

A Teacher's Guide to **Everybody Needs a Home** Grades Pre-K–K

Description: Food, water, shelter, and space—all creatures need a habitat that provides these things. Meet several animals from different habitats and discover how their needs are met. Also explore how animals depend upon and relate to one another within a habitat.

Outcomes: Students will understand that all animals need food, a source of water, a safe shelter, and space in which to live in their habitats. Students will examine several different habitats and will recognize that animals need the same things humans need to live in their habitats.

Suggested Activities Before Your Outreach:

- Create a K-W-L chart about habitats and fill in what the students already know about animals' homes and what they want to know. Leave the "What We Learned..." column blank and have students fill in new information after the outreach. Discuss the word "habitat."
- Ask the students to draw a picture of their home. What types of things did they include? Now, ask them to draw an animal's home. You may choose an animal for all of the students to use or you may allow students to choose their own animals. Compare the drawings, and talk as a class about what is the same and different about the drawings.
- Read Anne Mazer's *Salamander Room* as a class. Talk about any pets students in the class may have. What sorts of things do their pets need to be healthy and happy? Are those needs any different than the needs of an animal that lives outside? Are there any other questions Brian's mother should ask?

Vocabulary

Habitat
Adaptation
Shelter
Space
Survive

Suggested Activities After Your Outreach:

Classroom Activities:

- Discuss the lesson with your students. What new ideas or information did they learn? Was anything confusing? What did they like best? Fill in the final column of the K-W-L chart.
- Play "Habitat Grab!" and learn how different animals find food, water, shelter, and space in different habitats. See attached **Everybody Needs a Home Activity: Habitat Grab!** for directions and materials.
- As a class, choose a habitat (pond, desert, forest, ocean, city, etc.). Then, allow each student to choose an animal that lives in that habitat. Turn the classroom into an ideal habitat. Decorate the walls with the appropriate food, water, shelter, and space so that each animal can live successfully in the habitat you have created. Talk about how some of the animals in your habitat might eat the other animals in the habitat. Discuss the interdependence of all of the animals and plants. Discuss how all habitats, even those with dramatically different inhabitants, have a similar food chain.
- See attached **Everybody Needs a Home Activity: Bears** for an activity that allows students to examine how different species of bears adapt to different habitats.

Homework Assignment:

- Try the **Everybody Needs a Home Crossword** (attached) and reinforce vocabulary concepts.

Interdisciplinary Activities:

- Color the attached illustrations of animals from Wildlife of Pennsylvania (<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=613673&mode=2>). Talk about the habitat in which each animal lives. Then, draw and color a picture of that habitat. Label the food, water, and shelter.
- Try the attached “You can count on these cool habitats!” for a counting activity that places different animals in their proper habitats.

Writing/Drawing Prompts:

- My perfect habitat would have...
- Some things that I can do to help save the rainforest are...
- I am a (an animal of the student’s choosing). Every day I...

Class Project Ideas:

- Write and perform a play that would show the rest of the school what you have learned about animal habitats. Choose one habitat and include different animals that live in that habitat. Be sure to show how those animals find food, water, shelter, and space in that habitat. Invite other classes to see your play and encourage them to ask questions about habitats after the performance.
- Get involved! As a class, take action and help save some of the amazing habitats all around the world. Talk about how sometimes “space” is the hardest thing for animals to find in their habitats. As a class, choose an endangered habitat. Then, agree on a way to raise money to donate to an environmental foundation. Some suggested foundations are the World Wildlife Fund (<http://www.worldwildlife.org>) and the Rainforest Alliance (<http://www.rainforest-alliance.org>)

