

Environmental Youth Connection Lesson Plan

Title: Animal Shelters

Submitted by: Mary Kaye Ristow

Natural Environment required for teaching activity: Beach (Can be adapted for any outdoor area)

Location: Hartman Creek

Directions: Highway 54 West. Turn left on Hartman Creek Road.
Will need to drive, due to busy highway. 5 minutes from Chain School.

Accessibility: Park in beach parking lot. Road to beach is closed during winter months.

Other possible park locations: South Park

Related subjects: Science, Language Arts, Social Studies

Materials: One of the following books: Salamander Room (Ann Mazer, Dragonfly Book, 1994), My Place (Donna Rawlins, Australia in Print, 1987), City Critters
Sand, twigs, snail shells, rocks, leaves, other natural items found in the beach area.
Cards with an animal class on each. *Video camera is optional.

Lesson Objectives: Create a shelter for an imaginary animal. Describe how the animal's needs would be met.

District Instructional Objectives: *Identify basic needs of animals. *Identify the habitat in which an animal lives. *Observe the local environment. *Classify animals into groups. *Determine why people may choose to live in a specific location.

Performance Standards: Science F4.1, F4.2, F4.3

Language Arts C4.1, C4.2, C4.3

Social Studies A4.4, B4.10

Background Information: Animals need food, water, shelter (safe place to raise their young).

Management: *Extra adult help is necessary for K-3 students. Students will need to be split into groups of three or four. They have the following rules to follow: Stay out of the water. Stay out of the woods. Use only natural materials that are not growing or attached to the environment. Return natural items back the way they found them. Create your shelter on the beach or the edge of the grass. At all times remain in the sight of the teacher.

Procedure:

1. Read one of the books to students. Discuss needs of the animals in this book.
2. Split students up into groups of three or four. Pass out one animal class card to each group. Each member of the group will select an attribute that their imaginary animal has. Example: bird class- webbed feet, long beak, and small body.
3. Students collect natural items within the beach area. Examples are: tree bark, twigs, snail shells, aquatic plants that have washed up to shore, rocks, leaves and litter.
4. Students need to construct a shelter for their imaginary animal. As they are constructing the shelter, walk around and ask them where the food source would be, does this shelter protect the animal from predators. Give the students 10-15 minutes to work on their shelters or stop construction when you notice they are done.
5. Have each group practice telling an adult about the attributes of the imaginary animal and how this shelter meets the needs of the animal.
6. Each group will share. Those not sharing must move to each new shelter. They may ask the group questions after the group has shared.
*This could be videotaped or digital pictures taken. Students may write about each shelter when they return to school.
7. Students need to return items to where they found them. Remind them that collecting is not permitted.
8. Gather to discuss.
Did all animals have the same needs?
What would happen if this lake dried up or the animal's food was gone?
Do people have the same needs?
Native Americans once lived in this area. Why is Hartman Creek a good location?

Evaluation of lesson plan by teacher:

How easy was this to use?

Are there tasks missing or information that needs to be updated?

Are there components or verbiage you would add or change to make this easier to use?