

Teacher / Team Name: First Grade

Topic: Science First Grade Structure and Function

Days: 48

Subject(s):

Grade(s):

Key Learning: **Living things have needs.**



Unit Essential Question(s):

What are the needs of living things?



Concept:

People use their senses to learn about the world around them. Their eyes detect light, their ears detect sound, and they can feel vibrations by touch.

Concept:

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

Concept:

Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive, grow, and produce more plants.



Lesson Essential Question(s):

How can we make observations to explain that animals, including people, have body parts that they use to obtain and convey information, which the animal responds to with behaviors that help them grow and survive? (A)

Lesson Essential Question(s):

How can we observe and analyze the external structures of animals to explain how these structures help the animals meet their needs? (A)

How can we make observations to explain that animals, including people, have body parts that they use to obtain and convey information, which the animal responds to with behaviors that help them grow and survive? (A)

Lesson Essential Question(s):

How can we make observations and describe that plants have different parts that help them survive, grow, produce more plants, and respond to external inputs? (A)



Vocabulary:
survive, animal

Vocabulary:
external structure, needs

Vocabulary:
produce, external input

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<p>Concept: Adult plants and animals can have young. In many kinds of animals, parents and their offspring themselves, engage in behaviors that help the offspring to survive.</p>	<p>Concept: Animals have body parts that capture and convey different kinds of information needed for growth and survival-for example, eyes for light, ears for sounds, and skin for temperature or touch. Animals respond to these inputs with behaviors that help them survive (e.g.find food, run from a predator). Plants also respond to some external inputs(e.g. turn leaves toward the sun.)</p>	<p>Concept: They (animals) use their senses to find food and water, and they use their body parts to gather, catch, eat, and chew food.</p>
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<p>Lesson Essential Question(s): How can we obtain and share information to explain that patterns of behaviors between parents and offspring promote survival? (A)</p>	<p>Lesson Essential Question(s): How can we make observations to explain that animals, including people, have body parts that they use to obtain and convey information, which the animal responds to with behaviors that help them grow and survive (A) How can we make observations and describe that plants have different parts that help them survive, grow, produce more plants, and respond to external inputs? (A)</p>	<p>Lesson Essential Question(s): How can we observe and analyze the external structures of animals to explain how these structures help the animals meet their needs? (A) How can we make observations to explain that animals, including people, have body parts that they use to obtain and convey information, which the animal responds to with behaviors that help them grow and survive?</p>
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<p>Vocabulary: survival, offspring</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>
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<p>Concept: Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</p>	<p>Concept: Organisms have characteristics that can be similar or different. Young animals are very much, but not exactly, like their parents and also resemble other animals of the same kind. Plants also are very much, but not exactly, like their parents and resemble other plants of the same kind.</p>	<p>Concept: Individuals of the same kind of plant or animal are recognizable as similar but can vary in many ways.</p>
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<p>Lesson Essential Question(s): How can we use observations and information as evidence that animals form groups of varying size and to describe how being part of a group can help individuals survive. (A)</p>	<p>Lesson Essential Question(s): How can we gather and use data to explain that young animals and plants grow and change and not all individuals of the same kind of organisms look exactly the same? (A)</p>	<p>Lesson Essential Question(s): How can gather and use data to explain that young animals and plants grow and change, and not all individuals of the same kind of organisms look exactly the same? (A)</p>
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<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>
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<p>Additional Information:</p> <p>External structures on animals allow them to gather, catch, eat, and chew food.</p> <p>Animals use body parts such as eyes, ears, nose, and skin to obtain information. Animals have developed behaviors, such as the ability to find food or escape from a predator, to respond to that information.</p> <p>Plants use different parts such as roots, stems, leaves, flowers, and fruits to help them survive, grow, and produce more plants. Plants are also able to respond to external inputs such as leaves turning toward the sun to acquire more sunlight.</p> <p>Complete life cycles are not included.</p> <p>An example of sharing pattern of behaviors promoting survival could be how adults feed their young.</p> <p>Animals form groups of varying size such as pairs, family groups, and large herds to obtain food, defend themselves, and cope with change.</p>

<p>Attached Document(s):</p>

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Vocab Report for Topic: Science First Grade Structure and Function

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Concept: People use their senses to learn about the world around them. Their eyes detect light, their ears detect sound, and they can feel vibrations by touch.

survive -
animal -

Concept: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

external structure -
needs -

Concept: Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive, grow, and produce more plants.

produce -
external input -

Concept: Adult plants and animals can have young. In many kinds of animals, parents and their offspring themselves, engage in behaviors that help the offspring to survive.

survival -
offspring -