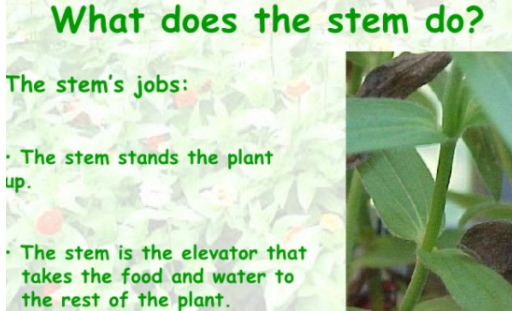






***** START COLLECTING PLASTIC BOTTLES FOR LESSON 3**

Course: Grade 1 Science	Marking Period: 1	Lesson #: 1 - External Parts to Meet Needs (6 days)
<p>Standard(s): NGSS 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.* [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]</p>		
<p>*Objective(s): Day 1 SWBAT identify the basic needs of plants and animals (food, shelter, air, water) Day 2-3 SWBAT identify the 6 parts of a plant and explain their functions Day 4-5 SWBAT identify animal body parts and their functions Day 6 Formative Assessment</p>		
<p>* Target Text/Literacy Component: Plant parts articles from Pebblego (Day 2-3) Sets of photos of plant parts for table groups (Day 2-3)</p>		
<p>Planning/Preparation Notes: 5 Days of 35 minute lessons; 1 35 minute assessment day Plants and animals have needs. These organisms use these external parts to meet needs, grow, and survive.</p>		
<p>Resources/Materials: Discovery Education video, "What do living things need?" 10:37, (Day 1) Discovery Education Flash Activity, "Being Alive" (Day 1) Sets of "photos of plant parts" printed for table groups (Day 2-3) Discovery Education video, "Plant Parts and Their Uses." 12:00 (Day 2-3) Print plant parts articles for expert groups from Pebblego - (Day 2-3) https://pebblego.com/content/science/index.html?c=2956&t=null Animal body coverings (snake skin, fish scales, pelt, feather) large construction paper (Day 4-5) Animal cards from the science kit (pair up animals by classification -ex: 2 reptiles, 2 birds, etc. Try to use animals with noticeable parts such as: (Eagle, hawk, polar bear, snake, turtle, zebra, shark, fish, whale, deer, lion, monkey, bee, ladybug) (Day 4-5) Organisms Needs and Parts Formative Assessment (Day 6)</p>		

Instructional Sequence of Lesson			
Time	*Activities	Instructional Considerations (Enrichment/Extension Activities, Accommodations/Modifications, Differentiation Strategies, SDI)	*Formative Assessment/ Check for Understandings
Day 1			
Day 1	<p>Getting Started - possibility to add this to morning meeting **Start "Observe Daylight Throughout the Year" chart with the class that will be needed for MP 3. Collect data once a month - possibility to add to morning meeting on the 1st of each month.</p>		<p>"Observe Daylight Throughout the Year" Chart</p>
	<p style="text-align: center;">Plant and Animal Needs</p> <p>Engage: Use talking chips (Kagan Structure) to answer, "What do living things need?" Share out with class. Each student in the group has a talking chip that they place in the center of the table when they share their idea.</p> <p>Explore: Watch Discovery Education video: "What Do Living Things Need?" (10:37). There are 6 video segments; the first 4 segments .</p> <p>Segment 1 - A Place to Live (1:21) Segment 2 - Water (1:05) Segment 3 - Food (1:43) Segment 4 - Air (1:33) Segment 5 - Review (0:52) Segment 6 - Video Quiz (1:39)</p> <p>After each video segment, have the class discuss the needs of plants and animals and add to class created T-chart.</p>		<p>Explain: T-Chart</p>

	<p>Evaluate: Stand up, hand up, pair up (Kagan structure) for these two questions. Could a plant survive in a dark closet? Why or why not? Could an animal survive on a planet without air? Why or why not? <i>knowledge building, procedure learning, processing info, presenting info</i></p>		<p>Evaluate: <i>Stand up, hand up, pair up</i></p>
<p>Day 2/Day 3</p>			
	<p>Engage: Complete the Discovery Education Flash Activity together: "Being Alive". Review discussion from Day 1.</p>		