Resources for Students

- *Under the Sea* (The Ecosystems Explorer) by Nicholas Harris
- *Into the Rainforest* (The Ecosystems Explorer) Nicholas Harris and Eric Robson
- *Winter's Tale: An Original Pop-up Journey* by Robert Sabuda
- Join Miss Frizzle and the Magic School Bus gang and play “The Great Habitat Match-up” at <http://www.scholastic.com/magicschoolbus/games/habitat/index.htm>
- *Ocean* (DK Eyewitness Books) by Miranda MacQuitty, Photographed by Frank Greenaway
- *Desert* (DK Eyewitness Books) by Miranda MacQuitty
- *Pond & River* (DK Eyewitness Books) by Steve Parker
- Visit the Monterey Bay Aquarium’s website to play neat games, learn about a tide pool habitat, and see how different fish find food in their habitats. Also see some very cool video of the fish actually doing just that in the ocean! Visit <http://www.mbayaq.org> and search under “Animals and Exhibits.”
- *Jungle* (DK Eyewitness Books) by Theresa Greenaway
- *Seashore* (DK Eyewitness Books) by Steve Parker
- Check out Dragonfly TV for a look at how two kids just like you investigate how cheetahs find food in their African habitat: <http://pbskids.org/dragonflytv/show/cheetahs.html>
- *The Magic School Bus Hops Home: A Book About Animal Habitats* by Joanna Cole

Additional Resources for Educators

- For great information on different habitats around the world, complete with wonderful pictures and examples of some common questions about each habitat, go to <http://www.mbgnet.net/>
- *Last Child in the Woods* by Richard Louv. This is a wonderful book for any educator who wants to bring nature back into the classroom.
- *Janice VanCleave's Animals: Mind-Boggling Experiments You Can Turn into Science Fair Projects* by Janice VanCleave (general animal resource)
- *How Nature Works (How It Works)* by David Burnie (general animal resource)
- *A Dictionary of Nature: 2,000 Key Words Arranged Thematically* by David Burnie (general animal resource)

Pennsylvania Academic Standards for Pre-K and K

- 3.1.A, 3.1.C, 3.3.A, 4.1

Pennsylvania Academic Standards in Environment and Ecology

- 4.1

Pennsylvania Academic Standards in Science and Technology

- 3.1A

New Jersey Core Curriculum Content Standards

- 5.1, 5.3.A, 5.3.B, 5.3.C, 5.3.D

Everybody Needs a Home Activity: Habitat Grab!

Take a closer look at different habitats and explore how animals all over the world find food, water, shelter, and space!

Before you play

This game works best with four players. Each group of four needs a copy of the Habitat Cards and a copy of each of the Animal Card pages. It may be necessary to print the cards on heavy paper; that way, the images will not show through on the back of the cards. Cut out each of the four Habitat Cards. Then, cut out each of the Animal Cards.

How to play

Habitat Grab! is similar to a memory card game. Each player is given a Habitat Card. That is his or her habitat, and that player must only collect animals that live in that habitat. Shuffle the Animal Cards and place them all face down on the playing surface. The first player then turns over two cards. If those two cards match and belong in that player's habitat, the player takes those two cards. This player then gets to choose two new cards until she or he can no longer find a match that belongs in her or his habitat. If they do not match or do not belong in the player's habitat, the player does not take them and must turn them over in the same spot on the table. Play then moves to the left. Make sure every player sees each card that is turned over.

How to win

The first player to gather four pairs of animals that belong in his or her habitat is the winner!

After you play

As a class, discuss what each animal would eat in its environment. Figure out the water source that each animal would use in its habitat. Where does each animal go to find shelter and stay safe? Are there any space concerns in any of the habitats?



