

Lesson 1: My Environment

Getting Started

✿ Questions to Explore

- What makes an environment safe and healthy?
- What do people and animals need in order to live in their environments?



Facts and Definitions

- An **environment** is the people and things that surround a human, plant, or animal where it lives.
- A healthy environment has food, water, and shelter for the animals, plants, and people who live in it.
- **Shelter** provides protection from weather (for example, a house, burrow, or tree).

⦿ Skills

- Locate and describe familiar places in the home and other environments (such as bodies of water and landforms) (SS)
- Describe the function of places in the home and other environments (SS)
- Show an understanding that the letters in a written word represent the sequence of sounds in a spoken word (LA)
- Read and write numbers (M)
- Place data and ideas on a chart (M)
- Attempt to read dictated text (LA)

✂ Materials

- crayons or colored pencils
- glue or tape* (Activity 2 - Option 2)
- scissors* (Activity 2 - Option 2)

Introduction

Explain to your child that an **environment** describes the things and people that surround us. For example, in our home environment we can find a refrigerator, family members, beds, a couch, etc. Ask your child what else she can find in her home environment. Explain that a healthy environment is one where animals and/or humans can live and grow. An animal's environment is made up of the plants, animals, insects, and land on which it lives.

Ask your child to briefly describe her environment. Explain to her that the environment for any animal or human must provide food, water, and **shelter** (protection from the weather). Today, the two of you will be exploring your home environment.

Note: Over the course of this unit, be sure to review the vocabulary words every day. Your child does not have to know the definitions word for word but should be able to describe each vocabulary word and use it correctly in a sentence. This review is important for memorization practice and will ensure that your child has a deep understanding of the topics presented in the unit.

Activities

Activity 1: What I Need

Review the concept that a healthy environment provides living things with the food, water, and shelter they need to live and grow. Use the following hand motions to teach your child the basic requirements for a healthy environment. Repeat until your child has the motions mastered.

- For water, she will make a cup with her hand and bring it up to her mouth.
Discuss: What does your child drink in her home and where does it come from?
- For food, she will put her hands on her stomach.
Discuss: What kind of food can be found in your child's home and where does the food come from?
- For shelter, she will put her hands over her head so they form the roof of a house.
Discuss: What is your child's shelter? (her home)

Activity 2: Exploring My Home

Select one of the following options for your child. The first option is simpler, the second more challenging.

Option 1

Give your child the sheet "Exploring My Home" (Option 1). The first letter of each word is missing. If your child can read or sound out the labels on the sheet, encourage her to do so and to add the missing letters. If not, read the words slowly with your child as she uses her finger to follow the sounds of each word as you pronounce them and discuss which letters are missing.

For this activity, take a slow walk through the major rooms in your house. On the chart, your child should number each room in the order in which she explores them. For example, if you walk to the bathroom first, ask your child to write the number 1 in the blank. Continue this process with each room. (If your child is not writing her numbers, write the numbers 1-4 on a separate sheet of paper and encourage her to attempt to copy each number. She can practice writing the numbers 1-4 over the next few days until she can write them independently.)

As you enter each room, ask your child what each room is used for and why each room is an important part of the environment. Ask your child to circle one item on the picture that she feels is important and adds to the healthy environment of the home. If your child can write the name of the object on the bottom of the page, encourage her to do so. Ask her why she selected the item she did. For example, in the kitchen your child might say the refrigerator is important because it keeps food and drinks fresh.

Option 2

For this option, your child needs to label the rooms in the picture of the house in the "Exploring My Home" (Option 2) page. If she cannot sound out the words and write them phonetically, then she can copy the word after you write it. Next, ask her to circle items in the picture that relate to meeting our basic needs of water, food, or shelter.

Walk through these rooms in your own house and talk about how different items meet the needs of your family and help support a healthy environment. Some items meet the basic needs of water, food, or shelter, while other items are for comfort or entertainment. Discuss how a home 100 years ago in your area may have been very different from the home in which you live. As you tour the rooms, discuss which items might not have existed 100-200 years ago — light bulbs, running water, electronics, etc.

