



1. What Do You Know About Resources?

Pre/Post Assessment of Student Knowledge

Concepts

- All living things need air, water, food and a place to be (space).
- Organisms can survive only in environments in which their needs are met.
- A resource is anything that an organism gets from the living or nonliving environment.
- Objects can be classified as natural or designed.

Overview

Pre-assessment and post-assessment activity, for use before and after teaching a unit about resources and the environment, focusing on resources and the environment, and designed to evaluate students' knowledge of the origins of natural and designed resources.

Standards

- Organisms can survive only in environments where their needs can be met.
- All animals depend on plants.

Science and Math Skills

- Recording
- Communicating
- Describing

Time

Class: 30-45 minutes

Materials

Per student:

- Student sheet, *Where Did This Come From?* (included in this PDF)

Setup

Have each student complete his or her own assessment. You may want to seat students in groups to share materials.

Safety

Follow all district and school laboratory safety procedures.

Background

Prior to beginning a unit about resources and the environment, students should become familiar with plants and animals and their basic needs. These needs include air, water, food (source of nutrients and energy) and space or a place to be. This pre-assessment activity is a prelude to a unit that builds on those concepts by focusing on how basic needs are met for humans and other organisms. For additional activities in this series, see *K-5 Teacher Resources* at <http://www.bioedonline.org/k%2D5/>.

All of an organism's surroundings make up its environment. Environments include both nonliving factors, such as temperature and atmosphere, and living factors, such as other plants, animals and microorganisms. Resources, which are anything obtained from the environment to meet the needs or wants of an organism, also can be classified as having living or nonliving origins.

Procedure

1. Explain to students that they are beginning a new unit on resources—the things people and other living things need to survive, grow and reproduce. Students will learn to recognize the origins of

resources and whether they are natural or designed.

2. Begin by asking students about the basic necessities of life: food, water, air and place to be. Ask questions, such as, *What do plants need to grow? Do animals need the same things as plants? What do people need? How are these needs met, i.e., how do animals get these basic needs?*
3. Provide each student with a copy of the student work sheet, *Where Did This Come From?* Each of the four boxes features a natural or a designed basic need of people. Students will draw the source of the example given. For instance, the box labeled "food" contains an apple (natural) and a slice of pizza (designed). The student would draw an apple tree as the source. For pizza, the student might draw a tomato. Ask leading questions like, *From where do you get the apple you eat?*
4. Encourage students to share their work and display it in the classroom until the end of your unit on resources and the environment. Upon completing the unit, have students revisit their drawings and ask them to create new drawings based on what they have learned.

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Development of My World and Me educational materials was supported, in part, by the National Institutes of Health, National Center for Research Resources, grant number RR25RR13454, and National Institute of Environmental Health Sciences, grant number R25ES10698. The opinions, findings and conclusions expressed in this publication are solely those of the authors and do not necessarily reflect the views of Baylor College of Medicine, the sponsoring agencies or the publisher.