamp, Mangrove swamp, Pinelands, and/or Sawgrass marsh.

*If needed, use the [Habitat Spider Map](#) from the Everglades Teacher Toolkit 3.1*

Have each student share over a distance learning platform one-by-one, and present their animal or plant, one fact they learned from their research, and why it belongs in the habitat by saying:

*"I am a/an {name of plant/animal} \_\_\_\_\_ and I belong in the {classification group} \_\_\_\_\_ . I can be found in the {Everglades habitat} \_\_\_\_\_ because {fact} \_\_\_\_\_ ."*

**Assessment Questions:**

- What are some of the characteristics we used to sort our Everglades animals into animal groups?

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- Does each habitat provide a home for all the animals or plants?

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- Do some animals or plants depend on more than one habitat?

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- Are all the different habitats necessary?

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**Note:** Teachers can create their own research cards or use these already made [Species Identification Cards](https://www.nationalgeographic.org/activity/backyard-bioblitz/) provided by National Geographic:  
<https://www.nationalgeographic.org/activity/backyard-bioblitz/>

**Everglades Literacy Lesson Connections:**

Grade 3 Lesson 1 - Classifying Everglades Animals and Their Habitats

<https://www.evergladesliteracy.org/third-grade>

-Students will use a relay race to reinforce knowledge learned in Lesson 1 and Lesson 2.

Grades 9-12 Amazing Adaptations Lesson 3 - Crossing Lines

<https://www.evergladesliteracy.org/9th-12th-amazing-adaptations>

-Students will explain the concepts of “ecotone” and “edge effect”, and use a diagram to describe how this relates to biological diversity.