1st Grade Plants and Animals Unit (STC Organisms Portion)
Unit Blueprint

Lesson	**Essential & Unit Questions*** (for conceptual benchmarks)	**Benchmarks** (**Bolded** sections indicate portion of benchmark addressed)	**Formative and Summative Assessments** (Unless noted as a Summative Assessment, the assessments are formative and should be used to guide teaching and learning.)	**Using Assessments to Monitor Student Learning**
Lesson 1: Sharing What We Know about Organisms **Pacing Suggestions:** See *Unit Calendar* for details.	What are the basic needs of plants, animals, and humans?	5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air.	*My Living Thing* pre-unit assessment (See *Procedure* Step 2 on page 19.)	See *Assessment* Step 1 on page 21 in Teacher's Guide.
	How are plants, animals, and humans alike and different?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another.	*The Way Plants and Animals Are Alike* and *The Way Plants and Animals Are Different* class lists and class discussion (See *Procedure* Step 5 and *Final Activities* on page 20 in Teacher's Guide.)	See *Class List of Living Things* **and** *Class Discussion* on page 22 in Teacher's Guide.

*Essential/Unit questions are major questions driving the unit. They are directly aligned with the benchmarks. No one lesson addresses each question in its entirety. By the end of the unit, students should be able to answer these core questions.

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Lesson 2: Sharing and Describing Seeds **Pacing Suggestions:** See *Unit Calendar* for details.	How can observations be made more accurate?	1B(K-2)#2: Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without their help. 6D(K-2)#1: People use their senses to find out about their surroundings and themselves. Different senses give different information. Sometimes a person can get different information about the same thing by moving closer to it or further away from it.	• Class discussion of *Observing and Describing Seeds* sheet (See *Procedure* Step 3 on page 27 in Teacher's Guide—focus on senses.) • Class discussion about the usefulness of hand lenses (See *Procedure Management Tip* under Step 3 on page 27 in Teacher's Guide—focus on benefit of tool as well as how to use it.)	• Are students able to list the five senses? • Do students know the difference between the senses? • Are students able to observe features of the seeds that they cannot with the naked eye?
	What are some ways to describe objects?	(K-2)#3: One way to describe something is to say how it is like something else. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.	*Observing and Describing Seeds* sheet (See *Procedure* Steps 4-10 on pages 27 & 28 in Teacher's Guide.)	See bullets 1 & 2 under *Assessment* on page 30 in Teacher's Guide.
	How can we learn about living things around us?	1B(K-2)#1: People can often learn about things around them by just observing those things carefully, but sometimes they can learn more by doing something to the things and noting what happens.	Revisit class list and discussion of *How We Could Find Out about Our Seeds* (See *Final Activities* Steps 2 & 3 on page 29 in Teacher's Guide.)	Do students suggest doing something to the seeds rather than just observing them? For example, do they suggest opening/dissecting them or planting them?

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Lesson 3 Planting Our Seeds **Pacing Suggestions:** See *Unit Calendar* for details.	What are the basic needs of plants, animals, and humans?	5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air. 1C(K-2)#3: A lot can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them in the classroom.	Class discussion prior to planting seeds (See *Procedure* Step 1 on page 39 and *Final Activities* Step 1 on page 43 in Teacher's Guide.)	Are students able to identify the needs of the seeds?
	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	*Plant Card 2* drawing and written description--daily journaling and discussion about changes/growth of seed & use of equipment to improve quality of observations (See *Procedure* Step 6 and *Final Activities* Step 3 on page 43 in Teacher's Guide.)	• Do students' drawings portray some of the features of the seed/plant? • Over time, do the drawings show more detail and accuracy? • Do students' written observations include accurate and descriptive information? • Do students freely elect to use hand lenses to improve their observations? • Are students able to articulate the changes they observe? • On a day-to-day basis, do students recognize how the seed/plant is the same as well as how it has changed?
	How can observations be made more accurate?	1B(K-2)#2: Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without their help.		
	What are some ways living things change?	11C(K-2)#1: Things change in some ways and stay the same in some ways. 11C(K-2)#3: Things can change in different ways, such as in size, weight, color and movement. Some small changes can be detected by taking measurements. 11C(K-2)#4: Some changes are so slow or fast that they are hard to see.		

