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Needs of Living Things

Science

Grades 1 & 2

Description

This lesson is from the Life Systems strand of the Science and Technology curriculum. It focuses on an investigation of the characteristics and basic needs of living things. Of particular importance is the investigation of interaction between living things and their environment.

Faith Integration

Students will discuss creation and the Eden home and the fact that creation was in an order to sustain life.

From this discussion will springboard the needs of living things, what they need to stay alive.

Curriculum Expectations

- ✍ Understanding of basic concepts
- ✍ Inquiry and design skills
- ✍ Communication of required knowledge

Materials

Bulletin Board

Pictures

Computers/Internet Access

Software – Kid Pix, Microsoft Publisher

Related Books

Teacher Preparation

Before presentation of this lesson, teacher will do the following to stimulate thinking on the topic:

- ✍ Prepare bulletin board with the title: Needs of Living Things
- ✍ On bulletin board teacher will place a large picture of a human, an animal, and a plant.
- ✍ The teacher will write the following questions on sentence strips and post them around the pictures:

What does a human need to stay alive?

How do humans breathe?

What do humans eat?

What does an animal need to stay alive?

How do different animals breathe?

What do different animals eat?

What does a plant need to stay alive?
Where do plants and animals get their water?

- ✍ On the feature book table teacher will display grade appropriate books related to the topic.

Student preparation

- ✍ Students will be comfortable navigating Kid Pix.
- ✍ Students would have browsed the books on the books of the month table.
- ✍ Students will be able to do use different search engines and access on line reference library.
- ✍ Students will be able to make a book using Microsoft Publisher

Before the Computer

- ✍ Classify living things.
- ✍ Discuss their needs focusing on what they need to stay alive.
- ✍ Observe what happens to plants when these needs are not met.

On the Computer

- ✍ Students will have the choice of two projects. Each project would have a second option for students who might find the first one challenging.

Project 1

Option 1

- ✍ In Kid Pix, create a slide show with the title Needs of Living Things. A short sentence should describe each slide.

Option 2

- ✍ Pick one living thing and using the stickers in Kid Pix, create a web showing its needs.

Project 2

Option 1

- ✍ Select an animal and make a book showing its needs using Microsoft Publisher.

Option 2

- ✍ Select an animal and make a book by completing and illustrating each of the following sentences. Use one sentence and picture on each page.

Assessment/Examples

Students will reflect on their own learning in science by completing the following self-assessment found in Hands on Science.

Sample of student self-assessment, relevant web sites, and sentence starters are included.

Date: _____

Name: _____

Student Self-Assessment

Looking at My Science Learning

1. What I did in science: _____

2. In science I learned: _____

3. I did very well at: _____

4. I would like to learn more about: _____

5. One thing I like about science is: _____

Multimedia Project : Slide Show

Teacher Name: **Mrs. Greenaway**

Student Name: _____

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.

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Internet Sites:

<http://www.kidport.com/RefLib/Science>

<http://www.enchantedlearning.com>

<http://www.fi.edu/tfi/units/life>

<http://www.netvet.wustl.edu/ssi.htm>

<http://www.ahandyguide.com/cat1/a/a808.htm>

<http://ham.spa.umn.edu/kris/science.html>

Examples

The following are examples of sentences students will complete and illustrate:

My Special animal, the Penguin.

The penguin is a bird.

The penguin is black and white.

The penguin moves by waddling and swimming.

The penguin eats fish and krill.

The penguin lives on ice and snow.