Grade One Science Life Science Unit (1.L.1.)

Decision 1: What will students learn in this unit?

Standards Addressed:
Science: 1.L.1. Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.
- Reading Informational Text: RI.1.10, RI.1.7, RI.1.5, RI.1.1
- Math: 1.MD.1, 1.MD.2
- Technology: 1.W.6 (publishing), 1.TT.1.1
- Other : 1.SL.1 (speaking/listening)

What do I want my students to **KNOW**, **UNDERSTAND** and be able to **DO** at the end of this unit?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) People need food, air, water, waste disposal, and a set temperature range in their environment just as plants and animals do.</td>
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<tr>
<td>2) Different organisms need different environments.</td>
<td>1) Your environment needs these things in order for plants and animals to survive.</td>
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</tr>
<tr>
<td>3) There are natural and constructed environments.</td>
<td>2) There are many different habitats around the world.</td>
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<tr>
<td>4) Humans can change the conditions of an environment.</td>
<td>3) There is a difference between man-made and natural habitats/environments.</td>
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<tr>
<td>5) Materials can be recycled and reused.</td>
<td>4) Humans have an effect on the conditions of the environment.</td>
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<tr>
<td></td>
<td>5) People can help the environment by recycling and reusing materials.</td>
<td>1) Shared research project on an environment</td>
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<td></td>
<td></td>
<td>2) Create a habitat</td>
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<td></td>
<td></td>
<td>3) Make a map of North Carolina, including regions, animals, and plants</td>
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<td></td>
<td></td>
<td>4) Construct/create models of natural and man-made environments.</td>
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<td>5) Experiment to show the impact of contaminants on animals and plants.</td>
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<td>6) Create posters that demonstrate a pro-recycling mindset.</td>
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</tbody>
</table>
Decision 2: Assessment

1) Given a description/picture of an animal, students will choose/support/justify its habitat. Explain why the animal’s needs were best met in that environment. (Informational Writing)

2) Students will plan, write, and publish an information book that describes the key facts they have learned about environments/habitats. The book will include major vocabulary terms within the text and captions that support their understanding of the concepts. Use the attached rubric for scoring/evaluating. (Informational Writing)
Grade One Science Life Science Unit (1.L.1.)

Decision 2: Assessments – Rubric Reminders:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
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<tr>
<td></td>
<td>4</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Graphic Organizer</td>
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<tr>
<td>Graph organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.</td>
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<tr>
<td></td>
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<tr>
<td>Quality of Information</td>
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<tr>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
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<td></td>
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<tr>
<td>Diagrams &amp; Illustrations</td>
<td></td>
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<tr>
<td>Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Information is very organized with well-constructed paragraphs and subheadings.</td>
<td></td>
</tr>
</tbody>
</table>

What does each number or adjective in your scale mean?

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Decision 2 – Assessments Rubric Reminders
Grade One Science Life Science Unit (1.L.1.)

Decision 3: Student Learning Map

Key Learning Targets: 1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.

Key Learning Targets:

- I can give examples of how the needs of different plants and animals can be met by their environments/habitats in North Carolina or different places throughout the world.
- I can show how different organisms live in different places/environments/habitats.
- I can explain how plants and animals depend on their environment/habitats.
- I can observe how an organism’s needs are supported by different environments/habitats.

<table>
<thead>
<tr>
<th>Concept:</th>
<th>Concept:</th>
<th>Concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living things are found everywhere in the world.</td>
<td>Different animals and plants live in different environments/habitats.</td>
<td>The specific environment/habitat provides for their needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson EQ(s):</th>
<th>Lesson EQ(s):</th>
<th>Lesson EQ(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can name plants and animals that live in the world.</td>
<td>I can describe the various environments/habitats.</td>
<td>I can explain how a specific environment/habitat supports the needs of plants and animals.</td>
</tr>
<tr>
<td></td>
<td>I can name specific environments/habitats in North Carolina.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can name specific plants and animals that live in the specific environments/habitats in North Carolina.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>organism</td>
<td>environment</td>
<td>shelter</td>
</tr>
<tr>
<td></td>
<td>habitat</td>
<td>water</td>
</tr>
<tr>
<td></td>
<td>natural</td>
<td>food</td>
</tr>
<tr>
<td></td>
<td>organism</td>
<td>air</td>
</tr>
<tr>
<td></td>
<td>forest</td>
<td>space</td>
</tr>
<tr>
<td></td>
<td>rainforest</td>
<td>temperature</td>
</tr>
<tr>
<td></td>
<td>piedmont</td>
<td>light</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>freshwater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ocean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>desert</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grasslands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>arctic tundra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mountains</td>
<td></td>
</tr>
<tr>
<td></td>
<td>coastal plain</td>
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</tr>
</tbody>
</table>
**Grade One Science Life Science Unit (1.L.1.)**

**Key Learning Targets: 1.L.1.3**  
Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there. (e.g., reuse or recycle products to avoid littering.)

