

Early Childhood Lesson
Everybody Needs a Home
Lesson Plan by: Lisa Heaton
(Adapted from Project WILD Curriculum & Activity Guide)

Lesson: Everybody Needs a Home

Length: 30-40 minutes

Grade Level Intended: First Grade

Academic Standard(s):

- 1.1.1** Science: Observe, describe, draw, and sort objects carefully to learn about them.

Performance Objectives:

- 1.1.1** Given a basic knowledge of living creatures, students will write why living things need to have a home with 100% accuracy.

Assessment:

- At the end of the lesson, students will write 3 reasons why humans need homes and 3 reasons why animals need shelter. Also, students will draw a habitat that would be suitable for an animal to live in.

Advanced Preparation by Teacher:

- Plain white paper.
- Markers, crayons, pencils, etc.
- Sample pictures of homes.

Procedure:

Introduction/Motivation: ENGAGE: Class, I bet you all noticed that it was cold when you came into school this morning. Other than our clothes and our school, what keeps us warm when it is cold outside? (homes) Having a place where we can go and be warm (or cool) is one of a person's basic needs in life, and an animal's life too. Humans and other animals have some of the same basic needs. Every animal needs a home. But, a home is not just a place where people live. For many animals, a home is not inside, but outside in places like a bush, underground, bark of a tree, rocks, just about anything! The scientific name for a place where an animal lives is a "habitat," everyone say "habitat." An animal's habitat includes all of the food, water, shelter, and space that they animal will need. For people like all of us, a house is our shelter. People build houses, apartments, trailers, houseboats, and other kinds of places for them and their families to live.

Step-by-Step Plan:

1. **EXPLORE:** Ask students to draw a floor plan of where they live or where a person they know lives. A floor plan will include the things the students need in their homes (bed, place to cook, water, etc).
2. Once the drawings are finished, have a discussion about what the students drew. (Gardner's, linguistic)
3. Ask the students to point out the things that they need to live that they put into their drawings. (Bloom's, comprehension)
4. Ask the students how some of their homes are similar to animals' homes.

5. Once the discussion has ended, collect the student drawings to create a “Gallery of Homes.” Explain to the students that everyone has a home and all of the homes together make a neighborhood. An animal’s neighborhood can be made up of other animals and plants.
6. Ask students to close their eyes and imagine a bird’s home, an ant’s home, a beaver’s home, the President’s home, and their own homes. (show examples of these homes)
7. **ENGAGE:** Discuss similarities and differences among the different homes with the students. Have students identify things that every animal would need in it’s home (food, water, shelter, space). Summarize that although the homes are different, every animal needs a home.
8. After this discussion, the students will write 3 reasons why animals need homes and 3 reasons why humans need homes.
9. After that is complete, students will draw a picture of a home for an animal.

Closing: Today we learned a lot about habitats and how many things that both humans and animals need to stay alive. I hope that you all go home tonight and observe more habitats that animals may live in around your house.

Adaptations/Enrichment:

For students with learning disabilities, a teacher’s aide will be around to help the student with the writing process. For students with visual impairments, the teacher will have the student sit at the front of the room so he/she can see the pictures. For enrichment, the teacher will allow the student to list more than 3 reasons that humans/animals need shelter.

Self-Reflection: Did the students learn from this activity? Did they understand the concept of habitats? Were the students able to list logical reasons for needing shelter?



Marcia Carter





EC Lesson Plan	1 point	2 points	3 points	4 points	SCORE
Manchester College lesson plan format	Plan does not contain all required sections of lesson plan.	Plan contains all required sections of lesson plan.	Plan contains all required sections of lesson plan including Bloom and Gardner references.	Plan is thorough and contains all required sections of lesson plan including Bloom and Gardner references.	4
Thorough, purposeful, engaging content	Lesson plan lacks detail, engaging opportunities, and purpose.	Lesson plan lacks purpose and engaging opportunities, but detail is sufficient.	Lesson plan is engaging for learners, contains sufficient detail and purpose for teacher who designed the plan to implement it effectively.	Lesson plan engages learners, demonstrates purpose clearly, has sufficient enough detail for a substitute teacher to teach the lesson effectively.	4
Academic standards and behavioral objectives	Lesson plan is not based on applicable academic standards and/or behavioral objectives are not written correctly.	Lesson plan is based on academic standards without clear linkage to correctly written behavioral objectives.	Lesson plan is based on applicable academic standards and behavioral objectives that are correctly written.	Lesson plan is based in applicable academic standards that are clearly linked to well-written behavioral objectives.	3
Guided Discovery Format	Guided Discovery format is incomplete.	Guided Discovery format is attempted, but not complete.	Lesson plan is satisfactorily written in the Guided Discovery format for the early childhood stage.	Lesson plan is exceptionally written in the Guided Discovery format for the early childhood stage.	4

Spelling and Grammar	Lesson plan contains more than 5 spelling and/or grammar errors.	Lesson plan contains 3-4 spelling and/or grammar errors.	Lesson plan contains 1-2 spelling and/or grammar errors.	Lesson plan contains no spelling and/or grammar errors.	4
TOTAL:					19 /20

COMMENTS: Well done Lisa, check my notes on your lesson plan about the objective.