

Animals and Humans Have Similar Basic Needs

Grades: Pre K - 1

Objectives:

Affective:

- Students will be able to identify that animals and humans have similar basic needs.

Academic:

- Students will listen and read to acquire information and understanding.

Materials:

Pictures of animals and humans: eating, drinking, in their shelters, protected from cold and heat, playing, etc.

Motivation:

Ask students, “What do your cats and dogs (and other companion animals) need? Do people need the same things?”



Procedure:

Mini-Lesson:

- 1) Show students pictures of people eating.
 - Show students pictures of animals eating.
 - Have students conclude that both companion animals and people need food.
- 2) Show pictures of people drinking water, juice, soda, etc.
 - Show pictures of animals drinking.
 - Have students conclude that both companion animals and people need water.
- 3) Show pictures of animals and people in various shelters and have students conclude that both humans and companion animals need shelter.
- 4) Show pictures of people wearing different clothing depending on weather, (e.g., children’s sweaters in autumn).
 - Discuss how animals have their own way of protecting themselves from various weather conditions. (Cats and dogs shed hair, some animals change their coat or grow a thick winter coat of fur or feathers.)

Small-Group Activity

- 1) Students may work in pairs or small groups.
- 2) Have students cut out the cards on the “What Do All Companion Animals Need?” sheet.
- 3) Students will identify the six cards that represent the needs of companion animals and paste them in the empty boxes of the “What Do All Companion Animals Need?” activity sheet.

Alternate Activity:

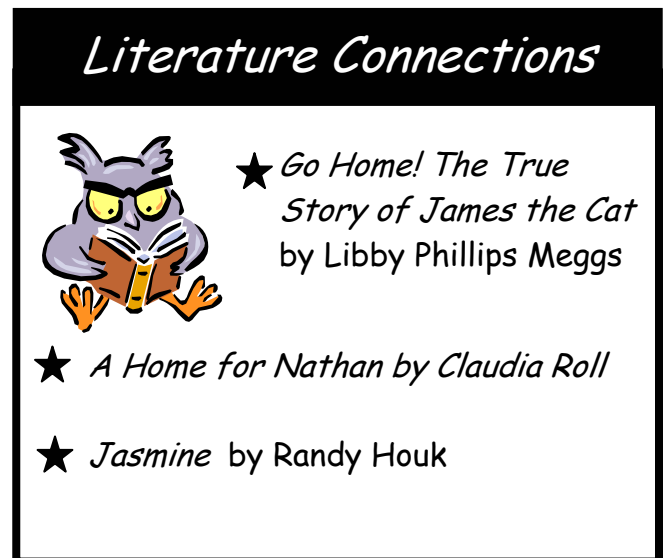
- 1) Teacher cuts out cards on the “What Do All Companion Animals Need?” sheet in advance and has a set in an envelope for each group.
- 2) Have each group of students select and display the cards that show what companion animals need.
- 3) Distribute copies of “All Companion Animals Need” sheet (the one with the needs already in the boxes) and have groups check their selections.
- 4) Students may color “All Companion Animals Need” sheet.

Summary:

- Using an experience chart, ask students to name the things that both animals and humans need.
- Have students draw pictures of companion animals, shelters and food using the activity sheet as an example.

Follow-up Activities:

- Have children bring photographs of their companion animals to school to share with the class. How do you help to take care of your companion animal? What does your companion animal need?
- Encourage children to care for stuffed companion animals in the housekeeping center. Be sure to supply a leash (can be made out of ribbon or cord), a license for dogs, food and water dishes, a brush or comb, toys).
- Read aloud books about companion animals that reinforce their need for care, responsibility and love.
- Have students visit the Pet Care Guide at www.animaland.org. In addition to great information, there are short cartoon clips on companion animal care.
- Send literature home to the parent concerning the care of companion animals.



Additional Concepts:

- All companion animals need a schedule: a regular time for feeding, exercising and cleaning.
- Provide a safe and clean environment -- if not, the animal will get sick or may die.
- Don't give candy or junk food to animals. Not only is it unhealthy, their systems are not used to it.
- Loving a companion animal means giving him/her food, water, exercise, his/her own clean environment, affection and attention.