- I can summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there.
- I can recognize that it is the responsibility of people to participate in activities that promote plant and animal growth and protect the environment.

<table>
<thead>
<tr>
<th>Concept:</th>
<th>Concept:</th>
<th>Concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td>natural vs. man-made</td>
<td>conditions of the environment for the growth</td>
<td>recycle and reuse</td>
</tr>
<tr>
<td>(constructed) objects in</td>
<td>of plants and animals and what they need</td>
<td></td>
</tr>
<tr>
<td>an environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson EQ(s):</th>
<th>Lesson EQ(s):</th>
<th>Lesson EQ(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain the difference between natural and man-made objects in an environment.</td>
<td>I can explain how people, plants, and animals need particular conditions in their environment to survive.</td>
<td>I can identify what is waste and how it affects the environments of people, animals, and plants. I can explain the importance of recycling and using materials again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>constructed</td>
<td>environment</td>
<td>recycle</td>
</tr>
<tr>
<td>natural</td>
<td>food</td>
<td>litter</td>
</tr>
<tr>
<td>man-made</td>
<td>air</td>
<td>improve</td>
</tr>
<tr>
<td>environment</td>
<td>shelter</td>
<td>dispose</td>
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<tr>
<td></td>
<td>temperature</td>
<td>reduce</td>
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<tr>
<td></td>
<td></td>
<td>protect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>waste</td>
</tr>
</tbody>
</table>
Decision 4: Launch Activities

- Brainstorm all of the plants and animals that you can think of that live all around the world.
  - Stacks of animal books for students to look through/read. Students call out names of animals/plant that they see. Leads to discussion of different environments/habitats, natural environment/unnatural environment, examples/non-examples of appropriate environments.
- Read aloud books about animals in wrong places: Mr. Popper’s Penguin, Sammy Seal books
- Unit vocabulary introduced through discussion during these activities. Specific lesson vocabulary introduced at the beginning of each lesson.

Student Learning Map: Tree Map

Title: Environments or Habitats

Headings:

- forest
- rainforest
- freshwater
- ocean
- desert
- grasslands
- arctic tundra
- mountains
- piedmont
- coastal plain

Under each heading, students list animals, plants, temperature, and location for each environment/habitat.
Grade One Science Life Science Unit (1.L.1.)

Decision 5: Acquisition Lesson 1

Language Objective(s), where appropriate:

Students will discuss the balance of animals and the needs in their environments.
Students will listen to a story about an environment in danger.

Lesson Essential Question(s) or “I Can” Statement(s):

I can identify why there needs to be a balance between animals and the needs in their environment.

Activating Strategies: (Learners Mentally Active)

Deer Needs

- Choose 3-4 students to be "deer." Divide the remainder of the class evenly into 3 groups (needs): "food," "shelter," and "water." (Choose one hand signal for each character.)
- Each deer picks one need to consume, and that need becomes a "deer" as the deer multiply.
- The deer continue to consume their needs. The game concludes when there is an imbalance in needs and deer (consumer) and all the children become deer. The balance is lost, and the deer won't have enough resources to fill their needs.

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

KWL Chart:

What do students already know about environments and habitats? (Fill in K,W sections of chart.)

Read Aloud Choices:

1) *Isabel's House of Butterflies* by Tony Johnston
   a. Each year, a little girl watches the migration of monarch butterflies that fill her oyamel tree. When the tree is cut down, what will happen to the butterflies?
2) *The Great Kapok Tree* by Lynne Cherry
   a. Deep in the rainforest of Brazil, a man comes to cut down the kapok tree. While he sleeps, the animals of the environment explain the importance of that tree to that environment. When he wakes, what will he do?
3) *I Took a Walk* by Henry Cole
   a. This book introduces 4 habitats: woods, meadows, streams, and ponds. Readers are encouraged to look within the illustrations to find the many living things that make that environment a home.

