

SAAVAS Topic 6 School to Home Letter

Dear Family Member or Caregiver,

In the Topic “Plants and Animals”, students learn how plants and animals have structures that help them interact and survive in their environments.

The experiences in this topic are:

- Experience 1: Plants
- Experience 2: Animals
- Experience 3: Animal Life Cycles

In Experience 1, students identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival. In Experience 2, they learn about and compare how the structures and behaviors of animals help them find and take in food, water, and air, and explore how being part of a group helps animals obtain food, defend themselves, and cope with changes. Finally, in Experience 3, students explore the life cycles of a frog and a butterfly.

The main content TEKS covered in this topic are:

- 2.13A Identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival.
- 2.13B Record and compare how the structures and behaviors of animals help them find and take in food, water, and air.
- 2.13C Record and compare how being part of a group helps animals obtain food, defend themselves, and cope with changes.
- 2.13D Investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.

And the main SEPs and Recurring Themes and Concepts TEKS are:

- 2.2A Identify basic advantages and limitations of models such as their size, properties, and materials.
- 2.3A Develop explanations supported by data and models.
- 2.5A Identify and use patterns to describe phenomena.
- 2.5D Examine the parts of a whole to define or model a system.
- 2.5F Describe the relationship between structure and function of objects.

One of the best ways for students to check on their learning is to explain it to someone else. Ask your student about their class experiences, and ask them to explain the content that they are learning while at school in their own words or, if relevant, in their first language.