Extension Activity

If your child is interested in drawing a picture of the actual rooms in her home with the actual items that can be found there, she can use the blank home sheets provided. They will need to be cut apart and pasted or taped together.

Activity 3: The Most Important Room

Look over the chart from Activity 2 with your child. Ask her which room in the house she thinks is most important. Then ask her how the room is used and why she thinks it is the most important room in her environment. She can record her ideas on the sheet called "The Most Important Room," or you can record her ideas as she dictates them to you. Next, ask her to read the paragraph aloud.

On the bottom of the sheet, your child can draw a picture of her favorite room. If she needs a larger space, she can use a blank sheet of paper.

Activity 4: Handwriting

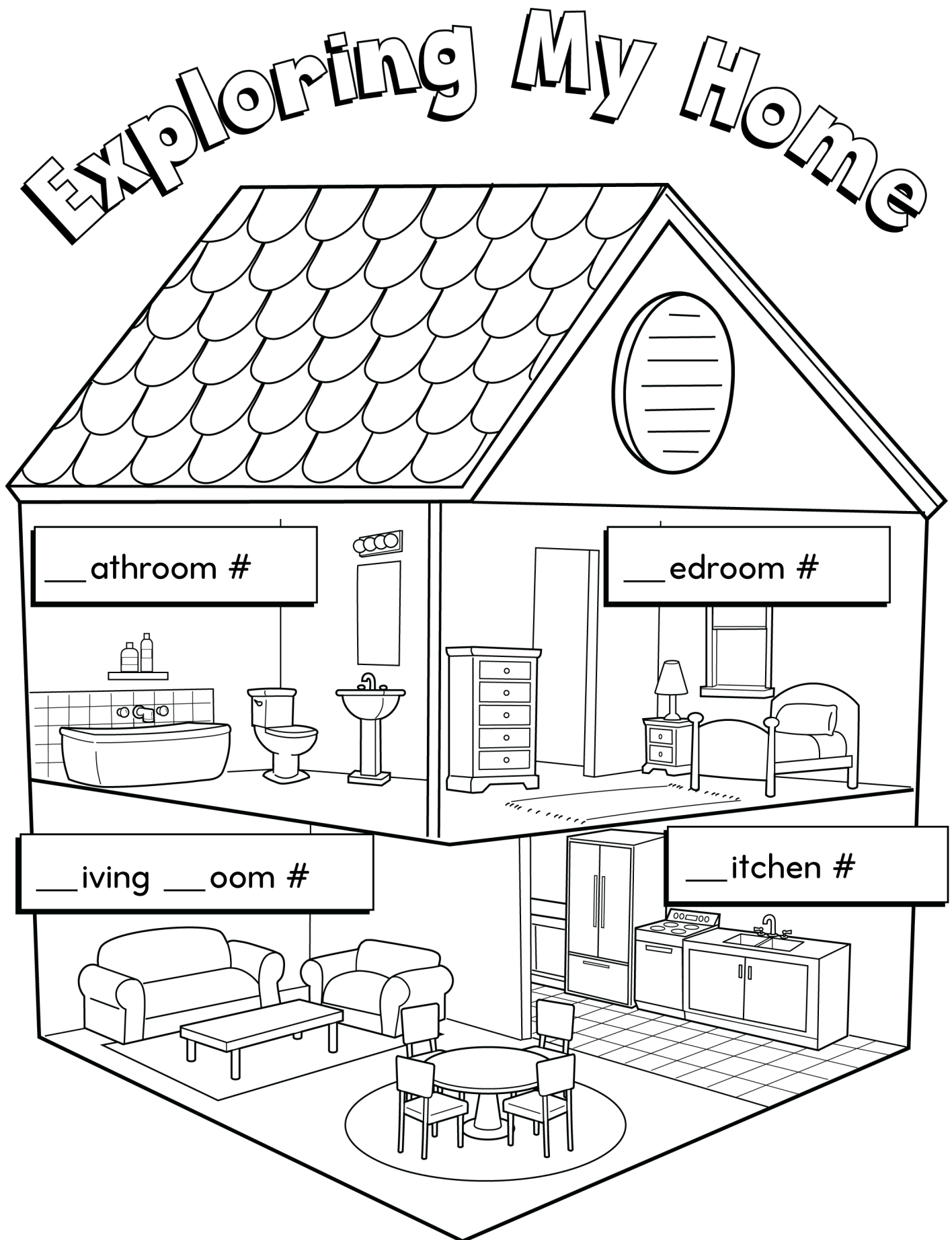
Your child can use the "Bb" page to practice writing the letter *Bb* and the words *bed* and *bath*, or let your child write or copy a sentence using each word.

