

Shelter Unit (6 weeks/18 sessions)

(shared by Katie Spirer, written for 1-2 grade at Friends School of Portland)

Goals:

Students will

- 1) Understand how the physical environment (weather, climate, and available resources) influences shelter
- 2) Be able to describe what features all shelters have in common and how they are different
- 3) Understand how types of shelter have changed over time and why
- 4) Be involved in a service learning project having to do with families in Portland who do not have adequate housing.

Questions:

How does weather/climate affect our housing needs?

How do resources affect shelter?

How is all shelter similar? Different?

How has shelter changed over time?

-Include piece about "green" design

What can we do to help families in our community who do not have adequate shelter?

Lesson Plans

Day 1: Intro

- 1) Discussion of: "What is shelter?" and "Why do we need it?"
- 2) KWL about shelter
- 3) Write/draw about own home and 2 of your favorite things about it (spend more time on this—use big paper and have brief mapping lesson?).
- 4) Share.

Homework: Have kids ask parents why they chose town, type of home, favorite/least favorite parts of house, etc.

Day 2: Different types of shelter

- 1) Share homework sheets
- 2) Read aloud (book about different kinds of homes)
- 3) Begin list of what's same/different in those houses

Day 3: Shelter in our Community

- 1) What types of things affect shelter in our community?
 - a. Weather, landscape, price, etc.
- 2) Take walk in neighborhood at end of causeway (Need more focus?)—Also need volunteer to come on walk

Day 4: Discussion (about walk) and Different types of shelter in the world

- 1) Discuss what we noticed about houses and WHY they look the way they do/are built the way they are (**Find out more about this**)
 - a. Talk about specific feature and why it's like that?
- 2) Show students pictures of houses and ask them to speculate on where in the world it might be found, what the environment would be like, and how the physical environment may have affected its construction.
 - b. Each kid gets small cut-outs and place labels—need to match on own, then share w/bigger pictures as group?

Day 5: Print project in Art

Print project with Celeste—kids choose one type of shelter, make ink print of it, I type write-up, put on bulletin boards

Day 6 (multi-day project): Shelter on island—Discuss, plan, and build

- 1) “What kinds of shelter do animals on island make/use?” Why? (Discuss in trees, underground, etc.)
- 2) “How are their shelters similar/different to ours? (Do they serve same basic purpose?)
- 3) Discuss, then ask “If you were living on island with no one else (no school, car, etc.) and had to build a shelter, what resources would be available to you here that you could use? Discuss and list ideas. Tell that tomorrow, we will begin building shelter. Kids can begin planning what their shelter will look like/be made of. *Assign groups of 3 for kids to work in. (Do this in field/woods by garden)
- 4) Share with others. Discuss what we learned/discovered. How would our shelter do in different seasons?

Fairy Houses—Do as workshop

- 1) Read about fairy houses
- 2) Take walk, look at fairy houses on island and build

(We did this towards the end, but can do whenever is convenient)

Habitat for Humanity Lessons—Service Learning Project

- 1) Habitat volunteer comes in to talk about organization, read aloud, charts: “Why do we need housing?”
- 2) Lego-building project
- 3) Visit work site
- 4) Make care package for workers (cards, hot chocolate, scarf)

Day 8: How has shelter changed over time?

- 1) Begin discussion of changes in shelter over time.
- 2) Show pictures of houses from long ago, today, etc. (**Mostly just used description from red Shelter book since it was hard to find pictures**). Have class (groups) put them in order from oldest to newest. Then discuss why they put them in that order and if they agree/disagree.

a. Compare the construction of houses throughout history (the temporary shelters of hunters versus the more permanent homes of farmers, for example, or the materials used to construct houses before and after industrialization).

b. Read aloud about changes in shelter over time.

Day 9: Houses today—Lindsay re: Green design

Day 10: Continue shelter over time (if time)

1) Have kids write/draw about which time period they would have most liked to live in because of the type of shelter they would have lived in and why.

Day 11: Dream shelter (multi-day project)

- 1) If you could live in any of the houses that we have studied, what type would you choose and why? (**Architect for a day—build your dream house**)
 - a. Draw a sketch and answer few questions on worksheet
 - b. Build it out of materials from Ruth
 - c. Must write a brief paragraph/fill in worksheet about where it would be, what it's made out of, special features, etc.

Field trips/speakers:

Walk around Falmouth to look at types of houses

Have architect (Phil?) come in and speak to our class (**Didn't do, but could be good if time**)

Lindsey re: Green design—check email from 7/30/09

Service Learning: Project with homeless shelter or Habitat for Humanity—check email from 7/30/09 and 7/31/09

Final project:

Build dream shelter out of craft materials and write/draw about why you chose specific features.

Books:

Houses and Homes (Around the World Series) by Ann Morris

[Homes Around the World \(Crabapples\)](#) by Bobbie Kalman

[Wonderful Houses Around the World](#) by Yoshio Komatsu, Akira Nishiyama, and Naoko Amemiya

[Homes Around the World \(Living in My World\)](#) by A. R. Schaefer

Portland Library:

[Houses of snow, skin and bones : native dwellings : the far north](#) (919.8 S545j)

Also, look around 970.4S545bj

Let's go Home by Cynthia Rylant

Brick making:

<http://www.parentingscience.com/preschool-science-experiment-mud.html>

<http://www.easyfunschool.com/article1808.html>

Websites/Lesson plans:

<http://www.nationalgeographic.com/xpeditions/lessons/15/g35/givemehome.html>

<http://www.hgpho.to/wfest/house/house-e.html> (pictures of types of homes)