

## Unit 1 Lesson 2: Maples, Mosquitoes, and Me!

**Focus Areas:** Needs of Living Things; Science, Language Arts

**Focus Skills:** comparing and contrasting, observing

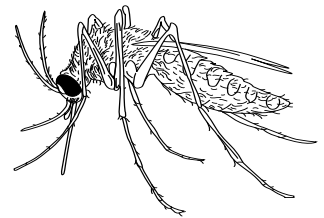
***Dedicated  
to Reducing  
Pesticides***

### Objectives

- To recognize that all living things have basic needs
- To identify the characteristics of living things

### Essential Questions

- What do all living things need?
- What can living things do?



### Essential Understanding

All living things need air, water, shelter, and food in order to survive, move, grow, and make others like themselves.

### Background

Living things share both capabilities and needs. In order to grow and reproduce, living things need air, water, food, and shelter/protection from adverse conditions. Although the ways and means for satisfying these basic needs may differ, all living things have the same basic needs.

### Logistics

**Time:** 20 minutes

**Group Size:** 2 to 20

**Space:** an area to allow comfortable seating

### Materials

picture cards of living and non-living things \*  
black/white board or chart paper

\*single copy provided



University of  
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### Preparation

Collect samples to be used with the picture cards of living and non-living things.

### Vocabulary



needs	“must haves” to survive
survive	to continue to exist
wants	what an individual prefers for food, shelter, etc.

### Activity

#### Introduction

1. Discuss with the group what people need in order to live. (If the group is developmentally ready, clarify the difference between **needs** and **wants**.)

#### Involvement

1. Show samples or pictures of both living and non-living things and ask the questions:

Can it move?

Can it make more like itself?

Does it grow?

Does it need to eat? etc.

Then ask, “**IS IT ALIVE?**”

2. Sort the objects and pictures as **living** or **non-living**. List the responses on chart paper or board.



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### Follow Up

1. Give each participant a sample or picture and instruct him/her to prepare one of the following sentences for an oral presentation.

\_\_\_\_\_ is (alive/not alive) because \_\_\_\_\_ (reason given).

2. Go “round robin” to allow each participant to explain his or her choice of category.

3. Sing the following song, *We Are Alive!* to the tune of *Three Blind Mice*:

We are alive! We are alive!  
What we need to live, need to survive  
Are good food, clean water, fresh air, and homes  
Watch us move, grow, and make more like our own  
Give us what we need and then watch us thrive  
We are alive! We are alive!





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## Notes

