



## Lower Elementary, Lesson 5

# What is an Animal Shelter?

### Activity Overview and Objective

Students will be able to identify what types of shelters animals need, define what an animal shelter is, what they do, and why they are needed.

### Connections to Standards

#### Michigan Standards in English Language Arts and Literacy

##### Reading – Foundational Skills:

**RF.K-2.1:** Demonstrate understanding of the organization and basic features of print.

**RF.K-2.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

**RFK-2.3:** Know and apply grade level phonics and word analysis skills in decoding words.

##### Writing:

**W.K-2.7:** Participate in shared research and writing projects.

**W.K-2.8:** With guidance and support, recall information from experiences or gather information to answer a question

##### Speaking & Listening:

**SL.K-2.1:** Participate in collaborative conversations with diverse partners about grade appropriate topics with peers and adults in small and larger groups.

**SL.K-2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.K-2.4:** Describe an experience or tell a story with relevant details, expressing ideas and feelings.

**SL.K-2.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**SL.K-2.6:** Speak and express thoughts, feelings, and ideas clearly for appropriate grade level.

##### Language:

**L.K-2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.K-2.2:** Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.

**L.K-2.5:** With guidance and support, explore word relationships and nuances in word meanings.

**L.K-2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### Michigan Standards in Science

**K.LS1-1:** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**K-ESS2-2:** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**2-LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats.

#### Michigan Grade Level Content Expectations in Social Studies

**Geography, G2:** Places and Regions

**Geography, G5:** Environment & Society

#### MI Early Childhood Standards of Quality for Pre-Kindergarten

**ELE 1:** Emergent Reading

**ELE 2:** Writing Skills

**ELE 3:** Spoken Language– Expressive

**ELE 4:** Spoken Language– Receptive

### Lesson Overview

#### Activities

Choose the activities that best match the interest and needs of your students.

- ☞ Review Terms Domestic and Non-Domestic Animals
- ☞ Discuss “What Is an Animal Shelter?”
- ☞ Match Animals to Their Proper Shelters
- ☞ Discuss Stray Animals and How They Live
- ☞ Discuss Animal Shelters and Watch a Video About Animal Shelters
- ☞ Students Present Their Acts of Kindness

#### Materials

“Types of Shelter” worksheet

“What is an Animal Shelter”

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=C1C1OXI2u0)

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(Go to YouTube.com and search for this title, then click on the link by TeachingHumane from 2013.)

#### Community Connection

- ◆ Make a visit to a local animal shelter or invite a speaker from a local animal shelter into your classroom.



## What is an Animal Shelter?

### Procedure

1. **Review the terms domestic and non-domestic animals**, from the previous lesson. Remind students that domestic animals are pets. Ask students: Do all pets have home? What happens to a domestic animal that does not have a home or a family to take care of it? Where do they live? How are they taken care of?
2. **Introduce the word “shelter”** and write it on the board. Explain that a shelter is a place where living things live, and a place where they are protected from danger. **Ask students to tell types of shelters for people** (home, school, or others).
3. **Students will complete “Types of Shelter” worksheet.** For students needing support, teacher can read the “clues” for each animal, and allow students to choose the best-matched shelter for each pet. Discuss answers as a class.
4. **Introduce the word “stray”** and write it on the board. Explain that a stray animal is one that does not have a home or family. Ask if students have ever seen a stray cat or dog in their neighborhood. Allow a few students to give examples. **Ask students to “put themselves in the paws” of a stray dog or cat**, and answer the following questions: Where would you sleep? What would you eat or drink? How would you feel? (Recall previous lesson about animals’ feelings.)
5. **Introduce the specific term “animal shelter”** and ask if students to define what it might be (a place that takes care of animals, and keeps them safe). **Explain that when animals are in an animal shelter they are looking for homes, and need a family.** Ask if any students have ever been to an animal shelter or adopted a pet from one. **Watch the video “What is an Animal Shelter?”** Discuss the video as a class, and help answer any questions students may have.
8. If you completed Lesson 1, “A Week of Kindness”, **allow students to take turns sharing their kind animal acts.** You may also want to revisit the K-W-L chart from Lesson 3 to fill in more things students learned about animals this week!