

Science – January 7–11, 2019

<p>Science Standards: K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>		<p>Focus Skill:</p> <ul style="list-style-type: none"> Identify what animals need to survive. Identify the different types of foods different animals eat. Identify animals as omnivores, herbivores, and carnivores. 		
<p>Monday (1.7)</p>	<p>Tuesday (1.8)</p>	<p>Wednesday (1.9)</p>	<p>Thursday (1.10)</p>	<p>Friday (1.11)</p>
<p>Learning Target: I can make observations about a human as the human grows and develops.</p>	<p>Learning Target: I can identify foods that certain animals eat and identify those animals as omnivores, carnivores, and herbivores.</p>	<p>Learning Target: I can describe the basic needs of living things</p>	<p>Learning Target: I can describe what animals need to survive.</p>	<p>Learning Target: I can show what I have learned about animal needs.</p>
<p>STEMSCOPES Bundle 1: Humans and the Needs of Organisms: Animal Needs Lesson 1: Engage Investigate Phenomena: * Students will watch a brief video to investigate the phenomena: https://app.acceleratelearning.com/scope/s/15016/elements/673162#scope-top *Students will discuss how zookeepers can take care of so many different animals and come up with other questions that they may wonder about after viewing the video. Access Prior Knowledge: * Students will draw or write about 1 or 2 things that animals need to survive on a sticky note. Students will share their responses with the class. * Students will look over the Graphic Organizer and predict what they think they will learn throughout the scope. Hook: * Students will work in groups of two or three to look at all five pictures of the same human at different stages of their life, * Students will discuss: <i>What do you notice about the person in the pictures? Can we organize these photos in a certain order? (Youngest to oldest)</i> * Students will put the pictures in order with their group and discuss: <i>How did you decide to put the pictures in this order? How do animals grow? Do you see a pattern? Did you notice any patterns in the picture that are similar to how a puppy grows and changes?</i></p>	<p>STEMSCOPES Bundle 1: Humans and the Needs of Organisms: Animal Needs Lesson 1: Explore: Activity 1: Picky Eaters * Give an Animal Card to students and have them look at what it eats. * Students share with a partner if their animal is an herbivore, a carnivore, or an omnivore. * Each student will use a small piece of tape to attach his or her picture to the bottom of the label chosen. * Students will discuss: <i>How do you know your animal is an omnivore? How do you know your animal is a carnivore? How do you know your animal is an herbivore? Are there any animal cards in the wrong place? Why do you think animals have different diets? Do all animals eat the same food?</i> * Students will complete the CER* Student Journal. Debrief: <i>Do you observe any patterns in what animals eat? Look back at your Graphic Organizer and phenomena and add anything new you have learned in this activity.</i> *CER–Claim–Evidence–Reasoning</p>	<p>STEMSCOPES Bundle 1: Humans and the Needs of Organisms: Animal Needs Lesson 1: Explain Content Connections Video: * Students will watch the video about the needs of animals: https://app.acceleratelearning.com/scope/s/15016/elements/688509 and complete the Content Connections Video Sheet (taken for a grade) Picture Vocabulary: * Students will play a game like Heads Up, Seven Up to review vocabulary, using vocabulary picture cards. <i>*Pick three to four students to be It.</i> <i>*Give each It student a vocabulary definition or picture card.</i> <i>*Turn off the lights and have the rest of the class put their head down (NO PEEKING!) and thumb up.</i> <i>*The chosen students go around the room and pick someone by touching the student’s thumb.</i> <i>* When you turn the lights on, those picked stand up and try to guess who picked them. Rather than calling out a student’s name, those picked must call out the vocabulary word or definition that matches what is on the card carried by the student they think picked them</i> <i>*.If they get it right, they get to trade places and be It. If they get it wrong, they sit back down. Then the next round begins.</i></p>	<p>STEMSCOPES Bundle 1: Humans and the Needs of Organisms: Animal Needs Lesson 1: Explain Communicate Science: * Students will discuss what would be needed for an animal to survive on Mars. * Students will draw a picture of an animal living on Mars. The picture should show everything an animal needs to survive. * After students have finished their drawings, have a class discussion on what an animal needs in order to survive. * Students will share what they drew in their picture and explain why. * Remind students how to be an active participant in the class discussion. Classroom expectations are as follows: * Practice active listening. Wait for your turn to speak. *Build on the discussion. *Everyone must contribute to the discussion. *When the discussion has ended, relate information that was shared back to previous learning activities. Review animals needs with this song: https://app.acceleratelearning.com/scope/s/15016/elements/693330</p>	<p>STEMSCOPES Bundle 1: Humans and the Needs of Organisms: Animal Needs Lesson 1: Evaluate * Students will listen to the teacher read the following scenario: <i>A mystery animal is arriving at the zoo! The zookeeper needs to figure out what to feed this mystery animal. Help the zookeeper figure out which meal package he should choose for the new animal!</i> * Students will chose a meal package for the new animal and draw a picture to explain why the package would be the best for a plant-eater and describe the picture to a partner. Partners will evaluate their peer, using the rubric provided. (taken for a participation grade) * Students will complete a multiple-choice assessment on the needs of animals. (taken for a grade)</p>