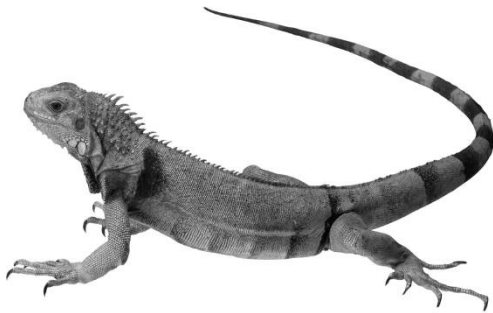
Macaw

Rainforest



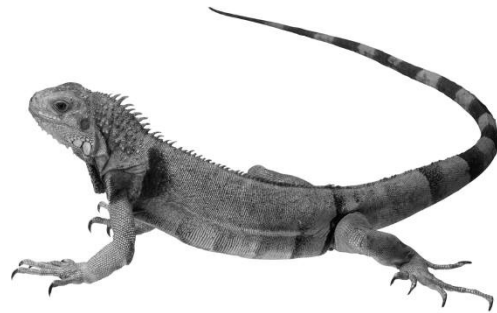
Macaw

Rainforest



Iguana

Rainforest



Iguana

Rainforest



Tree Boa

Rainforest



Tree Boa

Rainforest



**Squirrel
Monkey**

Rainforest



**Squirrel
Monkey**

Rainforest



Gila Monster

Desert



Gila Monster

Desert



Scorpion

Desert



Scorpion

Desert



Hawk

Desert



Hawk

Desert



Pronghorn

Desert



Pronghorn

Desert



Rat

City



Rat

City



Squirrel

City



Squirrel

City



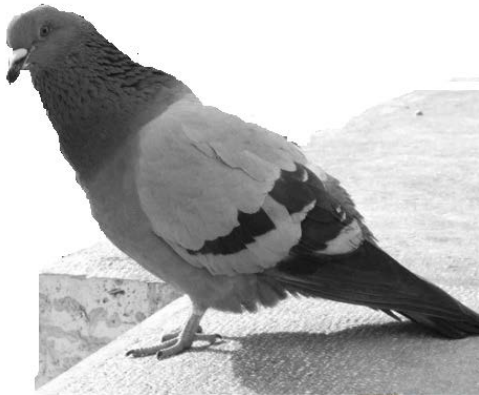
Opossum

City



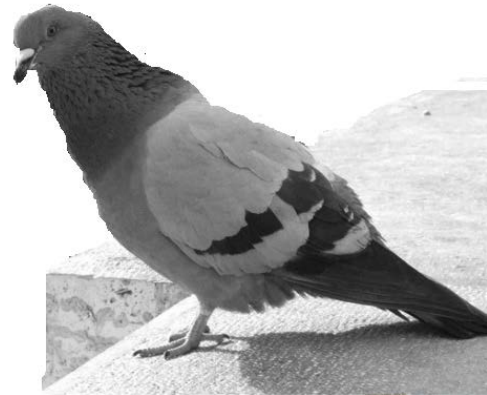
Opossum

City



Pigeon

City



Pigeon

City



Seahorse

Ocean



Seahorse

Ocean



Clownfish

Ocean



Clownfish

Ocean



Sea Turtle

Ocean



Sea Turtle

Ocean



Seal

Ocean



Seal

Ocean



HABITAT CARD

Desert



HABITAT CARD

Rainforest



HABITAT CARD

Ocean



HABITAT CARD

City

Everybody Needs a Home Activities: Bears

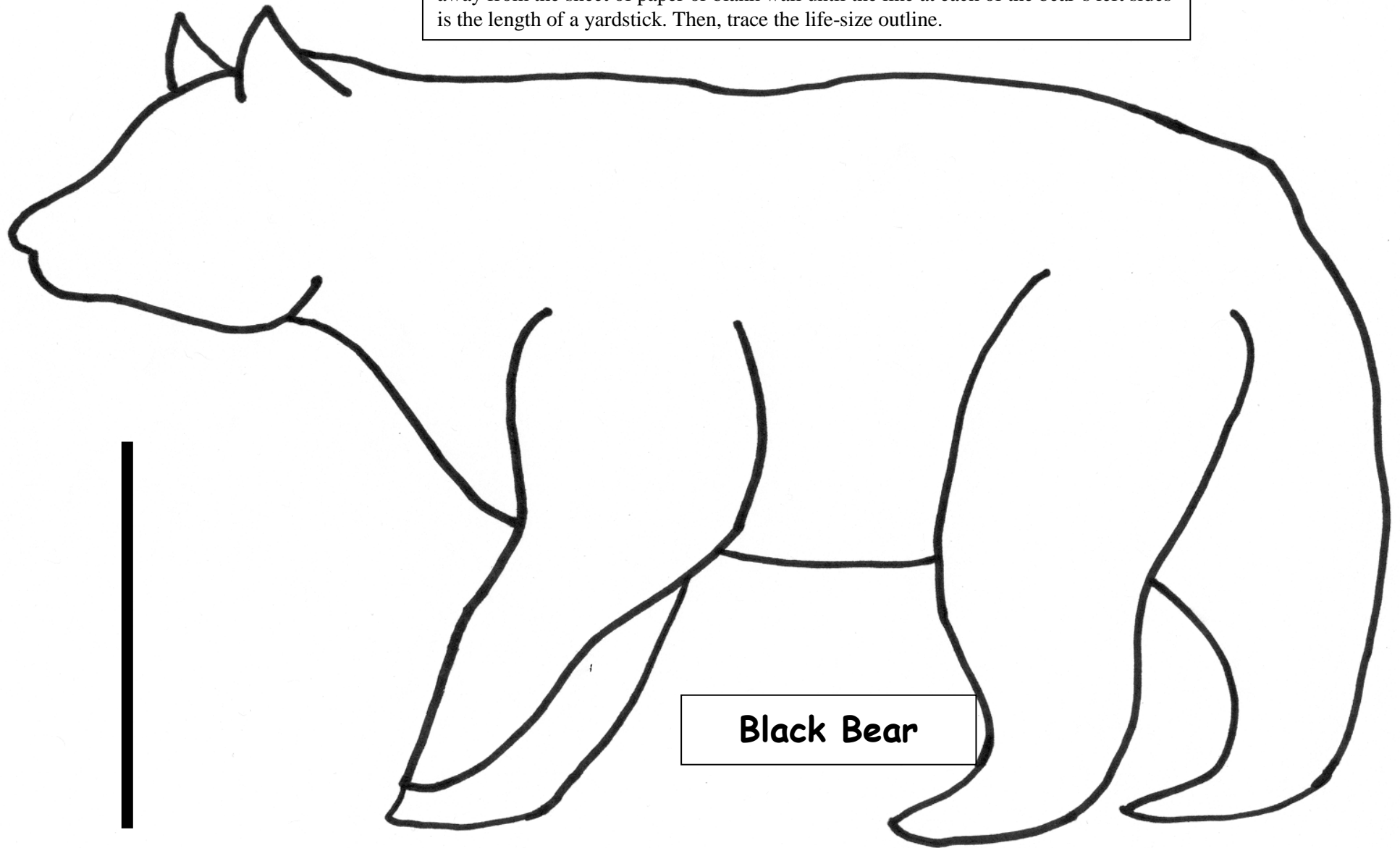
Build a habitat for two amazing species of bear and learn about the adaptations each has to survive in its habitat!

This activity is designed to expose young students to the idea that animals are suited to finding food, water, shelter, and space in their particular environments. It introduces students to the idea of adaptations and their role in helping an animal to survive in its habitat.

- Ask the students to think about bears. Compile a list of facts and feelings about bears. Leave it very general at this point. Then, ask the students to think about where bears live. Ask them to make a list of the types of food, water, shelter, and space that a bear would need in its habitat. Take note of whether or not the students are focusing on one type of bear over another; for example, all of their answers seem to apply to only brown or black bears.