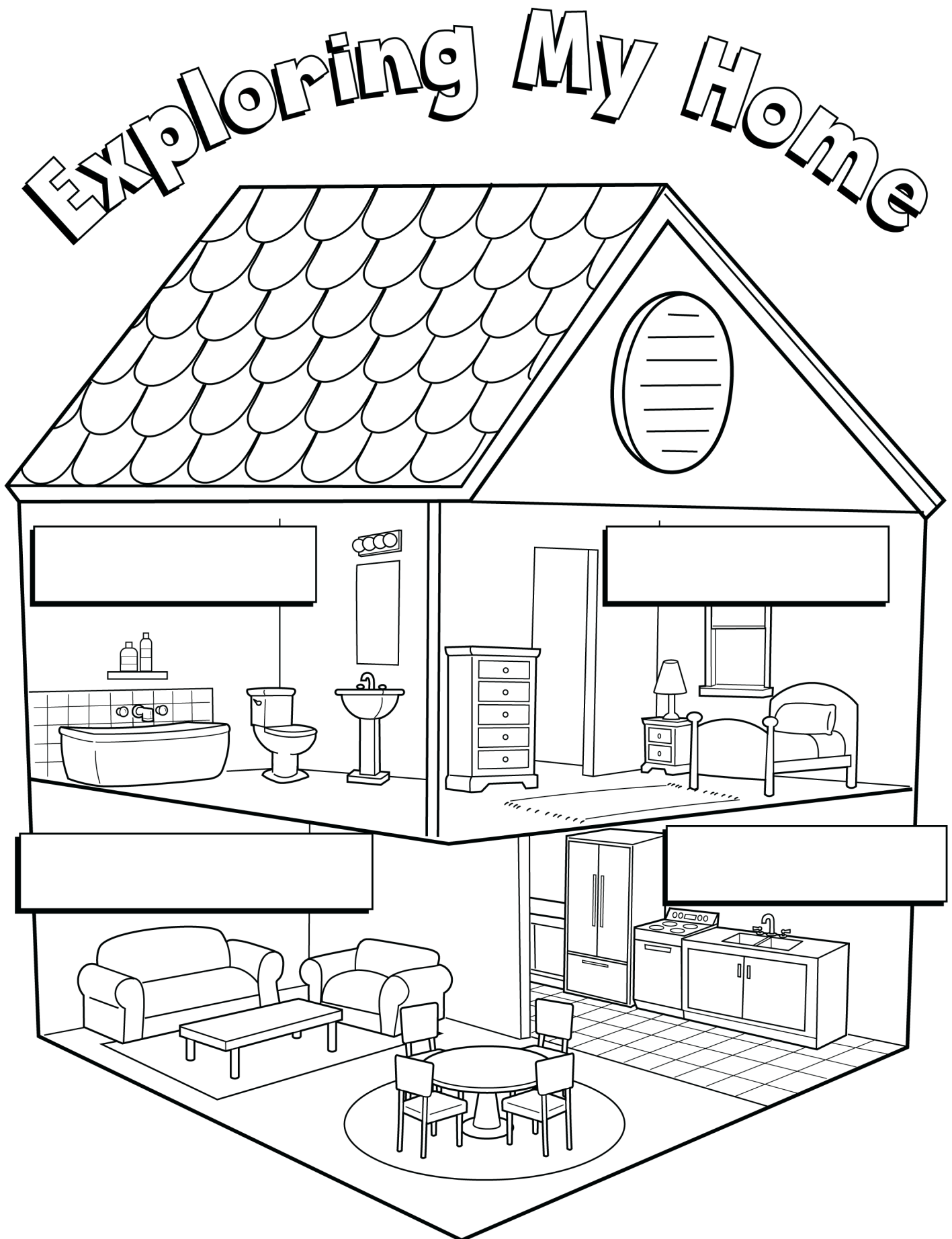
Wrapping Up

Practice the hand signals for the three things that healthy environments provide for the people and animals that live in them (food, water, and shelter). Review the ideas that the home is your child's environment and that each room provides important things for your child's health and growth.