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Lesson 4 Observing Woodland Plants **Pacing Suggestions:** See *Unit Calendar* for details.	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	*Record Sheet 4A & B* (See *Procedure* Steps 2-8 on page 55 in Teacher's Guide.)	• Do the students' drawings accurately contain one or more identifying features? • Are students' written observations descriptive and accurate?
	How are plants, animals, and humans alike and different?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another.	Class list *Ways Woodland Plants Are Alike* and *Ways Woodland Plants Are Different* (See *Final Activities* Steps 1 & 2 on page 57 in Teacher's Guide.)	Are students able to identify similarities and differences between the moss and conifer seedlings?
	What are the basic needs of plants, animals, and humans?	5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air. 1C(K-2)#3: A lot can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them in the classroom.	Class discussion about taking care of the terrariums (See *Final Activities* Step 3 on page 57 in Teacher's Guide.)	Are students able to identify the needs of the plants and the importance of taking care of the plants?

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Lesson 5 Observing Freshwater Plants **Pacing Suggestions:** See *Unit Calendar* for details.	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	• *Record Sheet 5A* (See *Procedure* Step 3 on page 70 in Teacher's Guide.) • *Record Sheet 5-B* (See *Procedure* Step 8 on page 71 in Teacher's Guide.)	• Do the students' drawings accurately contain one or more identifying features? • Are students' written observations descriptive and accurate? • Are their drawings and written observations improving in quality and accuracy?
	How are plants, animals, and humans alike and different?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another.	Class list *Ways Freshwater Plants Are Alike* and *Ways Freshwater Plants Are Different* (See *Final Activities* Step 2 on page 72 in Teacher's Guide.)	Are students able to identify similarities and differences between the Elodea and Cabomba?
	What are the basic needs of plants, animals, and humans?	5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air. 1C(K-2)#3: A lot can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them in the classroom.	Class discussion about taking care of aquariums (See *Final Activities* Step 3 on page 72 in Teacher's Guide.)	Are students able to identify the needs of the plants and the importance of taking care of the plants?

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Lesson 6 How Have Our Seeds Changed? **Pacing Suggestions:** See *Unit Calendar* for details.	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	On-going observations and care of seeds and final *Planting Card 2* (See *Procedure* Steps 1, 2, & 5 on page 80 in Teacher's Guide.)	See *Seed Books* under *Assessment* on pages 84 & 85 in Teacher's Guide.
	What are some ways living things change?	11C(K-2)#1: Things change in some ways and stay the same in some ways. 11C(K-2)#3: Things can change in different ways, such as in size, weight, color and movement. Some small changes can be detected by taking measurements. 11C(K-2)#4: Some changes are so slow or fast that they are hard to see.		
	Why is it important to keep accurate records or notes about things that are observed?	1B(K-2)#3: Describing things as accurately as possible is important in science because it enables people to compare their observations with those of others.	Class comparisons of observations and seed growth using plant booklets	• Do students understand the purpose of their seed booklets? (It serves as a record of the growth of the seeds and allows students to compare the growth of different seeds.) • Do they understand the importance of accurate descriptions and observations?
	What are the basic needs of plants, animals, and humans?	5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air. 1C(K-2)#3: A lot can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them in the classroom.	*Needs of Plants* Class List (See *Procedure* Step 8 on page 81 in Teacher's Guide.)	Do students know the needs of their plants?

