



LIVING THINGS AND THEIR NEEDS

# Templates

Written by Nancy Moreno, Ph.D., Barbara Tharp, M.S., and Paula Cutler, B.A.

from *Living Things and Their Needs Teacher's Guide* and for *Tillena Lou's Day in the Sun*.

## BioEd<sup>SM</sup>

Teacher Resources from the  
Center for Educational Outreach at  
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The activities described in this book are intended for school-age children under direct supervision of adults. The authors, Baylor College of Medicine and the publisher cannot be responsible for any accidents or injuries that may result from conduct of the activities, from not specifically following directions, or from ignoring cautions contained in the text.

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# Using Cooperative Groups

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.

- Asks questions
- Asks others to help
- Asks others to help

fold here

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**Scientist Leader**

- Gets the materials and returns materials
- Helps the leader

fold here

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**Materials Scientist**

- Tells the teacher when group is finished
- Writes or draws results

fold here

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**Scientist Recorder**

- Follows the safety rules
- Directs the cleanup

fold here

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**Safety Scientist**



# Word Bank

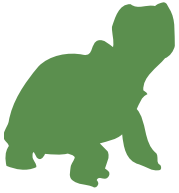
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As you work through the unit, the following words or phrases may be used to reinforce or supplement the activities. Space has been provided for you to add your own words to the list.

- |           |                |       |
|-----------|----------------|-------|
| air       | photosynthesis |       |
| animal    | plant          | _____ |
| bird      | plant eater    | _____ |
| breathe   | predict        | _____ |
| fish      | radish         | _____ |
| fruit     | record         | _____ |
| habitat   | reproduce      | _____ |
| hunger    | root           | _____ |
| living    | seed           | _____ |
| mammal    | skin           | _____ |
| model     | soil           | _____ |
| moist     | spider         | _____ |
| need      | sugar          | _____ |
| necessary | sunlight       | _____ |
| nonliving | survive        | _____ |
| nutrient  | vegetable      | _____ |
| observe   | want           | _____ |
| organism  | worm           | _____ |





# My Science Journal

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Name \_\_\_\_\_

Date \_\_\_\_\_

Project Name \_\_\_\_\_

**DRAWING**

**KEY WORD  
TO USE**

**I OBSERVED . . .**

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