Pre-assessment

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from Living Things and Their Needs Teacher’s Guide and for Tillena Lou’s Day in the Sun.
All living things require certain resources from the environment in order to live, grow and survive. While each type of organism may have individualized needs, all living things need a source of energy (food, for example), water, air and a place to be. The needs of human beings are similar to those of other organisms, especially animals. People need food, water, air and shelter to survive.

Young students may have difficulty identifying the difference between needs and wants. The activity, “Need or Want?” will help students distinguish between these two concepts.

This activity is designed to focus student attention and to help you, the teacher, gauge students’ existing knowledge about living things, including people, and their needs. Results of this activity can be saved and compared to the matching post-assessment to evaluate student learning over the course of the unit.

**SETUP**
Conduct discussion with entire class. Have students work individually.

**PROCEDURE**
1. Explain to students that they will be observing and learning about living things (also called organisms).
2. Distribute sheets of drawing paper and tell students to draw pictures of themselves. Have students create their artwork individually. Wait until later to conduct a class discussion so that you can use their drawings as a pre-assessment of knowledge.
3. After students have drawn their pictures, ask them to draw on their sheets all the basic things that they, as living things, might need to live, grow and survive.
4. As a whole group activity, encourage students to explain their drawings. Help students to conclude that they are living organisms with needs/wants.
5. Display or save students’ drawings in their portfolios. Explain to students that they will be learning more about living things during the coming days.

**CONCEPTS**
- Living things have basic needs.
- Living things can survive only when their needs are met.

**SKILLS**
**Science:** Recording data, communicating, generalizing
**Language Arts:** Listening, communicating, using descriptive language, following directions

**TIME**
Set-up: 5 minutes
Class: 30 minutes

**MATERIALS**
Per student
- Crayons or markers
- White drawing paper

**LIVING THINGS . . .**
- Use food or sunlight for energy
- Need air
- Need water
- Grow and change over time
- Have offspring (reproduce)
- Sometimes can move on their own
- Can keep the conditions inside their bodies different from conditions outside
- Interact with other living things and with the nonliving environment

**PRE-ASSESSMENT**
Cooperative learning is a systematic way for students to work together in groups of two to four. Quite often, early primary students need to have their own materials, but can work in groups to share ideas and to learn from one another. Through such interactions, students are more likely to take responsibility for their own learning. The use of cooperative groups provides necessary support for reluctant learners, models community settings where cooperation is necessary, and enables the teacher to conduct hands-on investigations in a more manageable environment.

Students wear job badges that describe their duties. Tasks are rotated within each group for different activities so that each student has an opportunity to experience all roles. Teachers even may want to make class charts to coordinate job assignments within groups.

Once a cooperative model for learning has been established in the classroom, students are able to conduct science activities in an organized and effective manner. All students are aware of their responsibilities and are able to contribute to successful group efforts.