**1st Grade Core Knowledge Unit**

**Science: Food Chain and Animal Classification**

**Summary:** Plants derive nutrients from the sun, soil, air, and water. Big animals eat little ones, and animals at the top of the food chain have no other animals preying upon them. There are three main types of consumers classified by their diet: herbivores, carnivores, and omnivores. Environment change and habitat destruction can lead to animal endangerment and extinction.

**The Big Idea:** Living things live in environments where they are best able to survive.

**Colorado State Standards:**

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| 1.2.1.d. Interpret information represented in pictures, illustrations, and simple charts  1.2.2.a. Identify organisms and use evidence based scientific explanations for classifying them into groups  1.2.2.b. Analyze and interpret data about the needs of plants and animals  1.2.2.c. Use direct observations and other evidence to support ideas concerning physical characteristics that help plants and animals survive  2.2.1.a. Use evidence to develop a scientific explanation about how organisms depend on their habitat. |
| 2.2.1.b. Analyze and interpret data about nonliving components of a habitat  2.2.1.c. Assess and provide feedback on other scientific explanations regarding why an organism can survive in its habitat  4.2.3.b. Identify the components that make a habitat type unique  4.2.3.c. Compare and contrast different habitat types | |

**Common Core Standards**:

**L1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**RI1.2** Identify the main topic and retell key details of a text.

**RI1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI1.7** Use illustrations and details in a text to describe its key ideas.

**RL1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**SL1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**W1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Core Knowledge Unit:**

1. Living Things and Their Environments

* Food chain: a way of picturing the relationships between living things. Animals: big animals eat little ones, big animal die and re eaten by little ones.
* Herbivores: plant-eaters, Carnivores-flesh eaters, Omnivores: plant and animal eaters
* Extinct and endangered animals

**Core Knowledge Language Arts:**

1. Listening and Speaking

A. Classroom Discussion

* Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).

1. Comprehension and Discussion of Read-A-louds – All Texts

* Sequence four to six pictures illustration events in a read-aloud.

1. Comprehension and Discussion of Read-A-louds – Nonfiction and Informational Text

* Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
* With assistance, categorize and organize facts and information within a given topic.

**Previous Unit:** Electricity

**Prior Knowledge:**

**Kindergarten**

1. Animals and their Needs
2. Plants and Plant Growth
3. Seasons and Weather

**Next Unit:** Animal Habitats

**What Students Will Learn in Future Grades:**

**Second Grade:**

1. Cycles in Nature

\*seasonal cycles, life cycles, and the water cycle

**Third Grade:**

1. Introduction to Classification of Animals
2. Ecology

\*food chains, habitats, and environmental protection

**Cross Curricular Links:**

**Latin stems**

Animal and plant names

**Language Arts: Poetry**

“I Know All the Sounds That the Animals Make”

“The Owl and the Pussy-cat”

“The Pasture”

**Fiction Stories:**

“The Frog Prince”

“The Pied Piper of Hamelin”

“The Tale of Peter Rabbit”

“Why the Owl Has Big Eyes”

**Sayings and Phrases:**

“Fish out of water”

“Let the cat out of the bag”

“There’s no place like home”

**Visual Arts:**

Line: Henri Matisse, *The Swan*

Texture: Albrecht Durer, *Hare*

**Additional Resources:**

For teachers and students:

* *Your Big Backyard, published by the National Wildlife Federation*
* *Animal Encyclopedia, by Barbara Taylor, published by Lavishly Illustrated*
* *The Big Blue Planet, published by Library Journal*