

LESSON: Home Sweet Home

INSTRUCTOR: Teresa Paepke

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DISTRICT: Alpine

Grade level: 1

CORE CURRICULUM

Science Standard 4 : Life Science

Objective 2: Living things change and depend upon their environment to satisfy their basic needs.

Indicator 1. Make observations of living things and their environment using the five senses.

Intended Learning Outcomes:

1. Demonstrate a positive learning attitude.
2. Develop social skills and ethical responsibility.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

Lesson Objective: Students will be able to identify where animals would live. Create a habitat poster.

Content Connections Language Arts VII; VIII

INTRODUCTION

Background Information

There are many different habitats. (See the UEN website listed for a full list.) They can be fun to explore in many different ways. Students need to use their five senses as they explore these activities. Have students close their eyes and visualize themselves in a different environment. What does it look like? Sound like? etc.

Students can learn about things around them by just observing those things carefully. Sometimes they can learn more by doing things and noting what happens. Raise questions about the world and encourage students to seek answers in many different ways.

INVITATION TO LEARN

Read *Creatures at My Feet* by Charles Davis. Talk about the different animals and what students noticed about where they lived.

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INSTRUCTIONAL PROCEDURES

Creatures at My Feet

1. Put up four titles for different habitats. Have pictures of animals that belong in each of the habitats.
2. Hand the animals out and have students place them in the correct category.
3. Talk about why a polar bear would not live in the desert, and why a camel would not live in the arctic (or other comparisons).
4. Talk about how we adapt to our environments. We do not wear coats in the summer and we do not wear swimsuits outside in the winter. We don't grow gardens in the summer.
5. Take the next four days to talk about each of the four habitats you chose.
6. Ask students to describe what they think each habitat would look, smell, feel and sound like.
7. Talk about what animals live in each habitat and what food they eat.
8. At the end of each day, make a poster for that environment.
9. When you are all done with the four environments, assign each student an environment and have him/her create a page to put in the class environment book. Have them pattern the pages after *Creatures at My Feet*.

Animal Reports

1. Give each student three sticky notes.
2. Read an animal poster.
3. Have students write one word that describes something new they learned about that animal.
4. Students come up and place their sticky note on the alphabox chart in the correct place.
5. Talk about the notes briefly.
6. Repeat steps two through five twice more. (You will read the poster a total of three times.) Push students to come up with things that are not on the alphabox poster already.
7. Partner students up and have them write a report about the animal and draw a picture of it in their environment.
8. Do this writing activity every week with a different animal.

Disney Animal World

1. There are many movies that you can access on UEN E-Media. These short 15-

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minute movies show animals in their environments and give many details about them. There are also short quiz times included in each movie.

2. Show a movie occasionally. Do the same type of activity as listed above with the posters. Have students write a report.

LESSON MATERIALS

- *Creatures at My Feet*
- Four habitat labels and animals for them.
- Paper
- crayons
- large poster paper
- *Eye See You: A Poster Book*
- sticky notes
- Alpha box poster
- Disney Animal World movies

ASSESSMENT SUGGESTIONS

- Make observations during the lessons.
- Grade the reports for handwriting neatness as well as content.
- Use the pages students create about the various habitats.

POSSIBLE EXTENTIONS/ADAPTATIONS/INTEGRATION

- Provide books from your media center for students to explore the habitats in further details.
- Bring in a block of ice. Place it in a large pan. Have a fan blowing on it. This will change the temperature of your room. Talk about why students want their jackets on. We are adapting or changing to our environments.
- Have students bring their coats to school on a very warm day, and have them wear their coats for a few minutes outside or in class.

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RESOURCES: BOOKS, MEDIA, ARTICLES, WEB SITES, AND ORGANIZATIONS

BOOKS

- Eye See Yo.: A Poster Book*, by Deborah Balmuth, ISBN:9781580178488
Creatures at My Feet, by Charles Davis, ISBN:9780873587396
Animals of Africa, by Lisa Ryan-Herndon, ISBN:978-0-545-08081-1
Monarchs, by Kathryn Lasky, ISBN:0-590-20265 0
Magic School Bus on the Ocean Floor, by Joanna Cole, ISBN:0-590-41431-3
The Fascinating World of Beetles, by Maria Julivert, ISBN:0-8120-9423-9
The Fascinating World of Bees, by Angela Julivert, ISBN:0-8120-4720-6
Magic School Bus, by Joanna Cole, ISBN:0-590-18724-4
Amazing Whales, by Sarah Thomson, ISBN:0-439-87004-6
Fantastic Frogs, by Fay Robinson, ISBN:0-590-52269-8
Extreme Animals, by Nicola Davies, ISBN:0-7636-3067-5
Life in the Wetlands, by Carolyn Scrace, ISBN:0-516-25318-2
Life in a Rain Forest, by Kathryn Senior, ISBN:0-516-25315-8
Life in the Tundra, by Penny Clarke, ISBN:0-516-25316-6
Life in the Grasslands, by Catherine Chambers, ISBN:0-516-25319-0

MEDIA

Disney Animal World. Access through UEN e-Media

ARTICLES

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WEB SITES

Retrieved from the World Wide Web on January 18, 2010:

<http://www.nationalgeographic.com/>

<http://kids.nationalgeographic.com/>

http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=3792

<http://animals.nationalgeographic.com/animals/photos>

ORGANIZATIONS

FAMILY CONNECTIONS

Assignments to do with parents:

- Send home a letter about the unit.
- Have students create a habitat in a box as an assignment.
- Have students make a list of animals from a specific habitat.
- If the internet is available at home, have them research a favorite habitat.

LESSON AND ACTIVITY [TIME SCHEDULE]

- Each lesson is 55 minutes.
- Each activity is 30 minutes.
- Total lesson and activity time is 90 minutes.

ACTIVITY CONNECTED TO LESSON

Environment Reports

1. Talk to your media specialist. Have him/her gather many books on many different environments.
2. Get students to list different environments. Push them to come up with some not-so-common ones. Some may include caves, swamps, meadows, tundra, forest, etc.
3. Assign students a topic in groups of three. Tell them you will be going to the library and researching their topic. They are to look at the plants that grow there, the animals that live there and what the animals eat.

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4. Students create a poster in the library about their environment.
5. Posters will be hung for display in the hallways.

ACTIVITY MATERIALS

- Various books about various environments
- Large, poster-size papers
- Markers
- Crayons