



LIVING THINGS AND THEIR NEEDS

A Place to Be

Written by Nancy Moreno, Ph.D., Barbara Tharp, M.S., and Paula Cutler, B.A.

from *Living Things and Their Needs Teacher's Guide* and for *Tillena Lou's Day in the Sun*.

BioEdSM

Teacher Resources from the
Center for Educational Outreach at
Baylor College of Medicine

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The activities described in this book are intended for school-age children under direct supervision of adults. The authors, Baylor College of Medicine and the publisher cannot be responsible for any accidents or injuries that may result from conduct of the activities, from not specifically following directions, or from ignoring cautions contained in the text.

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Using Cooperative Groups

Cooperative learning is a systematic way for students to work together in groups of two to four. Quite often, early primary students need to have their own materials, but can work in groups to share ideas and to learn from one another. Through such interactions, students are more likely to take responsibility for their own learning. The use of cooperative groups provides necessary support for reluctant learners, models community settings where cooperation is necessary, and enables the teacher to conduct hands-on investigations in a more manageable environment.

Students wear job badges that describe their duties. Tasks are rotated within each group for different activities so that each student has an opportunity to experience all roles. Teachers even may want to make class charts to coordinate job assignments within groups.

Once a cooperative model for learning has been established in the classroom, students are able to conduct science activities in an organized and effective manner. All students are aware of their responsibilities and are able to contribute to successful group efforts.

Asks questions

- Asks others to help
- Asks others to help

fold here



Scientist Leader

Helps the leader

- Gets the materials and returns materials
- Gets the materials and returns materials

fold here



Materials Scientist

is finished when group

- Tells the teacher
- draws results
- Writes or

fold here



Scientist Recorder

cleanup

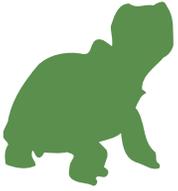
- Follows the safety rules
- Directs the

fold here



Safety Scientist





My Science Journal

Name _____

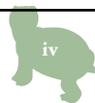
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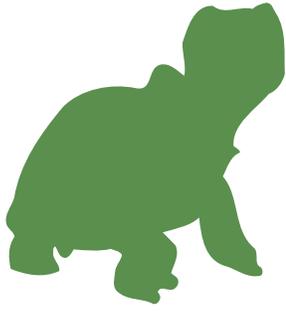
Project Name _____

DRAWING

**KEY WORD
TO USE**

I OBSERVED . . .





A Place to Be

Students will play a "Concentration" type card game, matching animals with their "places to be."

CONCEPTS

- All living things need a place to be.

SKILLS

Science: Observing, predicting, comparing, applying knowledge, inferring, sequencing

Mathematics: Identifying patterns

Language Arts: Listening, communicating, reading for information, identifying words, developing vocabulary, following directions

TIME

Set-up: 5 minutes

Class: 30 minutes

MATERIALS

Per group

- Crayons or markers
- Resealable plastic bag
- Set of Match Up Game Cards, (16 cards per set, see Setup)



EXTENSION

Encourage students to create their own sets of matching cards as they learn other suitable content (two 2-in. x 2½-in. blank card templates are provided on p. 4).

Within any given ecosystem, each living thing occupies a physical space in which it survives and is able to meet its needs. Young children may identify most with places that resemble human houses (for example, birds' nests, ant mounds or bears' dens). It is important to keep in mind, however, that most plants and animals do not have a "home" in the same way as people. At the same time, animals, in particular, do need safe places in which to hide from predators, raise their young and rest.

Plants, animals and other organisms interact in countless ways. In most ecosystems, organisms share some resources (air, for example) and compete for others (nutrients in soil, food and, in some cases, water). The places where a given organism can survive are limited by its requirements for food and water and by the temperature range in which it is adapted to live.

SETUP

You will need a copy of *Tillena Lou's Day in the Sun* to read to students.

Copy the student sheet (p. 3–4) on 8½-in. x 11-in. card stock, then cut out one set for each group of students.

Begin this activity with the entire class. Students should play the game in groups of 4.