**Following class discussion of the book, fill in L section of KWL chart from earlier.

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Students will turn-and-talk to a partner about what they learned about what animals need in their habitat/environment.

OR

Draw a picture of an animal from one of the books and the environment that has some of its needs.

Lesson Resources

*Isabel's House of Butterflies* by Tony Johnston
*The Great Kapok Tree* by Lynne Cherry
*I Took a Walk* by Henry Cole
## Decision 5: Acquisition Lesson 2 (Living things are found everywhere in the world.)

### Language Objective(s), where appropriate:

<table>
<thead>
<tr>
<th>W.1.8</th>
<th>W.1.2</th>
<th>RI.1.10</th>
<th>RI.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.1.7</td>
<td>L.1.1</td>
<td>RI.1.7</td>
<td>SL.1.3</td>
</tr>
<tr>
<td>W.1.6</td>
<td>RF.1.4</td>
<td>RI.1.5</td>
<td>SL.1.1</td>
</tr>
</tbody>
</table>

### Lesson Essential Question(s) or “I Can” Statement(s):

I can describe the various environments/habitats.

### Activating Strategies: (Learners Mentally Active)

Pass out sentence cards or paragraph cards to table groups or individual students. Each sentence or paragraph includes information about plants, animals, temperature, or location of one environment (example—swamp). Teacher introduces that specific environment and asks students to help her fill in the information about it. Together, the teacher and student begin the tree map that students will continue throughout the unit.

### Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Teacher breaks students up into groups or students choose their groups based on a specific habitat. Each group gets a different habitat. Examples are: forest, rainforest, freshwater, ocean, desert, grasslands, arctic tundra, mountains, piedmont, and coastal plain. Include NC environments now (mountains, piedmont, or coastal plain) or save and introduce later. In groups, students use shared research to list plants, animals, temperature, and location in the world of their specific environment. Give groups 4 pieces of paper. Instruct them to write animals in blue, plants in green, temperature in red, and location in yellow (or use map printout—see resources below) at the top of each page. Students list their findings on the corresponding page. Using their completed pages, students decide on how to present.

**Option 1:** Create a PowerPoint template with those 4 pages for students to fill in.

**Option 2:** Diorama

**Option 3:** Poster

**Option 4:** Interview with Flip camera or iPad

*Decision 5 – Acquisition Lessons*
Summarizing Strategies: Learners Summarize and Answer Essential Questions

Groups return together after a few days of shared research. They present their results and post their pages on the tree map. At the end of each presentation, require students in the audience to write one thing they learned about that environment as a Ticket Out the Door or as a Most Important Thing.

Lesson Resources

Teachers Pay Teachers
- Search for Hope King’s On Safari: An Animal Safari Unit ($9.00),
- Biome Characteristics Sorting Cards (free), search for habitat for dioramas, powerpoints, etc.

Pebble.go (Some school’s have a subscription for this.)

Books
Somewhere in the Ocean, Over in the Garden, Way Up in the Arctic, Way Out in the Desert by Jennifer Ward
Canoe Days by Gary Paulsen
Crab Moon by Ruth Horowitz
The Little Creek by Jennifer Ward
Poles Apart: Life at the Ends of the Earth by Dr. Mark Norman
Rookie Read-About Geography Series: Living in a Rain Forest, Living in a Desert, Living Near a River all by Allan Fowler
The Web at Dragonfly Pond by Brian “Fox” Ellis

Web Resources
http://www.mbgnet.net/sets/
Links to animal information for students to match with environment
http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=3792
Habitat Explanations and animals that live there (maybe too hard to read?)
http://wwf.panda.org/about_our_earth/ecoregions/about/habitat_types/habitats/
Text is hard to read, but photographs of different habitats are amazing
http://a-z-animals.com/reference/habitats/
Decision 5: Acquisition Lesson 3 (Different animals and plants live in different environments/habitats.)

Lesson Essential Question(s) or “I Can” Statement(s):

- I can name specific environments/habitats in North Carolina.
- I can name specific plants and animals that live in those specific environments/habitats in North Carolina.

Activating Strategies: (Learners Mentally Active)

Read aloud a book about North Carolina like *T is for Tarheel* or pass out Wildlife in North Carolina magazines for students to look through for examples of plants and animals that live in North Carolina.

Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Introduce the 3 regions of North Carolina: mountains, piedmont, and coastal plain. Explain coastal plain is like the ocean. Label one corner of the room with mountains, one with piedmont, and one with coastal plain. Pass out a card to each student. Cards have plants, animals, or temperature description on them. Students read card and go to the matching region.

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Using a printout of a NC map, students divide the state into the three regions. Students draw pictures to represent each region (like triangles for mountains, etc.). Then, students are given an option to draw, to cut out of magazines, or to cut out from a teacher-made printout a couple animals or plants that live in each region.

Lesson Resources

Decision 5: Acquisition Lesson 4 (The specific environment/habitat provides for their needs.)

Lesson Essential Question(s) or “I Can” Statement(s):

I can explain how a specific environment/habitat supports the needs of plants.

Activating Strategies: (Learners Mentally Active)

Ask students if they think a plant can grow in a water bottle. Have students discuss.

Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Break students up into three groups. Each group gets a terrarium article (see resources). Students read their article. In class discussion, create a chart of important materials needed to build a terrarium and steps to take to build a terrarium. As you share information from each article, discuss how if something is mentioned in each article, it must be very important for the terrarium. Combining information from all different articles, create a list of materials and the steps to create a terrarium. Create terrariums from water bottles for each student or use 2-liter bottles for groups of students.

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Students describe how the plant’s needs are met within the terrarium using writing, picture flow map, or diagram.

Lesson Resources

Terrarium articles
http://www.stormthecastle.com/terrarium/soda-bottle-terrarium.htm
**Decision 5: Acquisition Lesson 5 (The specific environment/habitat provides for their needs.)**

**Lesson Essential Question(s) or “I Can” Statement(s):**

| I can explain how a specific environment/habitat supports the needs of animals. |

**Activating Strategies: (Learners Mentally Active)**

| Show students pictures of different true/false scenarios involving any animal or any environment. For example, can a crab live in the forest? Can an octopus live in the desert? Can a moose live in the ocean? Can the squirrel live in the tree? Discuss. |

**Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

| Make an aquarium or an ant farm following the instructions in the first grade FOSS Kit Observing an Aquarium. |

**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

| Students observe and record observations about aquarium as they relate to animal needs. |

**Lesson Resources**

| FOSS Kit Observing an Aquarium |
Decision 5: Acquisition Lesson 6 (natural vs. manmade [constructed] objects in an environment)

Language Objective(s), where appropriate:
Students will compare and contrast manmade and natural objects in the environment.
Students will produce models of manmade and natural objects in the environment.

Lesson Essential Question(s) or “I Can” Statement(s):
I can explain the difference between manmade and natural objects in the environment.

Activating Strategies: (Learners Mentally Active)
The class will take a walk around the school and discuss the natural and manmade objects that they see in the environment. Students will collect branches and other natural objects that they will be able to use in their model.

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)
1. The students will bring a variety of small boxes.
2. The students will work in groups of 3 will use play dough and natural materials to create models of manmade and natural objects inside their boxes.
3. The students will use the vocabulary and pictures on page A12 of their social studies books as a resource.

Summarizing Strategies: Learners Summarize and Answer Essential Questions
Each group will present their environment box to the class and share which objects are natural and manmade.

Lesson Resources
Social Studies Book
Small Boxes
Play Dough and natural objects from outside
**Decision 5: Acquisition Lesson 7 (conditions of the environment for the growth of plants and animals and what they need)**

**Language Objective(s), where appropriate:**

Student will write and draw to explain the importance of the conditions of the environment.

**Lesson Essential Question(s) or “I Can” Statement(s):**

I can explain how people, plants, and animals need particular conditions in their environment to survive.

**Activating Strategies: (Learners Mentally Active)**

1. Show a glass of muddy water and one of clear. Ask "Which one would you rather drink? Why?"
2. Have a discussion of how living things need healthy living conditions in their environment.