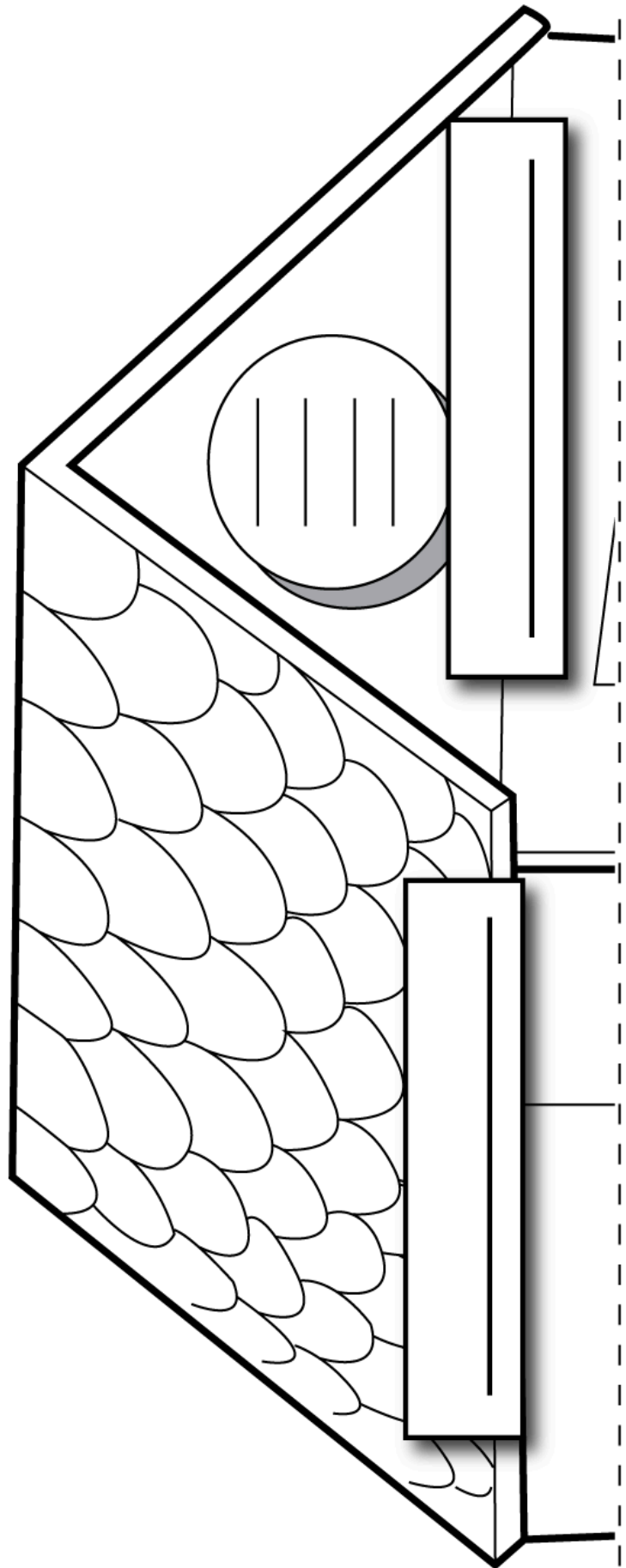
Sing the following song to your child. Encourage her to memorize the song and motions and to perform it for her family in the next few days.

