

Basic Needs

- Lesson Concept** Living things have needs that are met in their environment.
- Link** In the previous lesson, students learned that specific types of biotic and abiotic components characterize biomes. In this lesson, students will review a concept from the primary grades, that living things have needs and that those needs are met from their environment. In the next lesson, students will learn how this interdependence maintains a healthy ecosystem.
- Time** 30 minutes
- Materials**
- Whole class
Basic Needs Class Chart
- Per Group (table groups)
Copy of basic needs chart
Pencil or pen
- Individual
3 x 5 Card as exit cards
- Advance Preparation**
1. Gather materials.
 2. Duplicate basic needs chart for table groups.
- Procedure:**
- Engage** *(5 minutes) Living things have needs*
1. Ask students to recall what living things need. Use their ideas to elicit needs related to survival (food, water shelter and space, oxygen).
- Explore** *(10 minutes) Living things have similar needs*
2. Show the class chart and distribute a copy to each group, or use a notebook/lined paper to take three column notes. Ask table groups to brainstorm needs for each living thing.
 3. Have groups contribute ideas to the class chart. If groups repeat ideas, use check marks. Accept all ideas.
- Explain** *(10 minutes) Living things have similar needs*
4. Ask the class to look for similarities in all three columns. Circle those things that are the same and make a list that includes: food, water, shelter, space. Other needs might also include mates/"friends", things to do, etc.

5. Assign each table group a column from the chart (it is ok to have duplicate groups) and ask students to brainstorm how the living thing meets its needs—where does it go to get the need met?
6. Have groups share their ideas, synthesizing that all living things have their needs met by their environment.

Extent/Evaluate (5 minutes) Living things have needs that are met in the environment.

7. As an exit card, show a picture of any living thing. Ask students to write a response to these questions: “What does this organism need to survive? How is it going to meet these needs?”
8. Ask students to imagine the following scenario: “Pretend you are a scientist and you have just discovered a new organism. What are two good questions you would want to ask about the things it would need to survive and how it will meet these needs?” Have students flip the card and answer this prompt.
9. Collect the cards when students have finished writing.

BASIC NEEDS CHART

Pet	Wild Animal or Plant (something found in nature that is not a pet)	Humans