

Wright City Science Curriculum
(First Grade)

Grade	1
Unit of Study	Patterns and Designs in Nature
Length of Unit	25 Days
Sample Essential Questions	Sample Corresponding Big Ideas
How are young plants and animals like their parents?	Young plants and animals share features with their parents, but they are not exactly the same.
How do plants and animals use their body parts to survive?	Living things have structures that help them survive and grow.
How can we solve human problems by learning from nature?	Humans can solve problems by mimicking structures and functions found in nature.
How can we test and improve our designs like real scientists and engineers?	Engineers use testing and data to improve their designs.

Missouri Learning Standards	
Priority Standards	Supporting Standards
1.LS3.A.1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	1.ETS1-1: Ask questions, make observations, and gather information to define a simple problem.
1.LS1.A.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.	
1.ETS1-2: Develop a simple sketch, drawing, or model to illustrate how the shape of an object helps it function as needed to solve a given problem.	
1.ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	

Unit 1 Sequence			
MLS	Topic(s)	Learning Targets	Academic Vocabulary
1.LS3.A.1	Parents and Offspring	I can find ways that young plants and animals are like their parents. I can find ways in which young plants and animals differ from their parents.	Group, species, mammals, backbone
1.LS1.A.1	Plant and Animal Structures	I can tell how animal body parts help them survive. I can tell how plant parts help them survive.	Seed, spore, root, stem, leaf, cycle, sprout, seedling, living, environment
1.LS1.A.1 / 1.ETS1-2	Nature-Inspired Design	I can design something that mimics a plant or animal part. I can make a drawing that shows how my design works.	Nonliving, group, species, Seed, spore, root, stem, leaf, cycle, sprout, seedling, living, environment
1.ETS1-3	Testing & Comparing Designs	I can test my design to see how well it works. I can compare my design to others and find ways to improve it.	Test, Compare, Improve, Analyze

MLS	Learning Activities	
1.LS3.A.1	Day 1 What is a living thing? Introduce living things using vocabulary (group, species). Read Patty Picks a Pet. Discuss: What makes something living? Materials: Read aloud	Option L... ▾
1.LS3.A.1	Day 2 Parents and Their Young Review living things. Discuss how parents and young are related. Read A Sea Turtle's Journey. Think-pair-share: How do living things change? Materials: Read aloud	Option L... ▾
1.LS3.A.1	Day 3: Baby animals and their young Show students baby animals and have them guess what animal it would be when it grew up.	Option L... ▾
1.LS1.A.1	Day 4: Plants and Animals Discuss plants vs. animals vs. insects.	Option L... ▾

	Introduce vocabulary (seed, spore, mammals, backbone). Read John Chapman.	
1.LS1.A.1 1.LS3.A.1	Day 5: Plant Seeds Discuss how a plant grows Begin plant observation chart Materials: pots, potting soil, seeds	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 6: Fruit investigation Discuss that fruits have seeds Students draw a picture of what it will grow into Materials: Fruit and paper	Option L... ▾
1.LS1.A.1 1.LS3.A.1	Day 7: Parts of a Plant Teach root, stem, leaf. Students label plant parts. Read Grandma's Garden. Draw & explain: How does this animal change? Materials: Read aloud	Option L... ▾
1.LS1.A.1	Day 8: Life Cycle of a Plants Introduce plant life cycle (seed → plant). Discuss growth stages. Read The First Farmers. Teacher check: Can students explain growth or change? Materials: Read aloud	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 9: Label parts of a plant on students Create a craft of parts of a plant	Option L... ▾
1.LS1.A.1	Day 10: Life Cycle of an Animal Review plant life cycle. Introduce animal life cycle. Read Robin Leaves the Nest.	Option L... ▾
1.LS1.A.1	Day 11: Life cycle of a frog Discuss life cycle (egg, tadpole, frog) Frog craft	Option L... ▾

	Materials: Frog craft	
1.ETS1-3	Day 12: Students draw a picture of a home for a frog Build a home for a frog Materials: craft supplies	Option L... ▾
1.LS1.A.1	Day 13: Life Cycle of an Insect Introduce insect life cycle (egg, larva, pupa, nymph). Read Busy Bees. Materials: Read aloud	Option L... ▾
1.LS1.A.1	Day 14: Life cycle of a butterfly Butterfly craft Materials: Butterfly craft	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 15 Students draw a picture of a home for a butterfly Build a home for a butterfly Materials: craft supplies	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 16: Students create a life cycle of their own animal/poster with information	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 17: Students create a life cycle of their own animal/poster with information	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 18: Students create a life cycle of their own animal/poster with information	Option L... ▾
1.ETS1-3	Day 19: Design day Students create a plant that animals need to survive Examples: bees, butterflies, frogs, bird Materials: craft supplies	Option L... ▾
1.LS1.A.1	Day 20: Living vs. Nonliving + Environments Introduce living vs. nonliving. Introduce land vs. water environments. Students sort items and animals. Think-pair-share: Where does it live? Materials: sorting activities	Option L... ▾
1.LS1.A.1	Day 21: Needs of Living Things	Option L... ▾

	Teach needs: food, water, air, shelter. Discuss what happens if needs are not met. Writing/drawing: What does a plant/animal need?	
1.LS1.A.1 / 1.ETS1-2	Day 22: Students create a plant or animal poster. Include: What it needs (food, water, air, shelter) How it grows/changes (life cycle) Where it lives (environment) Model one together first. Students work independently or with a partner.	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 23: Students create a plant or animal poster. Include: What it needs (food, water, air, shelter) How it grows/changes (life cycle) Where it lives (environment) Model one together first. Students work independently or with a partner.	Option L... ▾
1.LS1.A.1 / 1.ETS1-2	Day 24: Students create a plant or animal poster. Include: What it needs (food, water, air, shelter) How it grows/changes (life cycle) Where it lives (environment) Model one together first. Students work independently or with a partner.	Option L... ▾
	Day 25: Students present their projects	Option L... ▾

Assessments		
MLS	Description or Location	Rubric/Location
1.LS1.A.1 , 1.ETS1-2, 1.ETS1-3	Google drive	