

# LIFE'S NECESSITIES



## **BENCHMARKS and TASKS**

**SC.A.1.1.1** The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).

**SC.F.1.1.1** The student knows the basic needs of all living things.

**SC.F.1.1.2** The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.

**SC.G.1.1.1** The student knows that environments have living and nonliving parts.

**SC.G.2.1.1** The student knows that if living things do not get food, water, shelter, and space, they will die.

- The student identifies objects as living or nonliving.
- The student recognizes that most living things, including humans, need water, energy, air, shelter, and space.
- The student observes that there are similarities and differences between living and nonliving things.

## **KEY QUESTION**

What are the needs of living things?

## **BACKGROUND INFORMATION**

Everything with which students come into contact can be classified as either living or nonliving. All these things exist and interact to make up the ecosystem. There are five basic processes of living things:

- Metabolism: getting and using food
- Respiration: releasing energy
- Elimination: removing waste
- Growth
- Reproduction

## **MATERIALS**

### **Teacher**

*All About Worms* chart (from *Looking for Life* lesson)

*What Do Pets Need* (Benchmark Education Co.)

### **Per group**

magazines

scissors

### **Class**

*Alive or Not Alive* T chart

glue

## **ENGAGE**

Use the *All About Worms* charts from the *Looking for Life* activity to review the characteristics of earthworms and gummy worms.

Stress the needs of living things during the discussion:

*How could you tell that the earthworms were living?*

*Do the earthworms need water?*

*How do you know?* (Moisture in the soil)

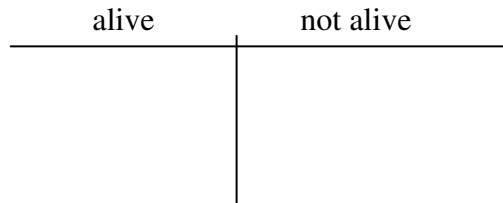
*What other things, besides water, does the earthworm need in order to survive?* (Food, appropriate habitat, adequate space, etc.)

*What would happen to the earthworm if it did not have any of these things it needs to live?*

*What do you need in order to survive?*

## **EXPLORE**

Have students cut out pictures of living and nonliving things. Students should then glue the pictures on the corresponding side of the *Alive or Not Alive* chart.



## **EXPLAIN**

1. Discuss the chart and have students tell why they placed their pictures on a particular side of the chart.
2. Ask students to consider the pictures in each section and think about how they are alike. Generate a list of common characteristics of the pictures on each side. Focus on the idea that living things can do certain things (breathe, grow, etc.) that nonliving things cannot do, and living things have certain needs ( air, water, food, adequate space, etc.) that nonliving things do not have.

## **EXTEND/APPLY**

1. Make up several riddles of living and nonliving things, such as:  
I drink milk.  
I am a pet.  
I make a purring sound.  
What am I?  
Am I living or nonliving?  
How do you know?
2. Read and discuss *What Do Pets Need?*

## **ASSESSMENT**

Have the students draw a picture of a living thing and include what it needs to survive.