



#6 Physical and Behavioral Adaptations (Birds) STP (23-24)

Duration: 6 Weeks, 5 hours
Unit dates: 23rd Aug 2023 - 4th Oct 2023
Subjects: Language, Library Media, Science, English
Grades: 1

Planning



Transdisciplinary theme

Sharing the planet

Transdisciplinary theme focus

- rights and responsibilities in the struggle to share finite resources with other people and with other living things



Central idea

The survival of living things depends on their resources, adaptations, and environment.



Learner profile attributes

Caring, Balanced



Key concepts

Responsibility, Causation, Form

Concepts question

Responsibility

how people impact habitats and organisms and our responsibility to ensure the survival of the organisms

Causation

the types of behaviors by parents and babies that contribute to the survival of the offspring

Form

structures that lead to survival



Related concepts

Concepts

- **Responsibility:** habitat
- **Causation:** survival
- **Form:** adaptation



Lines of inquiry

- The ways human activity can impact the environment (habitat, responsibility)
- The behaviors and characteristics that help living things survive (adaptation, form)
- What living things need to survive (survival, causation)



Approaches to learning

Research Skills

Research Skills

Research Skills (General)

Teaching the ATL skills

Research skills as students will obtain, evaluate and communicate researched information.
Responsible Decision Making SEL Journeys



Learning goals and success criteria

- describe how physical structures contribute to survival (see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.)
- determine how parent and baby behaviors (vocalizations, feeding, protecting, comforting) contribute to survival
- Make observations and provide evidence that show that young plants and animals are like, but not exactly like, their parents.
- describe people's actions can impact habitats
- explain that a habitat is the natural home of an animal



Subject standards

Science

Engineering Design

Developing and Using Models

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Asking Questions and Defining Problems

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Heredity: Inheritance and Variation of Traits

Constructing Explanations and Designing Solutions

- 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

From Molecules to Organisms: Structures and Processes

Constructing Explanations and Designing Solutions

- 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.

Obtaining, Evaluating, and Communicating Information

- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

English

Reading: Informational Text

Craft and Structure

- CCSS.ELA-LITERACY.RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. *(CCSS.ELA-LITERACY.RI.1.6)*
- CCSS.ELA-LITERACY.RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. *(CCSS.ELA-LITERACY.RI.1.5)*
- CCSS.ELA-LITERACY.RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. *(CCSS.ELA-LITERACY.RI.1.4)*

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). *(CCSS.ELA-LITERACY.RI.1.9)*

Key Ideas and Details

- CCSS.ELA-LITERACY.RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text. *(CCSS.ELA-LITERACY.RI.1.3)*

Writing

Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. *(CCSS.ELA-LITERACY.W.1.6)*



Teacher questions

Provocation:

1. Picture walk of Habitats: Polar regions, oceans, rainforests, pond/woodland (local), desert

What do you notice/ wonder? What would you/ animals need to survive in this area?

National Geographic video, article links

<https://kids.nationalgeographic.com/explore/nature/habitats/>

Extra habitat links:

<https://www.youtube.com/watch?v=GWIPYupCT48>

<https://www.youtube.com/watch?v=0fb8143ndo8>

2, Gallery walk with pictures of animals (including human) with stickies or chart paper big behind it. Ask "What structures/behaviors do these animals have to survive?"

Link to folder with pics in "planning Resources" of baby /mother animals

Implementing



Learning experience library



How to Draw a Bird and Feeder

Debra Ann Guinan-Morzio



Draw the Pigeon with Mo Willems

Debra Ann Guinan-Morzio



Frankly, It's Becoming a Habitat

Maxine Hannibal

<https://archive.org/details/sesame-street-s-40-e-01-frankly-its-becoming-a-habitat>



GIANT Ostrich Egg Science and Facts

Amy Rios

<https://www.youtube.com/watch?v=JW6EiaaPqds>



IRA UOI Text Sets

Amy Rios

Seed to Plant What to do with a Tail Like This Around the World I See a Kookaburra Log Hotel Plants Feed Me It Started as a Seed Tell Me Mr. Tree Natural Structures Elephants of Africa Creature Features Emperor Penguins Animal Habitats Grandpa Elephant in Charge Home in the Sky What if You Had - Animal Nose, Teeth, Anima Ear,, Animal Hair Fur and Feathers An Egg is Quiet Ceinkleroot's Guide to Knowing Animal Habitats What are Natural Structures



Paper Bird Puppet Craft

Amy Rios

<https://www.youtube.com/watch?v=TziGBOzi7iY&t=3s>



IRA (0-5) - Understanding the Natural World: Oceans

Amy Rios

Why is it important to learn about oceans?