New York State Standards Addressed:

ELA Standard 1 – Language for Information and Understanding - Students will read, write, listen, and speak for information and understanding.

Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Speaking and Writing

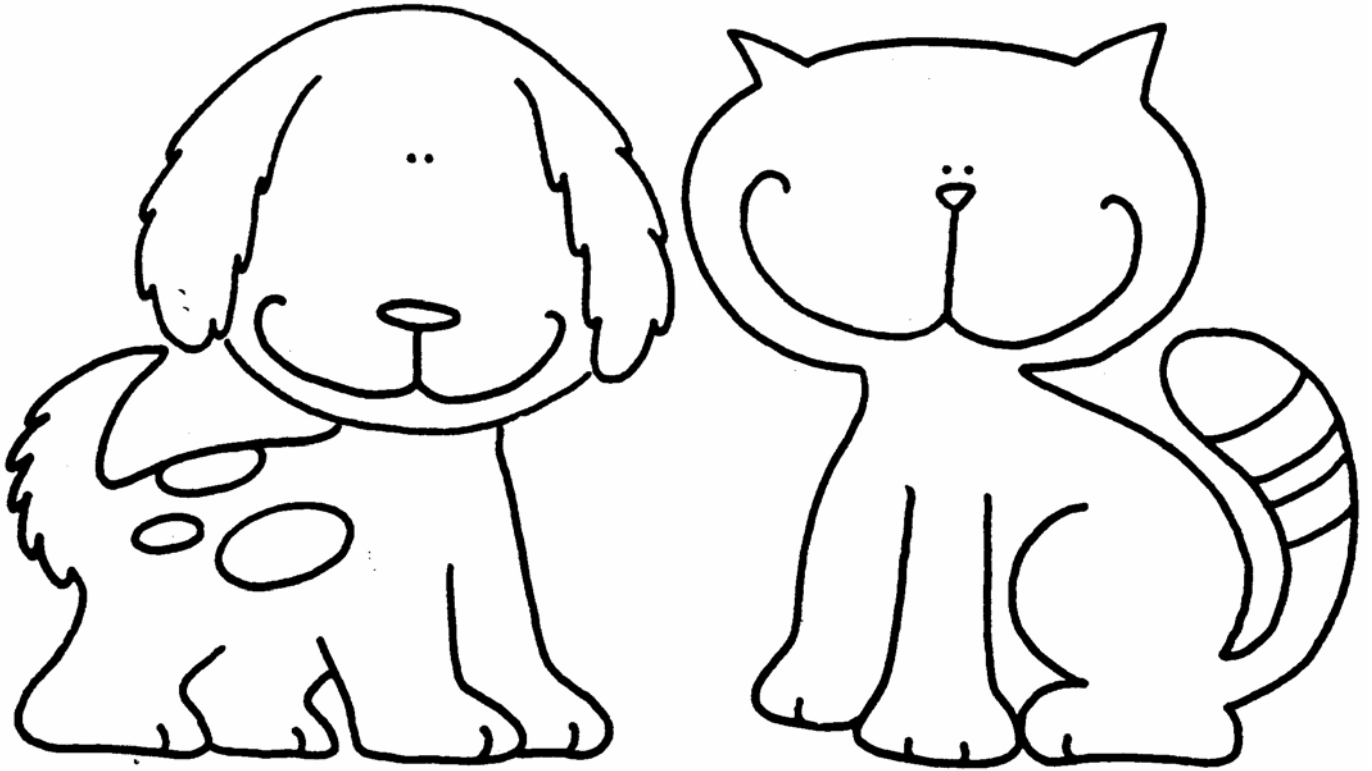
1. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.









