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1st Grade Life Science Curriculum Map

Needs and Characteristics of Living Things

The lessons fall under eight topics that relate to aspects of life systems:

Needs and Characteristics of Living Things.

In each section you will find teacher notes designed to provide you guidance with the learning intention, the success criteria, materials needed, a lesson outline, as well as provide some insight on what results to expect when the experiments are conducted.

Suggestions for differentiation are also included so that all students can be successful in the learning environment.

Eight Lesson Topics:

Lesson One: In Your Environment

Students will learn about living and non-living things that are in their environment and the importance of showing care for their environment.

Lesson Two: In the Animal Kingdom

Students will learn about the physical characteristics of a variety of animals.

Lesson Three: The Plant World

Students will learn about the physical characteristics of plants and how they meet their needs.

Lesson Four: The Human Factor

Students will learn about the physical characteristics and the basic needs of humans, and compare basic needs to other living things.

Lesson Five: Needs Intertwined!

Students will learn about what living things provide for each other, and the problems that could result from the loss of some kinds of living things.

Lesson Six: Explore Your Senses

Students will learn about the five senses and how they are used to identify objects in our world.

Lesson Seven: Applying Your Senses

Students will learn how the senses are applied to describe and sort things in our environment.

Lesson Eight: The Human Body

Students will learn about the location and function of major parts in the human body and how they are used to meet our needs and explore our world.

NEEDS INTERTWINED!

LEARNING INTENTION:

Students will learn about what living things provide for each other, and the problems that could result from the loss of some kinds of living things.

SUCCESS CRITERIA:

- recognize that things used to meet needs are changed and returned in different forms
- identify what living things provided for other living things in order to have their needs met
- describe problems that could happen because of the loss of some kinds of living things

MATERIALS NEEDED:

- a copy of “Processing Needs” worksheet 1 and 2 for each student
- a copy of “Give and Take” worksheet 3, 4, and 5 for each student
- a copy of “A Missing Link” worksheet 6 for each student
- access to the internet, or local library
- chart paper, markers, pencils, pencil crayons

PROCEDURE:

***This lesson can be done as one long lesson, or can be divided into three shorter lessons.**

1. Using worksheets 1 and 2, do a shared reading activity with the students. This will allow for reading practice and learning how to break down word parts in order to read the larger words in the text. Along with the content, discussion of certain vocabulary words would be of benefit for students to fully understand the passage.

Some interesting vocabulary words to focus on are:

- environment • chlorophyll • castings
- hydrated • natural • carbon dioxide
- nutrients • liquid • urine
- recyclers • oxygen • digest
- absorb • returned • breathes/
breathing

2. Using worksheet 3, do a shared reading activity with the students. Along with the content, discussion of certain vocabulary words would be of benefit for students to fully understand the passage.

Some interesting vocabulary words to focus on are:

- exchange • beaver dam • insects
- nectar • re-create • gnaw
- stumps • pollen • provide

3. Give students worksheets 4 and 5. They can visit the local library or access the internet to gather information to help them answer the questions on worksheets 4 and 5. Upon completion, students can participate in a ‘turn and talk’ activity with a partner, where they share the information they have acquired on worksheet 5.
4. Divide students into pairs and give them worksheet 6. They will engage in a “think-pair-share” activity to discuss what the world would be like without certain living things in it. They will choose one of their ideas to illustrate the impact of its loss on the environment. Follow up with a large group discussion by asking some students to share their ideas. *Pose this question to the group: Who would be affected by the loss, and how?*

DIFFERENTIATION:

Slower learners may benefit by a reduction in expectations by the elimination of worksheet 5.

For enrichment, faster learners could make a list of jobs or hobbies that require knowledge about the needs of living things, and then choose one to illustrate and write about.

Processing Needs

You have learned a lot about the basic needs of living things. You know that all living things need water, food, air, and shelter to stay alive.

When a basic need is met, it gets used by a living thing, and it returns to the environment in a different form. Let's learn more about this idea!

Question:

What happens to the air that a human being uses to meet its need of breathing?



Answer:

The oxygen that a human breathes in is used to bring air into the body. When a human breathes out, the air comes out into the environment as carbon dioxide.



Question:

What happens to the air that a plant uses to meet its need of breathing?

Answer:

The carbon dioxide that a plant breathes in is used to bring air into it which is mixed with its chlorophyll to make plant food. When the plant breathes out, the air comes out into the environment as oxygen.

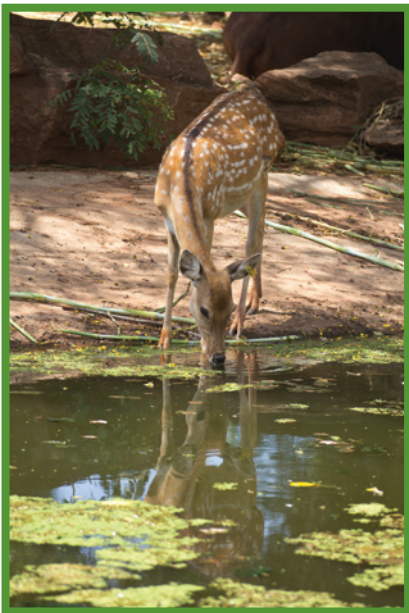


Question:

What happens to vegetable scraps that an earth worm uses to meet its need of food?

**Answer:**

When an earthworm eats and then digests its food, its castings are left behind, which add nutrients to plants in the soil.

**Question:**

What happens to the liquid that wild animals use to meet their need for water?

Answer:

When wild animals drink water, they absorb what they need to be hydrated, and then it is returned to the Earth as urine.

DID YOU KNOW?

Red-bellied Woodpeckers meet their need of shelter by making nests inside dead trees. They chip away the wood to make a hole in the tree. Red-bellied Woodpeckers are natural recyclers in the environment because they use the left over woodchips by making a bed with them to lay their eggs on.



Give and Take



While living things get their needs met, sometimes this action leaves behind something that another living thing could also use to meet its needs.

You have learned that as humans breathe out carbon dioxide, it is taken in by plants, which breathe out oxygen that humans take in. This is an exchange of needs.

DID YOU KNOW?

Beavers use their strong teeth to gnaw down trees which they need in order to make a beaver dam. The left over tree stumps can be useful to other living things. For example, a chipmunk will meet its need for shelter by making its home in a tree stump.



Insects and plants help each other meet their needs too. When insects land on plants, they carry and spread pollen that plants need to re-create. Plants provide shelter and food for some insects. For example, a bee gets the nectar it

needs from a plant to make honey and the bee spreads the pollen of plants as it flies from flower to flower.



Visit a library or use a computer to help you find out the answers to these questions about what some living things provide for each other.

**Question:**

What does a cow provide for other living things?

What needs does this meet?

**Question:**

What does a maple tree provide for other living things?

What needs does this meet?

It is your turn to ask some question of your own about what some living things provide for each other. Don't forget to find out the answers to your questions!

Question:

What does a _____ provide for other living things?

What needs does this meet?

Question:

What does a _____ provide for other living things?

What needs does this meet?



A Missing Link

You have learned that living things have basic needs, and that sometimes these needs are provided by other living things.

With a partner, do some thinking and sharing of ideas about this question:

“How would the environment be different if there was a loss of some kinds of living things?”

Record Your Thinking!

Choose **one** living thing and illustrate all the ways the environment would be different without it.