**Acceleration/Previewing: (key vocabulary) environment, conditions, organisms**

**Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

1. Read the book *In A Small, Small Pond* by Denise Fleming.
2. Make a list of the parts of the environment that are important to the health of the plants and animals living there.
3. Ask "What happens if some of the conditions change?"
4. Introduce Feather Experiment.
   a. Before beginning experiment, measure the length and width of each feather. Next, dip two feathers into dishes of either water or oily water. Try to dry them with paper towels. Ask "Can a duck/bird fly if its feathers are wet? Did the length or width of the feather matter? Oily? How could the water become oily? (human spills, littering)

**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

3-2-1 Response on paper:
- List three animals that live in or near a pond.
- List two conditions animals/plants need to live
- List one way humans could protect the environment.

**Lesson Resources**

- Two glasses of water (clean and muddy)
- Book: *In A Small, Small Pond* by Denise Fleming
- Craft bag of feathers, cooking oil, water, paper towels
Decision 5: Acquisition Lesson 8 (recycle and reuse)

Language Objective(s), where appropriate:

- Students will listen to a read aloud.
- Students will share examples of objects that are wasted with the teacher.
- Students will list/draw ideas to reuse an object.
- Students will write on a cloze note page.
- Students will create a poster.

Lesson Essential Question(s) or “I Can” Statement(s):

- I can identify what is waste and how it affects the environments of people, animals, and plants.
- I can explain the importance of recycling and using materials again.

Activating Strategies: (Learners Mentally Active)

**Read Aloud:** *The Great Trash Bash* by Loreen Leedy

Mayor Hippo observes that his town has too much trash (waste). What will he do with his fellow town-animals to do something about it?

**Whole Group Circle Map:**

- Teacher elicits student responses to create a circle map of objects that we throw away and waste.
- When circle map is complete, students will turn-and-talk to a neighbor about the effect of too much waste on our environment.

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

**Reuse**

- Divide students into small groups.
- Each group will get an ordinary object that is usually wasted (e.g. plastic cup, glass jar, plastic bottle, grocery bag...)
- Students will have to come up with other uses for these objects and record the ideas with a list or pictures (as appropriate).
- Students will come back as a whole group and share the ideas.

**Recycle**

- Watch video segments through Discovery Education, Brain Pop Jr., etc. on recycling.
- While watching students will fill in the cloze notes:

  List of things you may able to recycle: ______________________________________________________

  List of objects recycled items can be turned into: _____________________________________________

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Students work in partners to create posters to hang around the school that persuade others to practice Recycling and Reusing.

Lesson Resources

- *The Great Trash Bash* by Loreen Leedy
- common objects that can be reused: (i.e., plastic cup, glass jar, plastic bottle, grocery bag...)
- Discovery Education online
- Brain Pop Jr. online
- posters
Grade One Science Life Science Unit (1.L.1.)

Decision 6: Extending Thinking Activities

Include extending activities for several lessons in the essential units.

<table>
<thead>
<tr>
<th>Cause/Effect</th>
<th>Compare/Contrast</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification</td>
<td>Induction</td>
<td>Analyzing Perspective</td>
</tr>
<tr>
<td>Error Analysis</td>
<td>Abstracting</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Classifying</td>
<td>Constructing Support</td>
<td>Writing Prompt</td>
</tr>
</tbody>
</table>

1) Use a Double Bubble map to compare/contrast different environments/habitats.
2) Classify the different environments.
3) Writing prompt: Explain and give 2 reasons why it’s important to recycle and reuse.
4) Plant Growth Conditions Experiments: Observe and take notes in daily journal the progress of plants growing in various environments.
5) Using any character from the books in the Unit’s Acquisition Lesson, create the animal and a “talking bubble” why we should save their environment.
6) Students can justify why an animal can survive or cannot survive in that specific environment.
7) Students can discuss what would happen if specific animals are out of their specific habitat or get moved to another habitat to integrate cause and effect. Students can write about these scenarios.
8) Students classify the animals based on where they live as they research.
9) The assessment incorporates evaluation because students have to take what they learned and apply it.
10) Writing Prompts:
    - Why does an animal belong in this environment? Why does it not belong in this environment?
    - The best environment for a ________ is ________________.
    - Informational: I know many facts about the _desert_______ (environment).
Grade One Science Life Science Unit (1.L.1.)

Decision 7: Differentiating the Unit

What accommodations will you make in order to meet the varied interests, learning styles, and ability levels of all students?