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Lesson 7 Observing Freshwater Snails **Pacing Suggestions:** See *Unit Calendar* for details.	How can we learn about living things around us? How can tools help us learn more about living things?	1B(K-2)#2: Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without their help. 6D(K-2)#1: People use their senses to find out about their surroundings and themselves. Different senses give different information. Sometimes a person can get different information about the same thing by moving closer to it or further away from it.	Class list *What We Would Like to Find Out about Pond Snails* and discussion about pond snails (See *Preparation* Step 4 on page 91 and *Procedure* Step 4 on page 92 in Teacher's Guide.)	• Do students list items that can be found out by making detailed observations of the snails? • Do they suggest using hand lenses to make observations?
	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	• *Record Sheet 7-A: Observing Freshwater Animals* (See *Procedure* Step 2 on page 92 in Teacher's Guide.) • Class Venn diagram—Snail portion (See *Procedure* Step 8 on page 93 in Teacher's Guide.)	• Do the students' drawings accurately contain one or more identifying features? • Are students' written observations descriptive and accurate? • Are their drawings and written observations improving in quality and accuracy?

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Lesson 8 Observing Guppies **Pacing Suggestions:** See *Unit Calendar* for details.	How can we learn about living things around us? How can tools help us learn about living things?	1B(K-2)#2: Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without their help. 6D(K-2)#1: People use their senses to find out about their surroundings and themselves. Different senses give different information. Sometimes a person can get different information about the same thing by moving closer to it or further away from it.	Class observing *What We Would Like to Find Out about Guppies* and discussion about pond snails (See *Preparation* Step 4 on page 104 and Procedure Step 4 on page 104 in Teacher's Guide)	• Do students list items that can be found out by making detailed observations of the snails? • Do they suggest using hand lenses to make observations?
	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	*Record Sheet 7-A: Observing Freshwater Animals* (See *Procedure* Step 2 on page 104 in Teacher's Guide.) Class Venn Diagram—Guppy portion (See *Procedure* Step 8 on page 105 in Teacher's Guide.)	• Do the students' drawings accurately contain one or more identifying features? • Are students' written observations descriptive and accurate? • Are their drawings and written observations improving in quality and accuracy?
	How are plants, animals, and humans alike and different? What are the basic needs of plants, animals, and humans?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air.	Class Venn Diagram of Snails vs. Guppies (See *Final Activities* on page 106 in Teacher's Guide.)	See *Assessment* on page 109 in Teacher's Guide.

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Lesson 9 Observing Pill Bugs **Pacing Suggestions:** See *Unit Calendar* for details.	How can we learn about living things around us? How can tools help us learn about living things?	1B(K-2)#2: Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without their help. 6D(K-2)#1: People use their senses to find out about their surroundings and themselves. Different senses give different information. Sometimes a person can get different information about the same thing by moving closer to it or further away from it.	Class list *What We Would Like to Find Out about Pill Bugs* and discussion about pill bugs (See *Preparation* Step 5 on page 113 and *Procedure* Step 4 on page 113 in Teacher's Guide.)	• Do students list items that can be found out by making detailed observations of the snails? • Do they suggest using hand lenses to make observations?
	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	• *Record Sheet 7-A: Observing Woodland Animals* (See *Procedure* Step 2 on page 113 in Teacher's Guide.) • Class Venn Diagram--Pill Bug portion (See *Procedure* Step 8 on page 114 in Teacher's Guide.)	*Record Sheet 7-A* • Do the students' drawings accurately contain one or more identifying features? • Are students' written observations descriptive and accurate? • Are their drawings and written observations improving in quality and accuracy? *Venn Diagram* • Do students share observations, not facts they know about the pill bugs? • Do students describe the shape, color, size, and movement of the pill bugs without prompting by the teacher?

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Lesson 10 Observing Millipedes **Pacing Suggestions:** See *Unit Calendar* for details.	How can we learn about living things around us? How can tools help us learn about living things?	1B(K-2)#2: Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without their help. 6D(K-2)#1: People use their senses to find out about their surroundings and themselves. Different senses give different information. Sometimes a person can get different information about the same thing by moving closer to it or further away from it.	Class list *What We Would Like to Find Out about Millipedes* and discussion about millipedes (See *Preparation* Step 5 on page 123 and *Procedure* Step 4 on page 126 in Teacher's Guide.)	• Without teacher prompting, do students list items that can be found out by making detailed observations of the snails? • Do they suggest using hand lenses to make observations?
	What are some ways to describe objects?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else.	• *Record Sheet 9-A: Observing Woodland Animals* (See *Procedure* Step 2 on page 126 in Teacher's Guide.) • Class Venn Diagram--Millipede portion (See *Procedure* Step 7 on page 127 in Teacher's Guide.)	*Record Sheet 9-A* • Do the students' drawings accurately contain one or more identifying features? • Are students' written observations descriptive and accurate? • Are their drawings and written observations improving in quality and accuracy? *Venn Diagram* • Do students share observations, not facts they know about the millipedes? • Do students describe the shape, color, size, and movement of the millipedes without prompting by the teacher?