- Now, introduce the students to the two species of bear that they will be examining: a polar bear and a black bear. Show pictures of the bears, possibly from books and internet sources. Ask the students to compare and contrast the bears. Look at their fur, their teeth, their body shape, their feet, etc.
- Now, talk about the habitats in which each animal lives. For older students, allow them to find each bear's food, water, shelter, and space needs from books or internet resources. For younger students, lead them in a discussion of all of the necessary aspects of a habitat. Compare the two lists: the adaptations and the habitat. Discuss as a class how each animal "fits" into its habitat.
- Build a habitat for each of the bears. Divide the class into two groups. Give each group a large sheet of paper with the outline of either a polar bear or a black bear. To transfer an approximate life-size outline of each of the bears to the large sheets of paper, transfer each of the attached outlines to transparency sheets. Tape the blank sheet of paper to a large empty wall or blackboard and move the overhead projector away from the sheet of paper until the line at each bear's left is the length of a yardstick. Then, trace the life-size outline. (If space does not allow, make the bears an appropriate size.)
- Then, allow the group to work together to add all the elements of the bear's habitat: food, water, shelter, and space. For example, they need to draw trees in a forest for the black bear or fish and seals for the polar bear. Make sure each group adds all the necessary elements.
- Display the finished habitats and allow each group to present their work. Talk about how the adaptations of each of the bears help them to live in their particular habitats. Compare and contrast the habitats.

