



Identifying Shared Resources

Grade Levels

Grade 1

Engage

This activity is designed to start your students in recognizing themselves as scientists and thinking critically about problem-solving. The goal is to teach concepts through discovery and to encourage using scientific thought processes. As with all lessons provided, please feel free to adapt them according to your students' abilities. You may find it more successful to lead activities and discussions as a whole group as opposed to having your students' work in small groups. Certain scientific vocabulary may or may not be appropriate for your students' level of understanding. Take these ideas, make them your own and your students will have a greater chance at success.

In what situations might wildlife and people have to compete with each other for resources?

1. Begin this lesson by asking your students if they can identify an animal's five basic needs in life. Do people have the same basic needs?

Explore

2. Have students work on computers or tablets in small groups, if possible. Ask them to visit the Zoo's Online Resource Library at resourcelibrary.clemetzoo.com.
3. Have students search for photos and videos that show animals searching for or finding their basic needs. Students may visit other websites to search for images or information as well.
4. Ask your students to save any photos or videos they find and record any information that could be useful for finding an answer to the original question.

Explain

5. Share with your students that many different types of animals and plants live throughout Africa. No one animal has an entire habitat all to itself.
6. How might sharing your habitat make it easier or more difficult for an animal to find any one of its basic needs? Brainstorm ideas and record them.

Expand

7. Have your students expand their search for photos or videos to include different types of animals searching for or finding basic needs at the same time. (Examples might include different animals at a watering hole or competing for food.)
8. Given the original question about competing for resources, have your students use the information, photos, and videos they have found to try and identify specific situations where animals may have to compete for resources.

Assess

9. Students will now take all of the information they have found, as well as the situations they have identified, to create a presentation to the rest of the class. Students should use a computer or tablet to show the rest of the class what they found, and how they answered the program question.
10. If technology allows, a style similar to a PowerPoint presentation would be best. It can include any photos, videos, or information they have found. If technology is not available, students can print, or use a tablet to display what they found, while they tell the class about the situations they identified.
11. Once all groups have presented to the class, ask them a few questions to determine what they learned. Did they all identify the same situation where animals had to compete for resources? Or did they identify multiple situations?

Standards

Ohio Academic Content Standards
Grade 1 Life Science Topic: Basic Needs of Living Things Living things survive only in environments that meet their needs



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Supplemental Materials

My Research Plan

In what situations might wildlife and people have to compete with each other for resources?

1. What is my research question?
Is it a good question?



2. How can I get my information?



3. What will I do with this information?



4. How will I know I did my job well?