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Lesson 10 (Continued)	How are plants, animals, and humans alike and different? What are the basic needs of plants, animals, and humans?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air.	Class Venn Diagram Pill Bug vs. Millipede (See *Final Activities* on page 128 in Teacher's Guide.)	• Do students recognize the similarities between the animals (ex: they move, need food, have legs, live in the same environment, and curl up/coil up)? • Do students recognize the differences between the two animals (ex: the millipede is long and the pill bug is short; the millipede has many more legs and has stripes)?

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Lesson 11 What's Happening in the Aquarium **Pacing Suggestions:** See *Unit Calendar* for details.	What are some ways to describe objects? What are some ways living things change?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else. 11C(K-2)#1: Things change in some ways and stay the same in some ways. 11C(K-2)#3: Things can change in different ways, such as in size, weight, color and movement. Some small changes can be detected by taking measurements. 11C(K-2)#4: Some changes are so slow or fast that they are hard to see.	Student revisions to *Record Sheet 5-B: Freshwater Picture* and class discussion (See *Procedure* Steps 3 & 4 on page 135 in Teacher's Guide. Note: In Teacher's Guide, *Procedur*e Step 3 incorrectly notes sheet as Sheet 5-A.)	*Record Sheet 5-B* Do students' drawings accurately show the number of plants and animals in the aquariums? *Class Discussion about Changes to Aquariums* • Are students able to articulate changes they have observed? • Do students recognize ways that the aquariums are still the same?

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Lesson 12 What's Happening in the Terrarium **Pacing Suggestions:** See *Unit Calendar* for details.	What are some ways to describe objects? What are some ways living things change?	12D(K-2)#2: Draw pictures that correctly portray at least some features of the thing being described. 12D(K-2)#1: Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. 11B(K-2)#3: One way to describe something is to say how it is like something else. 11C(K-2)#1: Things change in some ways and stay the same in some ways. 11C(K-2)#3: Things can change in different ways, such as in size, weight, color and movement. Some small changes can be detected by taking measurements. 11C(K-2)#4: Some changes are so slow or fast that they are hard to see.	Student revisions to *Record Sheet 4-B: Woodland Picture* and class discussion (See *Procedure* Steps 2-4 on pages 142 & 143 in Teacher's Guide.)	*Record Sheet 4-B* Do students' drawings accurately show the number of plants and visible animals in the terrariums? *Class Discussion about Changes to Terrariums* • Are students able to articulate changes they have observed? • Do students recognize ways that the terrariums are still the same?

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Lesson 13 Freshwater and Woodland Plants	How are plants, animals, and humans alike and different? What are the basic needs of plants, animals, and humans?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air.	• Class Venn Diagram Freshwater vs. Woodland Plants (See *Preparation* Step 1 on page 150 and *Procedure* Steps 2-7 in Teacher's Guide.) • *Needs of Plants* class list from Lesson 6 (See *Procedure* Steps 8-10 on page 152 in Teacher's Guide.)	*Venn Diagram* Do students recognize the similarities and differences between the woodland and freshwater plants? *Needs of Plants* List Do students know that plants need water, food, and air? (A place to live and the sun are also very popular and appropriate ideas to include.)
		Introduce: 5A(K-2)#2: Plants and animals have features that help them live in different environments. Introduce: 5D(K-2)#2: Living things are found almost everywhere in the world. There are somewhat different kinds in different places.	Class discussion about *Four Amazing Plants* reading selection (See *Final Activities* on page 153 in Teacher's Guide & *Extension* bullet #2 under Step 1.)	• Do students know that different plants can be found in different places? • Do students know that the different feature of plants help them live in different environments?