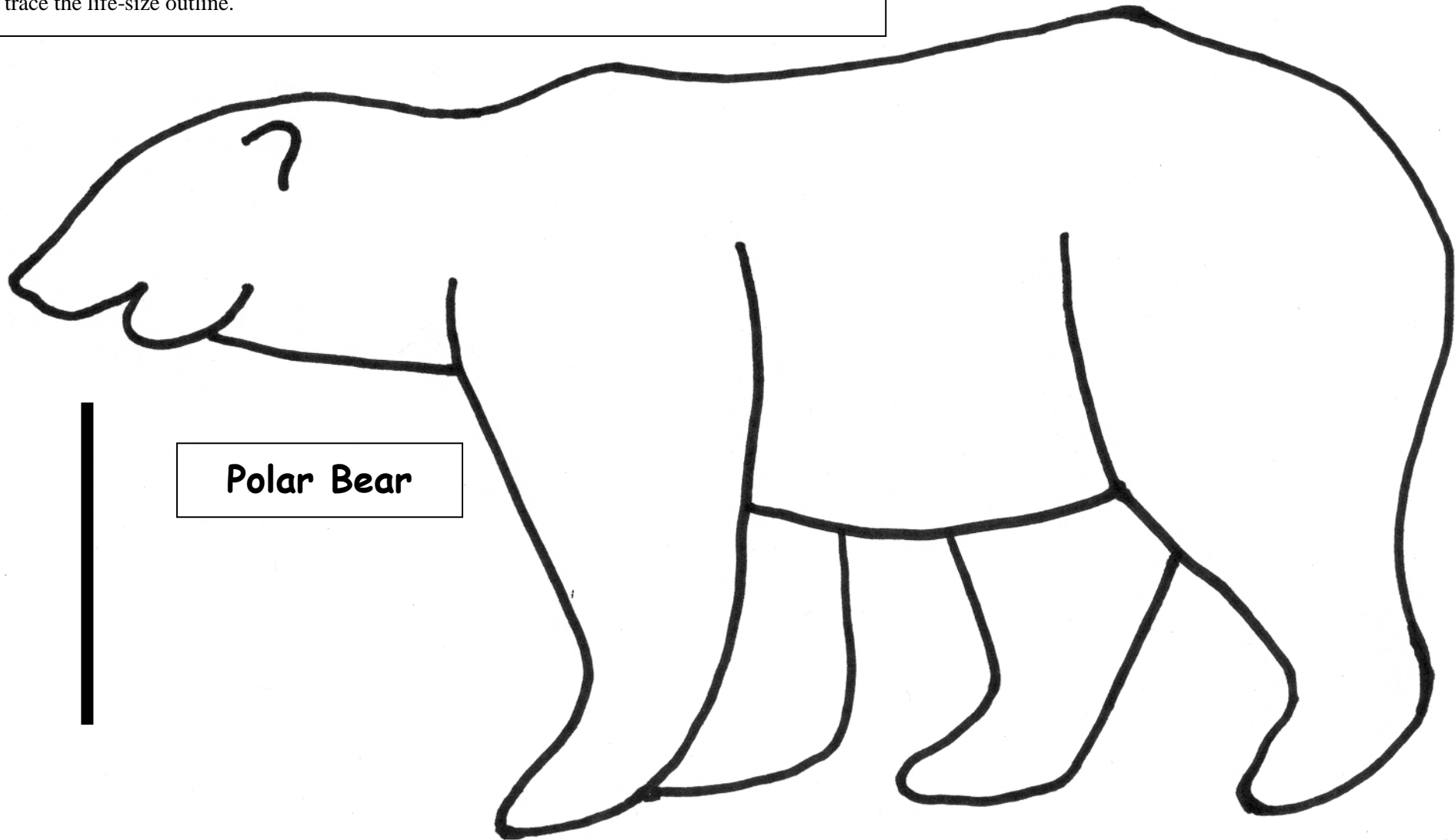
(Adapted from "What Bear Goes Where?" found in *Project Wild: K-12 Curriculum and Activity Guide*)

To transfer an approximate life-size outline of each of the bears to the wall or to large sheets of paper, transfer the following outlines to transparency sheets. Tape the blank sheet of paper to a large empty wall or blackboard and move the overhead projector away from the sheet of paper or blank wall until the line at each of the bear's left sides is the length of a yardstick. Then, trace the life-size outline.