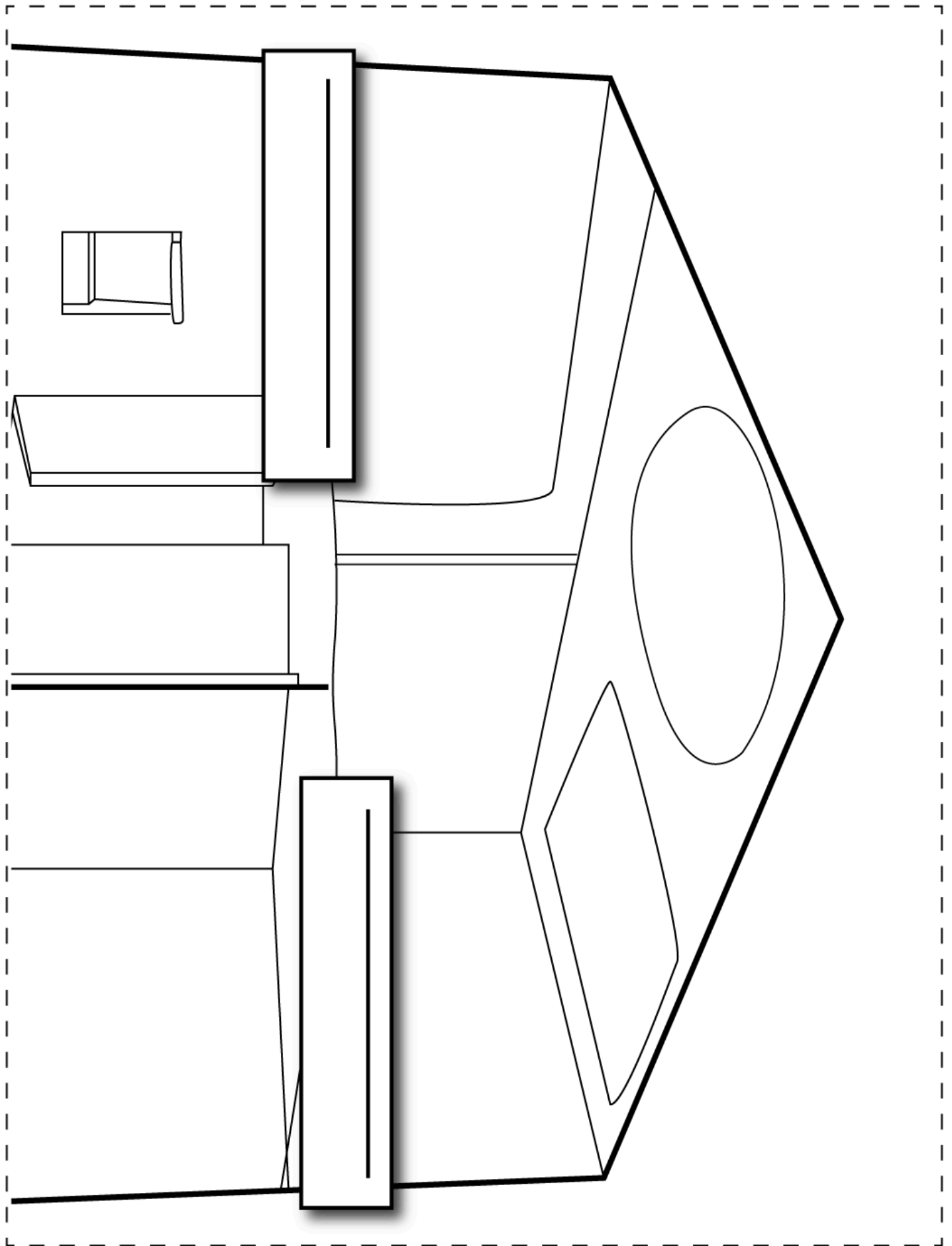
The Environment Song
(to the tune of "Are You Sleeping, Brother John?")
Our environment (child points to the environment around her) Our environment (child points to the environment around her) Helps us live (child points to self) Helps us live (child points to self) Water, food, and shelter (use motions from Activity 1) Water, food, and shelter (use motions from Activity 1) What we need What we need





