

Grade 2	Lesson: Living Things Day 1	Reference to English Interconnections Lesson <b>Living Things</b> Pg. 29
<b>Science Standard(s): Standard 4.2 – Life Science</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will state that animals and plants need food, water, and air to survive with a partner. <i>I can tell a partner three things animals and plants need to survive.</i>		Students will state that animals and plants need food, water, and air to survive with a partner. <i>I can say that animals and plants need food, water, and air to survive to my partner.</i>
<b>Essential Questions:</b> How does location affect living things?		<b>Required Academic Vocabulary for Word Wall:</b> <b>Listen:</b> food, water, air, shelter <b>Speak:</b> grows, moves, reproduces, eats, food, water air, shelter, living things, non-living things <b>Read:</b> plants, animals, food, water, air, shelter <b>Write:</b> <b>Sentence Frames:</b> _____ is a living thing. _____ is a non-living thing. Plants need _____ (food, water, and air to survive). Animals need _____ (food, water, air and shelter to survive). _____ (animals) need _____ (shelter/house) to survive. _____ (plants) do not need _____ (shelter/house) to survive.
<b>Materials:</b> <ul style="list-style-type: none"><li>6 – 10 pictures or objects of living things (animals and plants)</li><li>6-10 pictures or objects of non-living things</li><li>Picture of a tortoise, owl, and a tree with thick bark.</li></ul>		<b>Additional Lesson Vocabulary:</b> eats, responds to stimuli, living things, non-living things
<b>Lesson: Living Things - Day 1 – Plants and Animal Needs</b>		<b>Instructional Time: 25 minutes</b>
<p><b>Opening: (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Quickly show students multiple pictures or objects and name them as you do (at least 6 – both plants and animals) of living things. Here is a possible set of pictures to use: <a href="http://havefunteaching.com/worksheets/science/living-and-nonliving-things/is-it-living-worksheet.pdf">http://havefunteaching.com/worksheets/science/living-and-nonliving-things/is-it-living-worksheet.pdf</a></li> </ul> <p><b>T: “Some of these are living and some of them are non-living things. Each table will be given a set of pictures. You will have 2 minutes to sort the pictures in to two groups: those that are living and those that are non-living.</b></p> <ul style="list-style-type: none"> <li>Pass a set of pictures out to each table.</li> <li>Set a timer to show the class how much time they have. One idea is to use the online stopwatch like the one at <a href="http://www.online-stopwatch.com/">http://www.online-stopwatch.com/</a> to project the countdown.</li> </ul> <p><b>T: “Remember you have 2 minutes to sort them in to living and non-living. Go.”</b> S: Students sort the pictures in to two categories. They should be talking about the items with phrases like “<i>This is living.</i>” “<i>This is non-living.</i>”</p> <p><b>T: “Stop. Let’s check through your two categories to see if you are right. You can do a silent cheer if you are correct. Remember a silent cheer doesn’t make any noise. Just raise your hands in the air like you’re cheering.”</b> (Name the items that are living and then non-living for students to check.)</p> <p><b>T: “Now look at the group of living things. You have 2 minutes in your group to decide what makes something living. What are at least 3 characteristics of a living thing? You should remember this from 1<sup>st</sup> grade. At the end of the 2 minutes, be ready as a group to tell me at least 3 characteristics of living things. Go.”</b></p> <ul style="list-style-type: none"> <li>Set timer for 2 minutes.</li> </ul> <p>S: Students will discuss characteristics of living things and come up with things like grows, moves, reproduces, eats, etc. They may use other words for “responds to stimuli” or they may not mention it at all.</p> <p><b>T: “Stop. Let’s make a list of what makes them living things.”</b></p> <ul style="list-style-type: none"> <li>Students and teachers will make a list of the characteristics of living things. (<i>This should be a review, if not there is a lesson in the 1<sup>st</sup> grade interconnections that addresses the characteristics of living things.</i>)</li> </ul>		

- *Grows*
- *Moves*
- *Reproduces*
- *Eats*
- *Responds to stimuli*
- With each characteristic have simple illustrations that are labeled as the students say what they are. These illustrations can be used for quick review of the characteristics of living things.

**Introduction to New Material (Direct Instruction): (12 minutes)**

**T: "Now let's just look at pictures in the living category. Some of them are plants, and some are animals. As a group I would like you to sort those pictures in to two groups: animals and plants. You have 1 minute. Go."**

- Set the timer for 1 minute.

S: Students sort the pictures into animals and plants.

**T: "Stop. Look at these animal pictures. Remember animals are living things. What do animals need to survive? Let's make a list."**

- Make a list with the students what animals need to stay alive/survive and draw/write it on the board.
  - Food
  - water
  - air
  - shelter

**T: "With your neighbor take turns explaining what animals need to survive. You can use this sentence frame "Animals need \_\_\_\_\_ to survive." For example, 'animals need food to survive' or 'animals need shelter to survive'. Take turns with your neighbor to tell what animals need to survive."**

S: *"Animals need food, water, air and shelter to survive."*

**T: "These are all plants. What do plants need to stay alive/survive?"**

- Make a list with the students what plants need to stay alive/survive and draw/write it on the board.
  - Food
  - water
  - air

**T: "With your neighbor take turns explaining what plants need to survive. Use the sentence frame "Plants need \_\_\_\_ to survive."**

S: *"Plants need food, water, and air to survive."*

**T: "Now let's look at what both plants and animals need to survive. Do they need the same things? What do both animals and plants need to survive? Tell your neighbor in a lion-like voice what both animals and plants need. Animals and plants need \_\_\_\_\_."**

S: *"Animals and plants need water, food, and air."*

**T: "Are there any differences between what a plant needs and an animal needs to survive? Do animals need something that plants do not? Tell your neighbor in a small mouse-like voice what animals need that plants do not."**

S: *"Animals need shelter/house....to survive, but plants do not."*

**T: "So all living things need food, water, and air. Animals need shelter. Did you know that not all of them get these basic needs in the same way?"**

- Show a picture of a tortoise.

**T: "For example, this tortoise gets its water from the plants it eats. There isn't much water in the desert, so its body can use the water from the plants."**

- Show a picture of an owl.

**T: "Look at this picture of an owl. It has very large eyes that help it see in the dark. What basic need do you think those large eyes will help it find? Food, water, or air? When I count to three I want you to say it out loud all together. 1, 2, 3."**

S: Choral response, "Food".

**T: "Yes, those large eyes help the owl find food. How about the bark on this tree? What do you think it might help the plant with?"**

S: "water? air? protection?"

**T: "The bark on the tree helps it keep the water inside. It doesn't evaporate or disappear so quickly in a place that is dry."**

**T: "As you can see, all animals and plants need food, water, and air, but they don't all get them the same way."**

**Closing: (5 minutes)**

**T: "Let's look back at our objective. It says to tell three things that animals and plants need to survive. Turn to a new partner and tell them three things that plants and animals need to survive. When you are finished, place your hands on your shoulders to let me know you are done. "**

**S: "Animals and plants need food, water, and air."**

**T: "Fabulous job! Tomorrow we will look at how different animals get one of their basic needs, shelter, in different ways."**

### **Assessment:**

Students will have an assessment on Day 2 of this lesson.