Black Bear

To transfer an approximate life-size outline of each of the bears to the wall or to large sheets of paper, transfer the following outlines to transparency sheets. Tape the blank sheet of paper to a large empty wall or blackboard and move the overhead projector away from the sheet of paper or blank wall until the line at each of the bear's left sides is the length of a yard stick. Then, trace the life-size outline.



Polar Bear

Name: _____

You can count on these cool habitats!

1. **Circle** the animals below that live in the *ocean*.
2. **Underline** the animals that live in the *rainforest*.
3. Put an **X** on the animals that live in the *desert*.



Seahorse



Hawk



Tree Boa



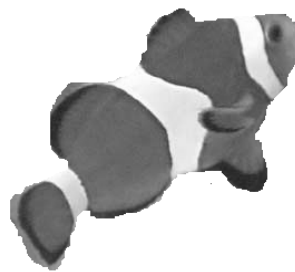
Macaw



Gila Monster



Sea Turtle



Clownfish



Iguana

Please Turn Over!

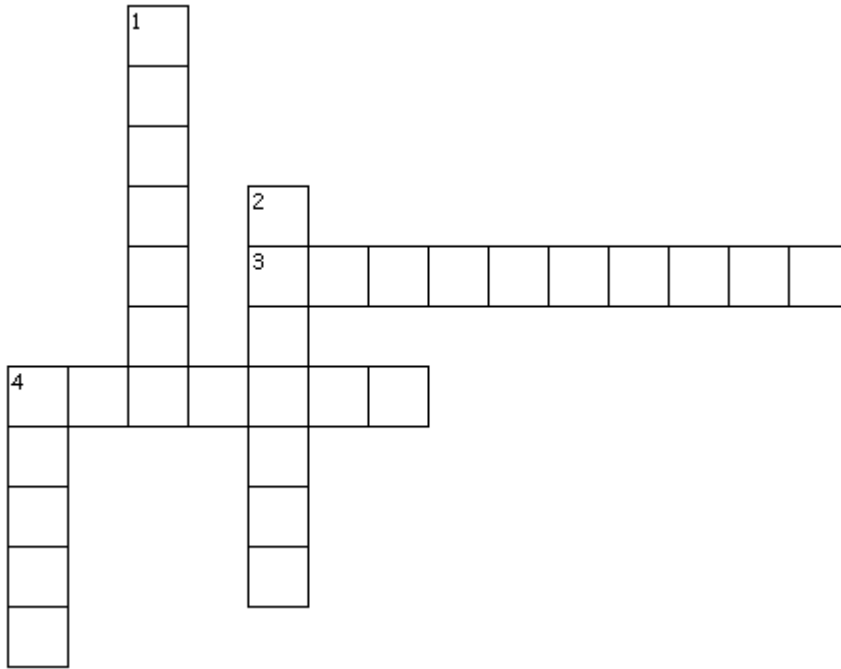
4. Count the number of animals. _____ animals