EXPLORING MY HOME





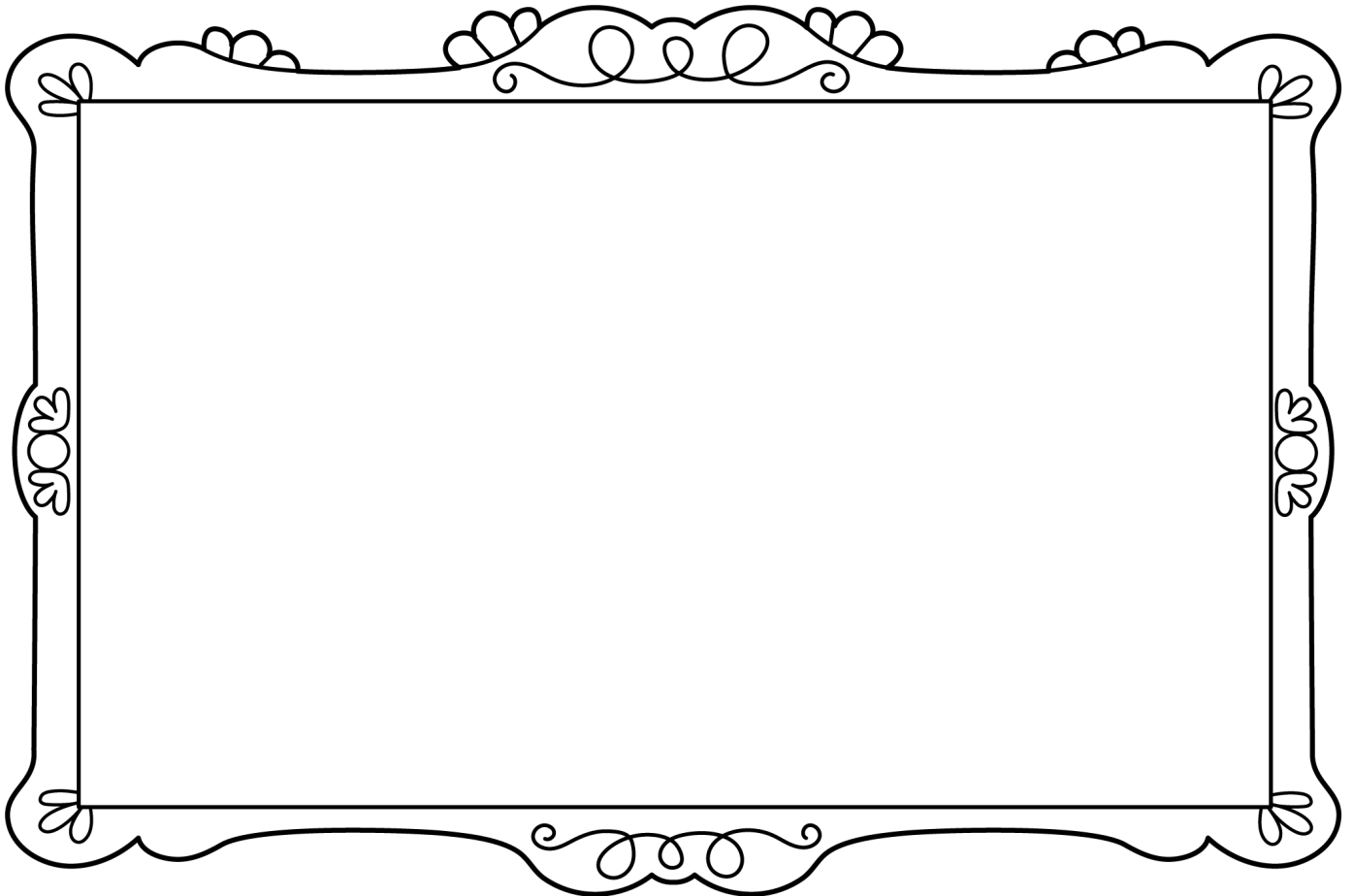
The Most Important Room

The most important room in my house is the _____.

We use this room for _____, _____, and _____.

The _____ is the most important room because _____.

_____.





Bb

B B B

B B B

b b b

b b b

bed bed bed

bath bath bath