Hello Ocean (0)

On Kiki's Reef (0)

Sea Turtles (1)

Dolphin Baby! (0)

Rainbow Fish to the Rescue! (0)



Bird Beak Adaptations

Amy Rios



Bird Book

Amy Rios



IRA (2-4) - Nicola Davies: Exploring the Animal World

Amy Rios

How does an author or illustrator make decisions to interest readers?

Just Ducks! (1)

Bat Loves the Night (1)

One Tiny Turtle (3)

Big Blue Whale (4)



Link to learning about habitats

Amy Rios



IRA (2-4) - Nonfiction: Question and Answer

Amy Rios

How do writers of nonfiction books make information fun and interesting to read about?

Animals Black and White (1)

Best Foot Forward: Exploring Feet, Flippers, and Claws (7)

A Cool Summer Tail (1)

What Do You Do with a Tail Like This? (4)



DIY-Birdseed Ornaments

Amy Rios



Open - Video and KWL

Amy Rios

Have students watch a live stream of birds.

Create KW(L).



Live Bird Cams

Amy Rios

<https://birdwatchinghq.com/live-bird-cams/>

**Identify-**

Amy Rios

**DIY bird-feeder**

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<https://momhacks101.com/bird-feeder-projects-for-kids-easy-recycled-crafts/>**IRA (2-5) - Understanding the Natural World: Planting and Growing**

Amy Rios

Why is it important to learn about planting and growing?

The Dandelion Seed (1)

This Year's Garden (0)

Jack's Garden (0)

Plant Packages: A Book about Seeds (4)

From Seed to Plant (2)

**Wild Kratts - Feathered Friends**

Amy Rios

<https://www.youtube.com/watch?v=zkcvxQblxXc>**Explore - Virtual Classroom Pets**

Amy Rios

Play live cam video of animals from the San Diego Zoo.

Visit each cam on different days so students can compare the animals, their features and what they need.

Links below for San Diego Zoo and Monterey Bay Cams.

Disney plus - America's National Parks-National Geographic.

**Create-Design challenge**

Amy Rios

Show pictures: kangaroo pouch/baby carrier, turtle/bike helmet, pelican beak/ladle

What connections do you see between these objects?

optional video below, choose 1.

Introduction to a modified design cycle

reinforcing being knowledgeable and creative thinkers, how could you solve a human problem using an idea from nature?



W1.3 Gallery walk with pictures of animals (including human) with stickies or chart paper big behind it. Ask "What structures/behaviors do these animals have to survive?" Link to folder with pics in "planning Resources" of baby /mother animals Structures provocation: Bring in baby pictures and notice what similarities they have to their parents

Amy Rios

Gallery walk with pictures of animals (including human) with stickies or chart paper big behind it.

Ask "What structures/behaviors do these animals have to survive?"



Learning experiences

W1.1 Provocation Lynne's suggestion: baby and family pictures (of students or generic) to ask about "What did your family do to help you survive/live?" What do babies do to help them survive/live? What do you think about other living things and how they survive? If we want to find out about survival, what kinds of things could we investigate during this unit?



Resources

-  [Biomimicry 101 - Examples Of How We Copied Nature](#)
-  [Biomimicry: when technology is inspired by nature | ACCIONA](#)
-  [Biomimicry 101 - Examples Of How We Copied Nature](#)
-  [Mr. President & Lotus Bald Eagle Cam - Watch Live!](#)
-  [FREEBirdsandTheirBeaksAnimalAdaptations-1](#)
-  [Birdseed Ornaments](#)
-  [MyBirdBookAStudentBooklet-1](#)
-  [Mr. President & Lotus Bald Eagle Cam - Watch Live!](#)
-  [Untitled](#)
-  [Live Cams](#)
-  [Unknown-3.jpeg](#)
-  [images.jpeg](#)
-  [Unknown-1.jpeg](#)
-  [Unknown-2.jpeg](#)
-  [Unknown-4.jpeg](#)
-  [Unknown.jpeg](#)
-  [structures and behaviors t chart.pptx](#)
-  [National Geographic habitat linksdocx.docx](#)
-  [Habitats](#)
-  [Ecosystems and Biomes | Classroom Learning Video](#)
-  [Biomes of the World for Children: Oceans, Mountains, Grassland, Rainforest, Desert - FreeSchool](#)