

All About Animals

Strand	Life Processes - Animals
Topic	Animal Needs
Primary SOL	1.5 The student will investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics. Key concepts include: a) basic needs include adequate air, food, water, shelter, and space (habitat).
Related SOL	1.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which c) objects or events are classified and arranged according to characteristics or properties; f) inferences are made and conclusions are drawn about familiar objects and events; g) a question is developed from one or more observations; i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers.

Background Information

Humans are animals. Like all animals, they have basic needs to stay alive: air, food, water, shelter and space.

Students often have misconceptions between needs and wants. *Needs* are things like air, water, food, shelter, and space we just discussed. *Wants* are those things we would like to have, like a new bike, but aren't essential for keeping us alive.

Materials

- Animal pictures
- A brown paper bag with a variety of the following inside:
 - Toy animals
 - Stuffed animals
 - Pictures of animals
 - A doll or pictures of a human
- White paper plates with two lines drawn across the plate, dividing the plate into four equal sections (like a pie) – one plate for each student
- Crayons, markers, or colored pencils

Vocabulary

air, food, water, shelter space, animals, humans, needs, wants

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

Introduction

1. Call students to a group meeting place in the room in a special way. Have some students pretend to fly like birds, have some hop like rabbits, some crawl like turtles, and some swim like a fish; or similar ideas of movement from the animal kingdom. Have the brown bag with the various items in it placed prominently in the middle of the group meeting area.
2. Ask students several questions about what they need.
 - a. What are some of the things that you need to stay healthy? (Elicit answers such as food, water, sleep, etc. Students may identify items that are things that they want but do not necessarily need. Help them differentiate between the two. By the end of the discussion, make sure that students have generated the answers of food, water, air, shelter, and space.
 - b. Are humans animals? (Yes)

Procedure

1. Display the brown paper bag in front of the students.
2. Explain to the students that they probably know a lot about animals already but that the items inside the bag are a way to see what more they can share. Tell students that as each item is pulled from the bag, they should raise their hands to share something they know about the item. For example, if a stuffed bunny is pulled from the bag, accept an answer such as, "I have a pet bunny at my house that lives in a cage."
3. As you take out each animal, ask the students to decide what the particular animal needs.
4. As you are discussing each animal, make sure that students begin to see that every animal needs a home, every animal needs air to breathe, etc.
5. Have students return to their seats.
6. Review with the class the things that they determined that each animal needs. Write the needs on a whiteboard or a large piece of chart paper.
7. Give each student a paper plate that has been divided into four equal sections.
8. Have students label each section of their paper with food, water, shelter, and space. Explain to them that the air is all around us, so they will not label one space with air.
9. Have each student choose an animal. (They may choose one of the animals that were discussed in the large group time, or they may select a different animal.)
10. Have them write the name of their animal on the back of their paper plate.
11. Have each student draw the specific needs of their animal in each section on their paper plate. (e.g., If they select a squirrel, they might draw a tree for the animal's home, an acorn for its food, etc.)

12. When all students are finished, have the class return to the large group area with their paper plates.
13. Allow each student time to show and explain their paper plate.
14. Conclude the lesson by asking students if there is a difference between a need and a want. Remind students that *needs* are things like air, water, food, shelter, and space we just discussed. *Wants* are those things we would like to have, like a new bike, but aren't essential for keeping us alive.
15. Point out that humans are animals and just like those on their paper plates, humans also need to have air, food, water, shelter, and space.

Assessment

- **Questions**
 - What are the five things all animals need to live?
- **Journal/writing prompts**
 - Draw yourself and an animal you like. Tell how you are alike and different. What are your needs? What may be some of your wants?
 - Find a picture of a pretend animal from a comic or magazine page. Then find a real picture of the same animal. Compare and contrast ways they are the same and ways they are different.
 - Search in a magazine or newspaper for a picture of an animal. Study the picture and then draw a copy of it in your journal. Does the picture include those things that an animal needs to live? Label those seen in the picture by each.
- **Other**
 - Prepare a matching game for students in which they must match a picture of the animal need to the name of the object.
 - Predict what might happen if an animal does not have those important things they need for life.

Extensions and Connections (for all students)

- Create shoe box dioramas of favorite animals. Remind students to add all of the animal needs within the diorama.
- Review baby animals and parent matches (Kindergarten K.6c). Do babies have special needs in addition to those already mentioned in the lesson?
- Prepare a classroom animal habitat for students, such as an aquarium or terrarium. (Check with local and state guidelines for having live organisms in the classroom.) As allowed, have students care for the habitats. A worm habitat is contained and also extends to other standards in science and social sciences for first grade. This is fairly easy to set up and students observe firsthand the needs in a contained environment. (First-Grade Science 1.8 and Social Science 1.8)

- Plan a field trip to a local zoo, veterinarian, or wildlife center. Observe animals in these habitats and discuss how that may vary from their natural setting. Or, invite personnel from either of these places to speak to the students about how they care for animals.

Strategies for Differentiation

- Give students pictures of different animals and have them find pictures in magazines that are of the needs of each of the animals.
- Create a matching game with pictures of animals and their homes.