

SCIENCE







Lesson 3

Prep

Topic: The living world

Exploring the living world using our senses

Lesson concepts

-  Living things
-  Science involves exploring and observing the world using the senses
-  Questions can obtain responses
-  Observations can be made using the senses
-  Observations can be discussed and ideas can be represented
-  Observations and ideas can be shared

Learning alerts

Be aware of:

- students using generalisations rather than observations.

Suggested next steps for learning

- Identify which sense is being used, and what is observed (for example: 'What colour can you see?')

Today students will:

- ▶ understand that the making of detailed observations is important in science.
- ▶ recognise that living things have basic needs.

Resources

Sheets

- Sheet — Postcard from Gumnut: Observing
- Sheet — Five senses poster
- Sheet — Example of a scientific drawing
- Sheet — Basic needs of living things
- Sheet — Observations of a living thing

Find and prepare

Magnifying tool (optional)

Key terms

living things, observe, senses
For definitions and explanations of terms, please see the [Glossary](#).

Practical information

This lesson requires the close observation of an animal. This can be any animal that students can observe for approximately 15 minutes.

It may be a pet, a locally accessible animal or an animal video selected from an internet search. It is not recommended that wild animals be captured and kept.

Lesson

Appreciate scientific observation

Say to students

‘ We have received a message from Gumnut. ’



Display and read the postcard on the **Sheet** — [Postcard from Gumnut: Observing](#).



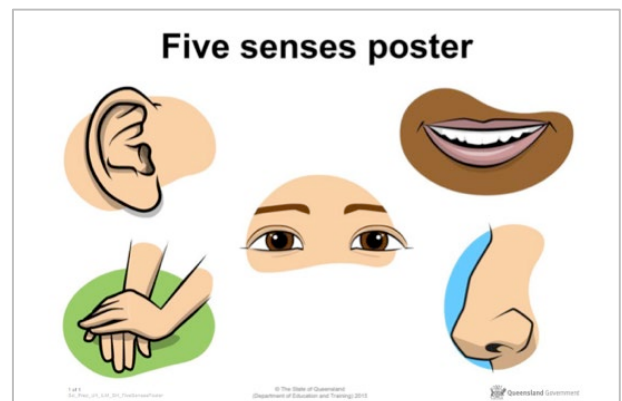
Say to students

‘ In this science lesson, we will continue to learn more about observing living things, just like Gumnut has been. In a previous lesson, we went on a walk to observe living things and we learned that scientists make detailed observations using as many of their senses as they can. ’

Practise scientific observation skills



Display the **Sheet** — [Five senses poster](#).



Images courtesy of <http://www.openclipart.org/>

Say to students

Look at this poster. We have been talking about the importance of our senses for making detailed scientific observations.

Focus question

Q: *Which senses do you think a scientist would use to observe an animal?*

A: Sight, to watch the animal and look for their homes and the food they have eaten. Smell might help scientists find the animal or smell the food they have eaten. Sound might help them listen for their noises and touch to feel the animal or their home, if it is safe.

Provide students with a selected animal for observation. If you don't have access to an animal, you could do an internet search and observe an animal video. Please ensure the video is suitable before the student views the video.

Note

When using animals to achieve learning goals, supervising adults and students should consider their duty of care: they must demonstrate a genuine commitment to the welfare of the animals, a respect for the contribution the animals make to research and teaching, and a desire to promote the animals' wellbeing. Supervising adults should demonstrate ethical behaviour to students.

Say to students

Use as many of your senses as you can to observe this living thing. Look for details. If using a video, discuss any senses you can't use and have students predict what it sounds like, feels like, and smells like.

Focus questions

Q: *Which senses did you use to observe your living thing?*

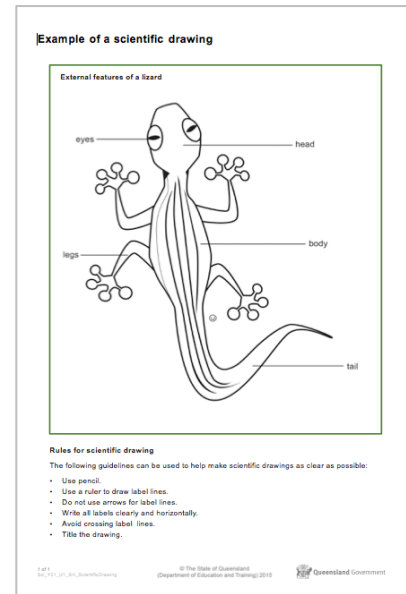
A: For example: I observed the dog and I used my senses of sight, touch and hearing.

Q: *How did using these senses help you to observe your living thing?*

A: For example: My sense of sight helped me to see it and watch it eat and drink, my sense of touch helped me to feel its fur and know that it was soft, and my sense of hearing helped me to hear it bark and whine.



Display the **Sheet** — [Example of a scientific drawing](#) for students to refer to.



Say to students

‘ You are going to do a scientific drawing similar to this one. Use all your senses to observe the living thing and record your observations on the sheet. ’



Support students to record their observations of the living thing on the **Sheet** — [Observations of a living thing](#).

Note

Encourage students to recognise that scientists discuss their observations with others to get different observations.

Explore understanding of living things and their needs

Say to students

‘ In the next lesson, we will be learning about the needs of living things. Let’s see what you already know. ’

Focus questions

- Q: *What does it mean to be living?*
 A: For example: It means you are alive.
- Q: *Name some things that are living?*
 A: For example: Dogs, cats, fish, trees.



Focus questions

Q: *How do we know if something is living?*

A: For example: We can see it, it moves.

Q: *A car moves, is it living? Why/why not?*

A: For example: No, it doesn't eat or grow.

Q: *Are we living?*

A: Yes.

Q: *Do we need things to stay living? What do we need?*

A: For example: We need to eat and drink water.



Locate the **Sheet** — [Basic needs of living things](#).

Read instructions and ask students to complete.

Review sheet together, clarifying things that we need for survival (air, water, food, shelter, sunshine) as opposed to things that make our lives comfortable or safe (shoes, toys, television, car).

Say to students

‘ In this lesson, we have been observing living things. We are starting to see that people, other animals and plants need certain things to stay alive. This is what we will learn more about in our next science lesson. ’