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Lesson 14 Freshwater and Woodland Animals **Pacing Suggestions:** See *Unit Calendar* for details.	How are plants, animals, and humans alike and different? What are the basic needs of plants, animals, and humans?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 4F(K-2)#1: Things move in many different ways, such as straight, zigzag, round and round, back and forth, and fast and slow. 5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air.	• Class Venn Diagram Freshwater vs. Woodland Animals (See *Preparation* Step 1 on page 164 and *Procedure* Steps 2-6 in Teacher's Guide.) • *Needs of Animals* list (See *Preparation* Step 2 on page 165 and *Procedure* Steps 7-9 on page 152 in Teacher's Guide.) • *Ways Animals Move* chart (See *Preparation* Step 3 on page 165 and *Final Activities* on page 166 in Teacher's Guide—this only focuses on 5A(K-2)#1 & 4F benchmarks.)	*Venn Diagram* Do students recognize the similarities and differences between the woodland and freshwater animals? *Needs of Animals* List Do students know that animals need water, food, and air? (A place to live is also a very popular and appropriate idea to include.) *Ways Animals Move* Chart Are students able to describe the different ways the animals move without prompting from the teacher?

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Lesson 15 How Are Our Plants and Animals Alike and Different? **Pacing Suggestions:** See *Unit Calendar* for details.	How are plants, animals, and humans alike and different? What are the basic needs of plants, animals, and humans?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air.	• **Summative Assessment:** *Comparing Plants and Animals* sheet (See *Procedure* Steps 1-4 on page 171 and *Final Activities* Steps 1 & 2 on page 172 in Teacher's Guide. Notes: Students should complete this independently.) • *Needs of Plants and Animals* class list (See *Final Activities* Step 3 on page 172 in Teacher's Guide.)	*Comparing Plants and Animals* Are students able to independently identify the similarities and differences between plants and animals? *Needs of Plants and Animals* Class List Do students list water, food, and air without teacher prompting? (A place to live is also a very popular and appropriate idea to include.)

Lesson	**Essential & Unit Questions*** (for conceptual benchmarks)	**Benchmarks** (**Bolded** sections indicate portion of benchmark addressed)	**Formative and Summative Assessments** (Unless noted as a Summative Assessment, the assessments are formative and should be used to guide teaching and learning.)	**Using Assessments to Monitor Student Learning**
Lesson 16 Taking a Look at Ourselves **Pacing Suggestions:** See *Unit Calendar* for details.	How are plants, animals, and humans alike and different? What are the basic needs of plants, animals, and humans?	5A(K-2)#1: Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. 5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air. Related to 6A(K-2)#2: People have different external features, such as the size, shape, and color of hair, skin, and eyes, but they are more like one another than like other animals.	• Group *Humans* chart on similarities and differences (See *Preparation* Steps 5 & 6 on page 184 in Teacher's Guide and *Procedure* Steps 1-5 on page 185 in Teacher's Guide.) • *Comparing Humans with Other Animals and Plants* Venn Diagram • **Summative Assessment:** Independent student drawing and writing (See *Final Activities* Step 1 on page 185 in Teacher's Guide.)	*Humans* Chart • Do students identify several similarities and differences between humans without teacher prompting? • Do their lists include things humans need or do rather than just physical features (without teacher prompting)? *Venn Diagram* Are students able to identify similarities among plants, animals, and humans? (need water, food, air, and a place to live; they grow and change) *Summative Assessment* Do students accurately complete the sentence starters?
Post-Unit Assessment See *Unit Calendar* for details.	What are the basic needs of plants, animals, and humans?	5E(K-2)#1: Plants and animals both need to take in water, and animals need to take in food. 5C(K-2)#2: Most living things need water, food, and air.	*Record Sheet 1-A: My Living Thing* (See *Procedure* Steps 1-3 on pages 193-195 in Teacher's Guide.)	Do students drawings include the following: • A water source • A place suitable to live • A source of food if its an animal