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## SQUAMISH RIVERS

# Everybody Needs a Home

Grades: K-3

Subject, Science, Language  
Arts, Art

Time required: 30 minutes

*Key Concepts:*

*All life must have enough  
clean water.*

*Fish and wildlife need a  
healthy habitat.*

*Objectives:*

*Students will be able to  
generalize that people and  
other animals share a basic  
need to have a home*

SQUAMISH RIVERS

**Key Words:**

Differences, similarities,  
food, water, shelter, space

**Skills:**

Analysis, comparing similarities and  
differences discussion, drawing,  
generalization, visualization



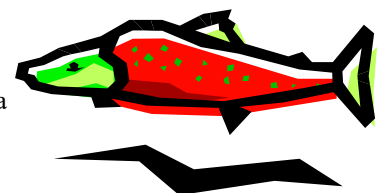
**Background:**

Humans and other animals—including pets, farm animals, and wildlife—have some of the same basic needs. Every animal needs a home. But that home is not just a house like people live in. Home for many animals, is a much bigger place—and it's outdoor. The scientific term for an animals home is habitat. An animals habitat includes food, water, shelter, and space. Because animals need the food, water, shelter, and space available in a way that is suitable to the animals' needs, we say these things must be available in a suitable arrangement.

The major purpose of this activity is for students to generalize that fish and other aquatic animals need homes. Homes are not just houses. A house may be considered shelter. People build houses, apartments, trailers, houseboats, and other kinds of shelter in which to live. Fish don't need a home that looks like a house—but they do need some kind of shelter, access to clean water & plentiful food, and space to live in.

**Materials**

- Drawing paper
- Crayons or chalk
- Fish colouring sheet (optional)



# Everybody Needs a Home

## Procedure:

1. Ask each student to draw a picture of where he or she lives - or to draw a picture of the place where a person they know lives. Ask the students to include picture in their drawing of the things they need to live where they do: for example, a place to cook and keep food, a place to sleep, a space around their house in a neighbourhood.
2. Once the drawings are finished, have a discussion with the students about what they drew. Ask the student to point out the things they need to live that they included in their drawings.
3. Make a gallery of homes out of the drawings. Point out to the students that everyone has a home.
4. Ask the students to close their eyes and imagine a home for fish (salmon), aquatic insects (water strider), or aquatic mammals (beaver). (Optional: show the students pictures of these homes.)
5. Discuss the similarities and differences among the different homes with the students. Talk about the things every animals needs its home: food, water, shelter, and space in which to live, arranged in such a way that the animal can survive. Summarize the discussion by emphasizing that although the homes are different, every animal- people, pets, farm animals, wildlife – needs a home. In some ways, it is more like a neighbourhood. For animals, we can call that neighbourhood where all the survival needs are met a **habitat**. People go outside their homes to get food at a store, for example. Fish and other animals have to go outside of their

“houses” to get the things they need to live.

6. Ask each student to draw a picture of an aquatic home for a fish such as salmon or an animal such as a beaver. Compare them to places where people live.

## Extensions:

1. Go outside and look for aquatic animal homes. Be sure not to bother the animals or the homes in the process!

## Evaluation:

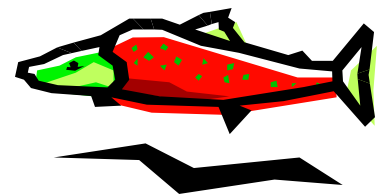
1. Name three reasons why people need homes.
2. Name three reasons why animals need homes.

## Community Connections:

1. Contact your local fisheries group to get a tour of “home improvements” such as a habitat restoration project nearby your school.

## Resource:

This activity has been adapted from “Everybody Needs a Home” from Project WILD (1997).



**EVERYBODY NEEDS A HOME:  
HELP KEEP OUR STREAMS  
CLEAN AND SAFE FOR FISH!**



This salmon was coloured by:

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