PROCEDURE

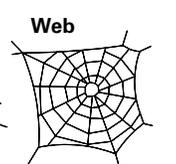
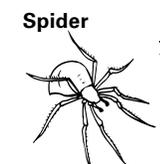
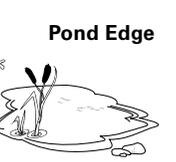
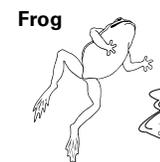
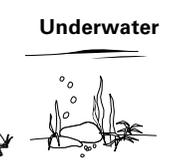
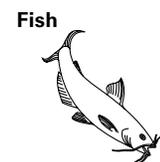
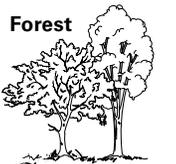
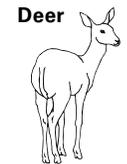
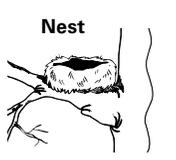
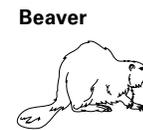
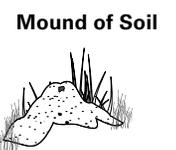
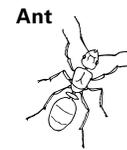
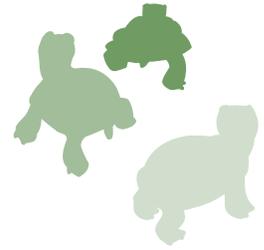
1. Read the story to the class and instruct them to raise their hands whenever "a place to be" is mentioned. Discuss some of the different places mentioned in the story (pond, field, etc.).
2. Give each group of students a set of cards. Have each student in the group color the drawings on four of the cards. The reverse side of the cards should be left blank.
3. Place each group's set of cards in a plastic bag.
4. Have students sit in a semi-circle around a table or on the floor. Demonstrate how the game is played.
5. First, take the cards from the bag and mix them up, being sure to keep the image sides down.
6. Place the cards, face down, in four rows of four each (4 x 4). Ask one student to select a card and turn it face up so that everyone can see the drawing. Then have the same student select another card from any row, turn it face up, and decide if it is a match. A match occurs when a student selects an animal on one card and the place where it may be found on the second card. When there is a match, students keep the cards (see sidebar to the right for correct matches). If the cards selected are not a match, the student places both cards face down in their

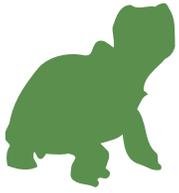


respective positions, and the next student repeats the process. As the game progresses, students in the group will observe the cards selected and gain information to use when they have their turns. The game continues until all matches are made. The student with the most cards wins the game.

Note. Encourage students to select a different card than the one chosen by the previous player, so a match can be found.

7. Conclude by discussing the game with students. Ask, *Did every plant and animal have a place to live? Did any two different plants or animals occupy exactly the same place?* Help students understand that each living thing occupies a slightly different place and uses resources in a different way.





Match Up Game Cards

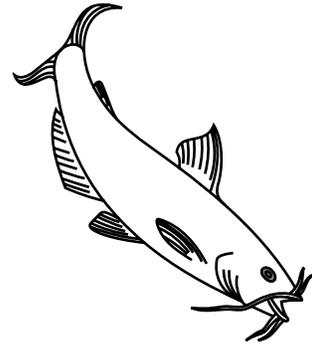
Human



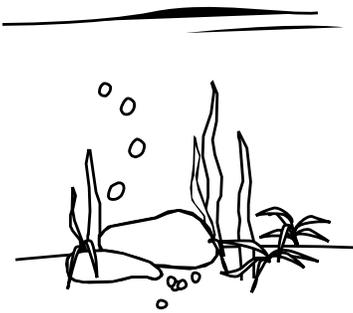
House



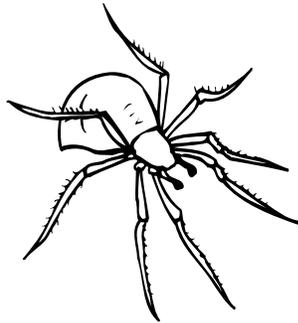
Fish



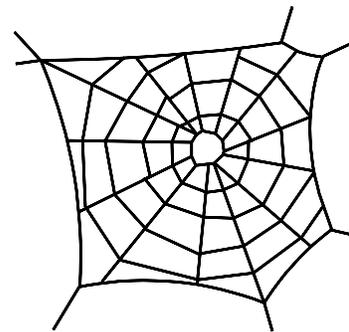
Underwater



Spider



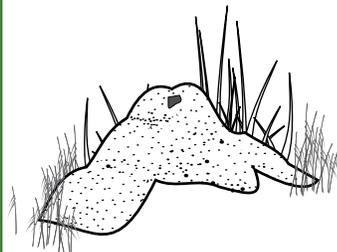
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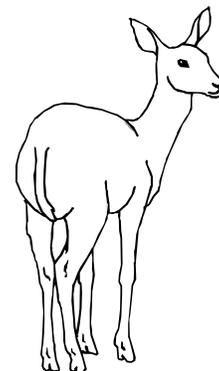
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Mound of Soil



Deer



Match Up Game Cards