5. Count the number of animals that live in the
ocean. _____ animals

6. Count the number of animals that live in the
rainforest. _____ animals

7. Count the number of animals that live in the
desert. _____ animals

Everybody Needs a Home



Word Box

survive

habitat

shelter

adaptation

space

Across

3. A parrot's strong, crushing beak is an _____ that allows it to eat the hard nuts in its habitat.

4. Every animal needs food, water, shelter, and space to _____ in its habitat.

Down

1. An animal needs _____ so it has a place where it feels safe in its habitat.

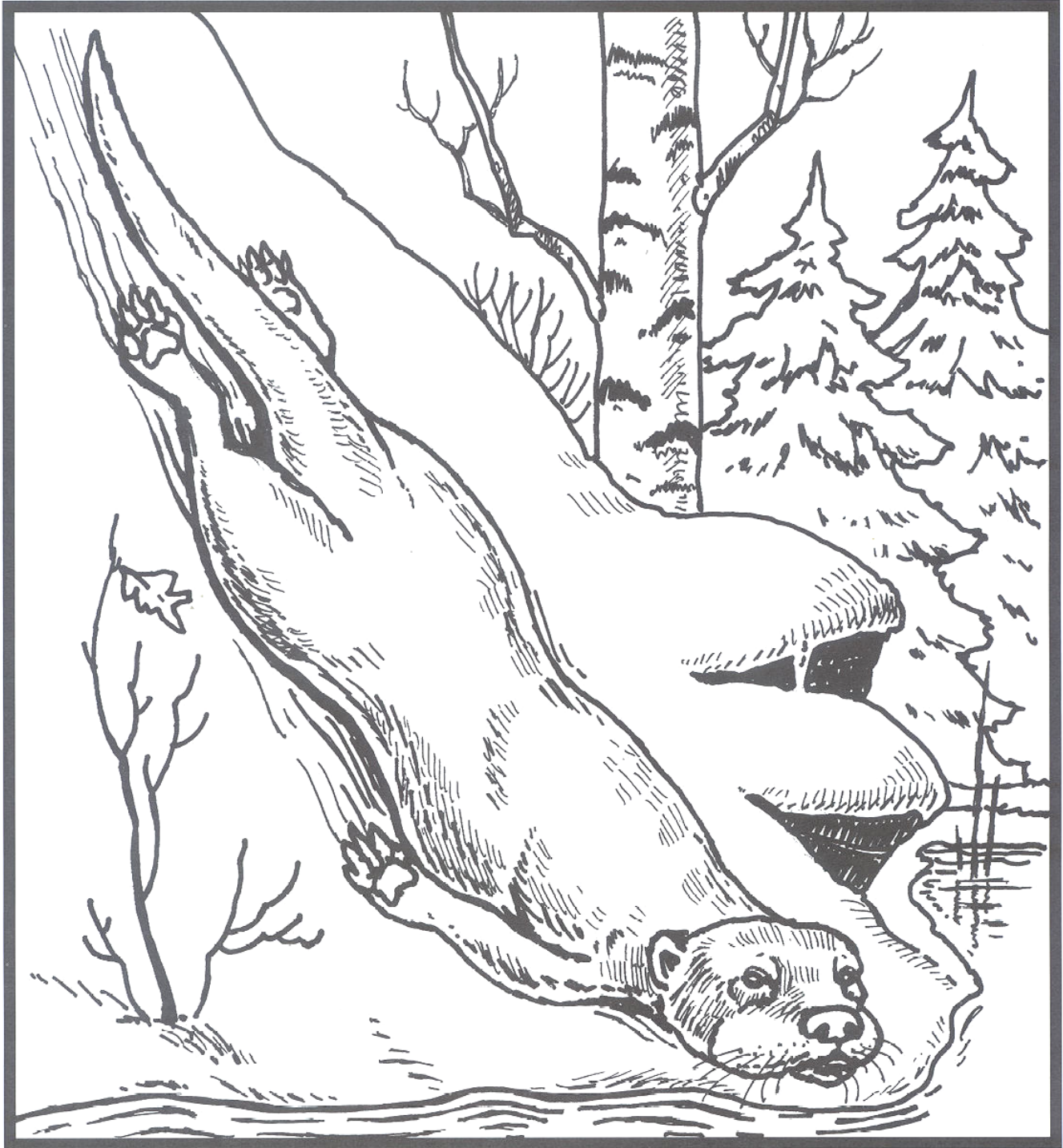
2. _____ is another name for an animal's home.

4. All animals need _____ in their habitats so they have plenty of room to do all of the things animals need to do!



Coyote

The coyote looks like a large, brown dog. It hunts other animals for food, but will eat almost anything. It is a fast, smart animal. Coyotes are very wily. Sometimes at night coyotes will howl. Coyotes also live near farms and cities.



Otter

The playful otter likes to slide into the water. At one time the otter was almost gone from our state. The Game Commission brought some otters from other states to live here. Once again, otters play and swim in our wild rivers.