

Lesson Plan

Introduction to Living Things

Grade Level: Year 1 (approximately 5-6 years old)

Subject: Biological Sciences

Duration: 45 minutes

Australian Curriculum:

- **Science Understanding:** Biological sciences - Living things have basic needs, including food and water
- **Science Inquiry Skills:** Responding to questions about familiar objects and events

Lesson Objectives:

- Students will understand that living things have basic needs such as food and water.
- Students will be able to identify and describe the basic needs of living things.

Materials Needed:

- Picture cards or photos of different living things (e.g., plants, animals)
- Large chart paper or whiteboard

- Markers
- Drawing materials (crayons, pencils)
- Printed worksheets with simple activities (optional)

Lesson Sequence:

1. Introduction (10 minutes):

- Begin by asking students what they think all living things need to stay alive (e.g., food, water, air, shelter). Record their responses on the board or chart paper.
- Show picture cards or photos of different living things (plants, animals) and ask students to describe what they see. Guide them to notice similarities and differences.

2. Exploring Basic Needs (15 minutes):

- Explain that today they will learn about the basic needs of living things.
- Discuss each basic need:
 - **Food:** Plants make their own food from sunlight (photosynthesis), while animals need to eat plants or other animals.
 - **Water:** All living things need water to survive.
- Use examples from the pictures to illustrate these points. Ask students questions to check understanding (e.g., "What do you think this animal eats? Why do plants need sunlight?").

3. Activity - Drawing and Labelling (10 minutes):

- Give each student a piece of paper and ask them to draw a picture of their favourite living thing (e.g., an animal, a flower).
- Encourage students to label their drawings with the basic needs (food, water).
- Walk around to assist and ask questions to prompt thinking (e.g., "What does your animal like to eat? How does your plant get water?").

4. Review and Conclusion (10 minutes):

- Gather students back together and review what they have learned about the basic needs of living things.
- Ask a few students to share their drawings and explain what they have drawn and labelled.
- Summarize the lesson by emphasizing that all living things, whether plants or animals, have similar basic needs to stay alive.
- Conclude by connecting their new knowledge to their everyday lives (e.g., "Just like we need food and water, so do the plants and animals around us").

Extension/Assessment (optional):

- Provide worksheets with simple activities where students can match pictures of animals or plants to their basic needs (food, water).
- Observe students during the drawing and labelling activity to assess their understanding of the concept of basic needs.

Homework (optional):

- Encourage students to observe plants or animals at home and discuss with their families what they think those living things need to stay alive.

Reflection:

- Reflect on how well students grasped the concept of basic needs during the review and sharing session. Adjust future lessons based on their understanding and any difficulties they may have encountered.