Name _____

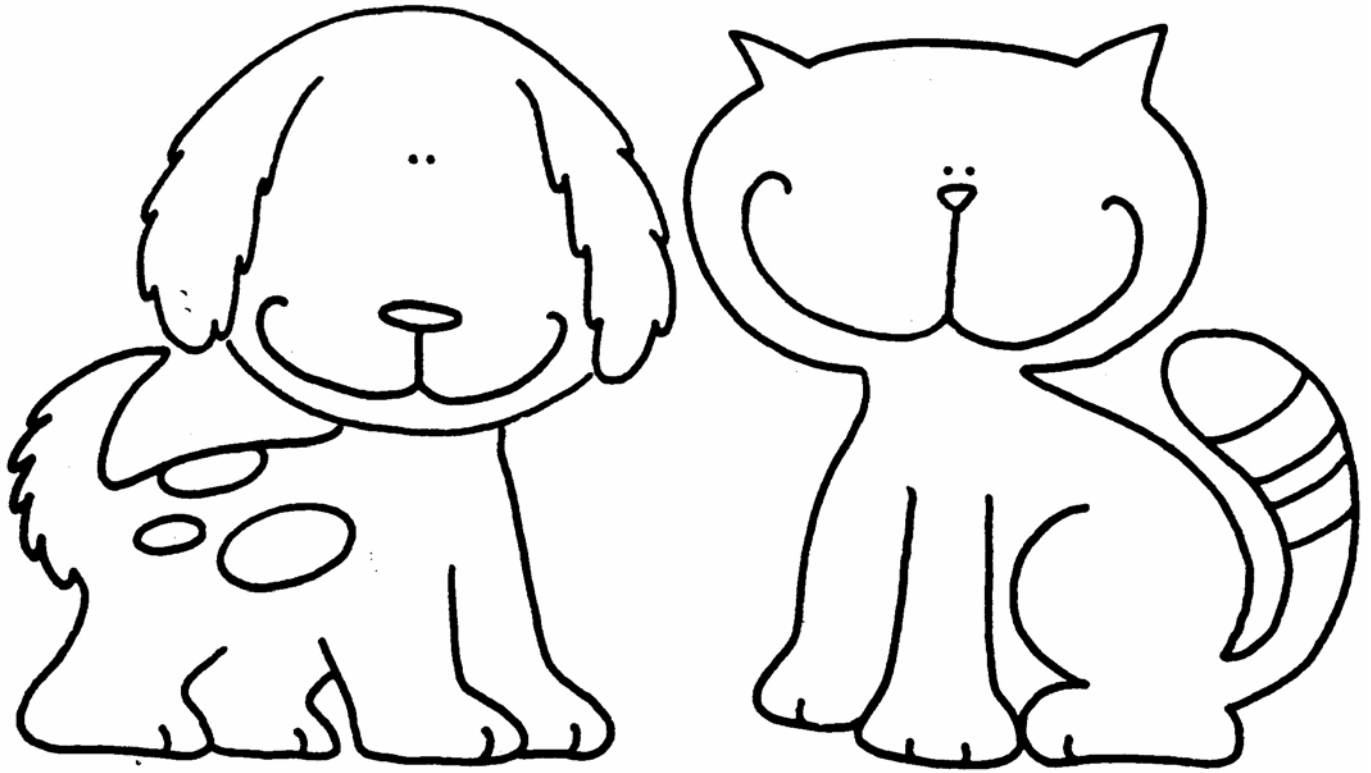
Date _____

All Companion Animals Need



 <p>Food</p>	 <p>Clean House</p>	 <p>Clean House</p>
 <p>Exercise</p>	 <p>Safe Toys</p>	 <p>Love</p>

Companion Animals Need



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Cut out the cards.



Food



Telephone



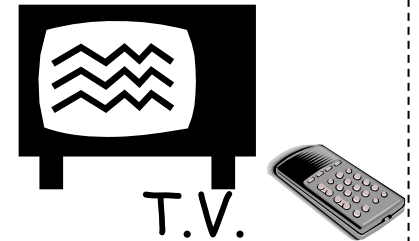
Book



Pencil



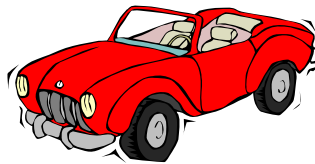
Water



T.V.



Spoon



Car



Love



Glasses



Exercise



Fork



Clean House



Money



Safe Toys