

## **Plants and Animals Have Needs**

In this unit, we'll read about the needs of plants and animals and think in depth about the question "Why do living things have different needs?" Here are some activities designed to continue the conversation about the needs of living things and to build on the skills and concepts your child is learning in school. Who knows? Maybe you'll learn a thing or two alongside your child!

**Topic Connection** 

## **Needs in the Neighborhood**

Take a walk around the neighborhood with your child. As you do, jot down all the living things you see, from the tallest tree to the tiniest bug. Don't forget—people are living things, too! When you return home, challenge your child to categorize each living thing you saw as a plant or an animal. Together with your child, brainstorm what each plant and animal needs to stay alive. You can start by suggesting, for example, that grass needs water to grow and a chipmunk needs shelter from the weather or predators.

**Vocabulary Connection** 

## Use It in a Sentence

Your child is learning new words associated with living things and their needs, such as air, plants, sprout, sunlight, water, food, shelter, grow, hunt, survive. Review the meaning of each word with your child. Then write each word on a small piece of paper and fold it up. Put the folded words in a bag or other container. Have your child pick one of the words from the container and use it in a sentence. Then you use that same word in a different sentence. Continue until you've made sentences for every word.

Comprehension Connection

## I'm an Expert

Several of the selections we'll be reading describe a sequence, or order of events. Recognizing sequence in a text is an important reading skill that your child will develop over the years. Support this skill by inviting your child to think of something she knows how to do well, such as playing a sport or making a braid. Have her describe to you step by step how to do it. It may help for her to draw pictures of each step. Encourage your child to use sequence signal words, such as *first*, *next*, and *finally*.