<p>Day 2</p>	<p align="center">Parts of Plants and Their Function</p> <p>Engage: Give each table group one of the “Photos of Plant Parts” (stem, flower, fruit, roots, seeds, leaves). Ask students to name and describe each photo. What plant part is it?</p> <p>Explore: Jigsaw activity using “ Photos of Plant Parts.” Students work in table groups; each student in the group will choose a different plant part and become an expert on that part and its function. Students working on the same plant part will sit together. Watch the Discovery Education video, “Plant Parts and Their Uses.” (12:00)</p> <p>Use the video and the plant part photographs “Photos of Plant Parts” to help students become experts on the specific plant parts. Teacher will pass out articles about each plant part from Pebble Go for each group. Discuss in the plant part groups what the plant part is called, what it looks like, and what it does.</p>	<p><i>Challenge: (Day 2-3) Place one strong reader in each expert group to lead the reading of the plant parts article as a group.</i></p> <p><u>Vocabulary:</u> stem</p>  <p>flower</p> 	<p>Explain: Share out plant research on plant parts and their uses.</p>
<p>Day 3</p>	<p>Explain: Return to table groups. Share out to the other group members about each plant part and function.</p> <p>Elaborate: Create movements to show the functions of the different parts of the plant. Students will practice movements. (example: stem - become straight and tall and make a sucking noise)</p> <p>Evaluate: Teacher will show a photo and students will do a movement to show the function of that part. Students will turn and talk to a shoulder partner telling how the movement is like that plant part.</p>		<p>Evaluate: Turn and Talk to share and explain Movement.</p>
<p>Cecil County Public Schools</p>			<p>Updated June 2022</p>

<p>Day 4</p>	<p>Parts of Animals and Their Functions</p> <p>Engage: Give table groups animal body coverings (snake skin, rabbit pelt, feather, shell, students can touch their skin and hair.) Rotate the body coverings around the groups so all groups have a chance to explore. Use Animal Coverings ppt for animal cards and coverings.</p> <p>Explore: Teacher will create pairs of animal cards by animal classification. (reptiles, mammals, birds, fish, and insects) Each student will get an animal card. Students will move around the room and find a partner that has an animal that belongs in the same category. Give pairs a large piece of construction paper. Have students choose one of their animals. Lay the animal card in the middle of the paper or tape it to the construction paper. Have pairs work together to label the parts and the body covering of their animal. Discuss with each other the function of each of the labeled parts. Use the Animal Cat.</p>	<p>roots</p> <p>What's the job of the roots?</p> <ul style="list-style-type: none"> • They hold the plant in place. • They take in water from the soil. • They take in food from the soil. 	
<p>Day5</p>	<p>Explain: Complete two gallery walks. For the first gallery walk, one student in the pair stays with the diagram to answer questions or explain the parts of their animal. For the second gallery walk, the other student in the pair stays with the diagram to answer questions or explain the parts of their animal diagram.</p> <p>Elaborate: After looking at other students' diagrams, add anything to your own that you forgot to label earlier.</p> <p>Evaluate: Choose an animal. Pretend you are that animal. Show how you would use your parts to get water. Show how you would use your parts to get food. Show how you would move your parts to get shelter.</p>	<p>leaves</p> <p>Why do plants have leaves?</p> <p>The leaf's job:</p> <ul style="list-style-type: none"> • The leaf breathes in air called carbon dioxide and breathes out oxygen. • The leaf takes in energy from the sun and turns it into energy for the plant. This is called photosynthesis. 	<p>Explain: Gallery walk explanation of parts of the animal.</p>
		<p>Plants are important to our habitat!</p> <p>Plants give:</p> <ul style="list-style-type: none"> • Beauty in nature • Beauty in our gardens • Food • Fruit • Shelter • And more.....  <p>Emergent: (Day 4-5) Give them a card with an animal they are familiar</p>	<p>Evaluate: Showing how animals use their parts.</p>

		<i>with or have background knowledge about.</i>	
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<p>Day6</p>	<p>Review and Assessment Review using “False Freeze”. In False Freeze, students walk around the classroom as the teacher says different statements. If the statement is true, students keep walking. If the statement is false, students stop and freeze wherever they are. The teacher can call on a student to correct the statement. Examples: Plants need water to survive. (Students keep walking.) Animals use their teeth to walk. (Students would stop and correct the statement.)</p> <p>Organisms Needs and Parts Formative Assessment</p>	<p><i>During the review, the teacher should check for understanding. If the students don’t understand certain concepts, the teacher may need to change pacing and reteach information before the assessment is given.</i></p>	<p><i>“False Freeze” and “Organisms Needs and Parts Formative Assessment”</i></p>
<p>Cecil County Public Schools</p>	<p>Updated June 2022</p>		

***Lesson Evaluation:**

Throughout the unit students will learn about the different parts of animals and plants. Students read articles about plants to learn about the the parts of a plant and display their knowledge through oral discussions. Students learn about animal parts and their purposes, then pretend to be different animals using these parts. This displays the student knowledge of the animal parts and their functions. Finally, students complete a written assessment to show that they have mastered the lesson objectives.

- ★ *The template includes items listed as minimum requirements listed on Page 11, in Article 6.16.1.2 in the Negotiated Agreement Between The Board of Education of Cecil County and The Cecil County Classroom Teachers Association. This article states: *Plans shall specify the daily outcomes developed from indicators and/or objectives found in the Cecil County Public School approved curriculum, the instructional activities that shall bring these to fruition, and how student achievement of the daily outcomes shall be evaluated.*
- ★ *Refer to the Text Complexity Grade Bands and Associated Lexile Ranges table in the CCPS Lesson Planning Template Guiding Document for grade specific lexile ranges.*
- ★ *Every activity does not need an accompanying formative assessment.*