Places to Live

Students model how living things' needs connect to places.

K-ESS3-1 "Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE A PLACE

a

cave	**ocean**	**desert**

b

ocean	**cave**	**garden**

2 DRAW CONNECTIONS

cactus	• •	**pond**
frog	• •	**home**
person	• •	**desert**

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HOW TO RUN THIS PAGE

Read the directions and printed words aloud. Students use circles and lines to show how a place can meet a living thing's needs.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CHOOSE A PLACE

SAY "I will read each question and the three place words. Circle the place that gives the living thing what it needs."

ROW	SAY	STUDENTS CIRCLE
a	A whale needs water to swim and find food. The choices are cave, ocean, and desert. Which place gives a whale what it needs?	**ocean**
b	A bee needs flowers for food. The choices are ocean, cave, and garden. Which place has flowers for the bee?	**garden**

PART 2 · DRAW CONNECTIONS

SAY "I will read the living things: cactus, frog, person. The places are pond, home, desert. Think about the water, light, or shelter each one needs, then draw a line from each living thing to a place where it can live."

- **cactus** matches **desert**
- **frog** matches **pond**
- **person** matches **home**

WHAT TO ACCEPT

Circle ocean for whale and garden for bee. Match cactus to desert, frog to pond, and person to home; accept lines that clearly connect each pair.