<table>
<thead>
<tr>
<th>choice menus</th>
<th>compacting</th>
<th>grouping</th>
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</thead>
<tbody>
<tr>
<td>seating</td>
<td>visual, auditory, kinesthetic activities</td>
<td>scaffolding</td>
</tr>
<tr>
<td>real world meaning</td>
<td>interests</td>
<td></td>
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</tbody>
</table>

Interventions (for below level students and/or English Language Learners):
- Mini-retell/summarizing of books that were read
  - In a group of 4 students: 1 tells the beginning, 1 tells the middle, 1 tells the end, 1 tells any information that was left out.

Enrichments:
Challenge students who finish writing early to draft additional chapters to create a book and design a “Table of Contents” to organize it.

General Differentiation
Options are available to meet learning styles of students when presenting their research. Parents and fifth-grade buddies could be used to assist the process. Students work in groups to support each other. Books can be found on different levels to use during the researching. If students choose own environment to research, then students will be more invested in the project. All of the activities allow for drawing pictures, cutting out pictures, or writing, which shows innate differentiation in the lessons.
Grade One Science Life Science Unit (1.L.1.)

Decision 8: Unit Calendar

Determine the most viable sequence for the experiences, activities, and lesson and create a timeline.

Lesson should be taught in the sequence written. The shared research project will take a varied amount of time, depending on class time spent. This entire unit will take about 3-4 weeks of class time.
Grade One Science Life Science Unit (1.L.1.)

Decision 9: Resources

Books:

- *Isabel’s House of Butterflies* by Tony Johnston
- *The Great Kapok Tree* by Lynne Cherry
- *I Took a Walk* by Henry Cole
- *In A Small, Small Pond* by Denise Fleming
- *The Great Trash Bash* by Loreen Leedy
- *Somewhere in the Ocean, Over in the Garden, Way Up in the Arctic, Way Out in the Desert* by Jennifer Ward
- *Canoe Days* by Gary Paulsen
- *Crab Moon* by Ruth Horowitz
- *The Little Creek* by Jennifer Ward
- *Poles Apart: Life at the Ends of the Earth* by Dr. Mark Norman
- *Rookie Read-About Geography Series: Living in a Rain Forest, Living in a Desert, Living Near a River* all by Allan Fowler
- *The Web at Dragonfly Pond* by Brian “Fox” Ellis
- FOSS Kit Observing an Aquarium

Websites:

- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)

Teachers Pay Teachers:

- Search for Hope King’s *On Safari: An Animal Safari Unit* ($9.00),
- Biome Characteristics Sorting Cards (free), search for habitat for dioramas, powerpoints, etc.

- [www.Pebble.go](http://www.Pebble.go) (Some school’s have a subscription for this.)
- [http://www.mbgnet.net/sets/](http://www.mbgnet.net/sets/)

Links to animal information for students to match with environment


Maps to color

- [http://www.yourchildlearns.com/megamaps/print-world-maps.html](http://www.yourchildlearns.com/megamaps/print-world-maps.html)

Habitat Explanations and animals that live there (maybe too hard to read?)

- [http://wwf.panda.org/about_our_earth/ecoregions/about/habitat_types/habitats/](http://wwf.panda.org/about_our_earth/ecoregions/about/habitat_types/habitats/)

Text is hard to read, but photographs of different habitats are amazing

- [http://a-z-animals.com/reference/habitats/](http://a-z-animals.com/reference/habitats/)

Terrarium articles

http://www.stormthecastle.com/terrarium/soda-bottle-terrarium.htm

Objects/Supplies:
- Small Boxes (shoe boxes)
- Play Dough and natural objects from outside
- Two glasses of water (clean and muddy)
- Craft bag of feathers, cooking oil, water, paper towels
- Common objects that can be reused: (i.e., plastic cup, glass jar, plastic bottle, grocery bag...)
- Posters
- Supplies for aquarium or terrarium or ant farm

Technology
- Flip cameras
- iPads
- Student computers

Graphic Organizers
- KWL chart
- Circle Map
- Double Bubble Map
- Tree Map
# Grade One Science Life Science Unit (1.L.1.)

**Unit Designers:**

**Date:** January 22, 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
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<tbody>
<tr>
<td>Amy Kaufholz</td>
<td>Hillandale</td>
</tr>
<tr>
<td>Genee Dalton</td>
<td>Edneyville</td>
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<td>Patti Parker</td>
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<tr>
<td>Samantha Maurer (ESL)</td>
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<td>Mandi Fletcher</td>
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<td>Suzanne Burnette</td>
<td>Atkinson</td>
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