

## **Grade: 2**

**Concept:** Students will be able to generalize that people and other animals share a basic need to have a home.

**Alaska Standards:** science A14a B1, B3, Arts A3, A5

**Process Skills:** observation, prediction, inferring, communicating, sorting

**Materials:** copy of Project Wild, a copy of A House is a House, writing material, pencils, crayons, colored pencils, paper

**Vocabulary:** wildlife, ecosystem, environment, shelter, habitat

## **Gear-Up:**

- Read A House is a House to class
- Create KWL chart on "What is a home"
- Brainstorm shelter for people and animals. Ex) What they are made of, where they are, etc.

## **Explore:**

- As a group discuss what kind of animal habitats we have in the Juneau area, in this case behind the school? To determine this, take kids into the woods behind the school. Each child has a note pad and will create a sketch of what they notice as a home or shelter for a 15 minute period.

## **Generalize:**

What types of animal habitats were discovered? What kind of wildlife did you notice? How is an animal's home different from your own? How do animals build their homes? How do we build our homes? Create a venn diagram on animal homes and people homes-what do they have in common?

## **Apply:**

- Have the students design a drawing of the place they live.
- After the drawings are finished, have a discussion about the items that are necessary for a person or an animal to live.
- Compare/contrast the different homes created by the class. Talk about the different types of homes or "shelters" people live in. Have students share and sort their homes by type. Ex. apartment vs, house vs. condominium etc.
- Conclude the discussion by adding that even though all homes are a little different, everybody(people and animals) needs a home.

## **Extensions and modifications:**

- Have students create a home for an animal they invent. Have students go to the internet and do research on animals, their homes, and animal habitats.
- Students may have extended time outside of class to work on this project.
- Students may choose to work individually or with another student to complete this project.

## Everybody Needs A Home: Scoring Guide

#	Observing	Communicating	Participation
5	<ul style="list-style-type: none"> <li>*Engrossed in activity</li> <li>*Facilitate group members.</li> </ul>	<ul style="list-style-type: none"> <li>*Can explain in a variety of ways their observations and opinions(chart model/drawing, presentation)</li> </ul>	<ul style="list-style-type: none"> <li>*Tries new ideas.</li> <li>* Adds own extensions.</li> <li>*Facilitates group extension activity.</li> </ul>
3	<ul style="list-style-type: none"> <li>* Shows interest.</li> <li>*Active participation.</li> </ul>	<ul style="list-style-type: none"> <li>*Can explain their observations in one mode(observation, speech)</li> </ul>	<ul style="list-style-type: none"> <li>*Completes activity.</li> </ul>
1	<ul style="list-style-type: none"> <li>* Shows no interest.</li> <li>*Needs prompting.</li> </ul>	<ul style="list-style-type: none"> <li>*Little or no understanding of concept.</li> </ul>	<ul style="list-style-type: none"> <li>*Not on task.</li> <li>*Difficulty working with others.</li> <li>*Distracting behavior.</li> <li>*Does not attempt activity.</li> </ul>