# Unit 5: Living Things and Their Young (Structure, Function, and Information Processing)

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Science: Grade 1

# Unit 5: Living Things and Their Young

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Jaclyn Corino

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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## Unit Overview

In this unit, children will...

- compare young plants with parent plants
- observe patterns to explain how plants of the same kind are alike and different
- compare young animals with parent animals
- observe patterns to explain how animals of the same kind are alike and different
- describe how plants and animals respond to their environments to meet their needs
- describe how behavior patterns of parents and offspring help offspring survive

## Enduring Understanding

- Students will describe patterns that explain how parents and their offspring are alike and different.
- students will make observations to explain the differences and similarities between plant parents and their offspring.
- students will make observations to explain the differences and similarities between animal parents and their offspring.
- students will determine patterns in how animal parents and offspring behave in ways that help the offspring survive.

## Essential Questions

Essential Questions for Unit 5 Project:

Students can be prepared for their Unit 5 Project by asking the following questions:

- Where do animals live in the wild?
- Where do we find animals living with people?
- What evidence can be collected to show how animals take care of their young?
- Do you think there is a difference in how animals take care of their young depending on their environment?

Essential Questions:

- How do plants look like their parents?

- How can you tell if two plants are the same kind of plant?

- How do aminals look like their parents?

- You see a young animal. You want to find an adult animal that is of the same kind. What should you look for?

- How do animals take care of their young?

- How do animals help their young survive?

## Exit Skills

By the end of Grade 1, Science Unit 5, the students should be able to:

- describe how plants of the same kind are alike and different
- effectively explain how patterns can be used as evidence to answer the question
- tell how animals of the same kind can be alike and different
- effectively explain how they can observe patterns to tell if two animals are the same kind
- describe patterns of how animal parents take care of their young
- explain how this helps young animals survive
- use evidence to explain their answers

## New Jersey Student Learning Standards (NJSLS-S) & NGSS

SEP - Constructing Explanations and Designing Solutions

SEP - Obtaining, Evaluating, and Communicating Information

SEP - Scientific Knowledge is Based on Empirical Evidence

DCI - Inheritance of Traits

DCI - Variation of Traits

DCI - Growth and Development of Organisms

CCC - Patterns

NextGen Science Standards

| | |
|---|---|
| 1-LS1-2 | Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. |
| 1-LS3-1 | Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. |

## Interdisciplinary Connections

Do the Math! pp. 228, 248, 258, 266

**Lesson 1:**

**Connections to Math**

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Connections to English Language Arts

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a

given topic and use them to write a sequence of instructions).

**Lesson 2:**

**Connections to Math**

MP.5 Use appropriate tools strategically.

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**Connections to English Language Arts**

Rl.1.1 Ask and answer questions about key details in a text.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**Lesson 3:**

**Connections to Math**

1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <.

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

**Connections to English Language Arts**

Rl.1.1 Ask and answer questions about key details in a text.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

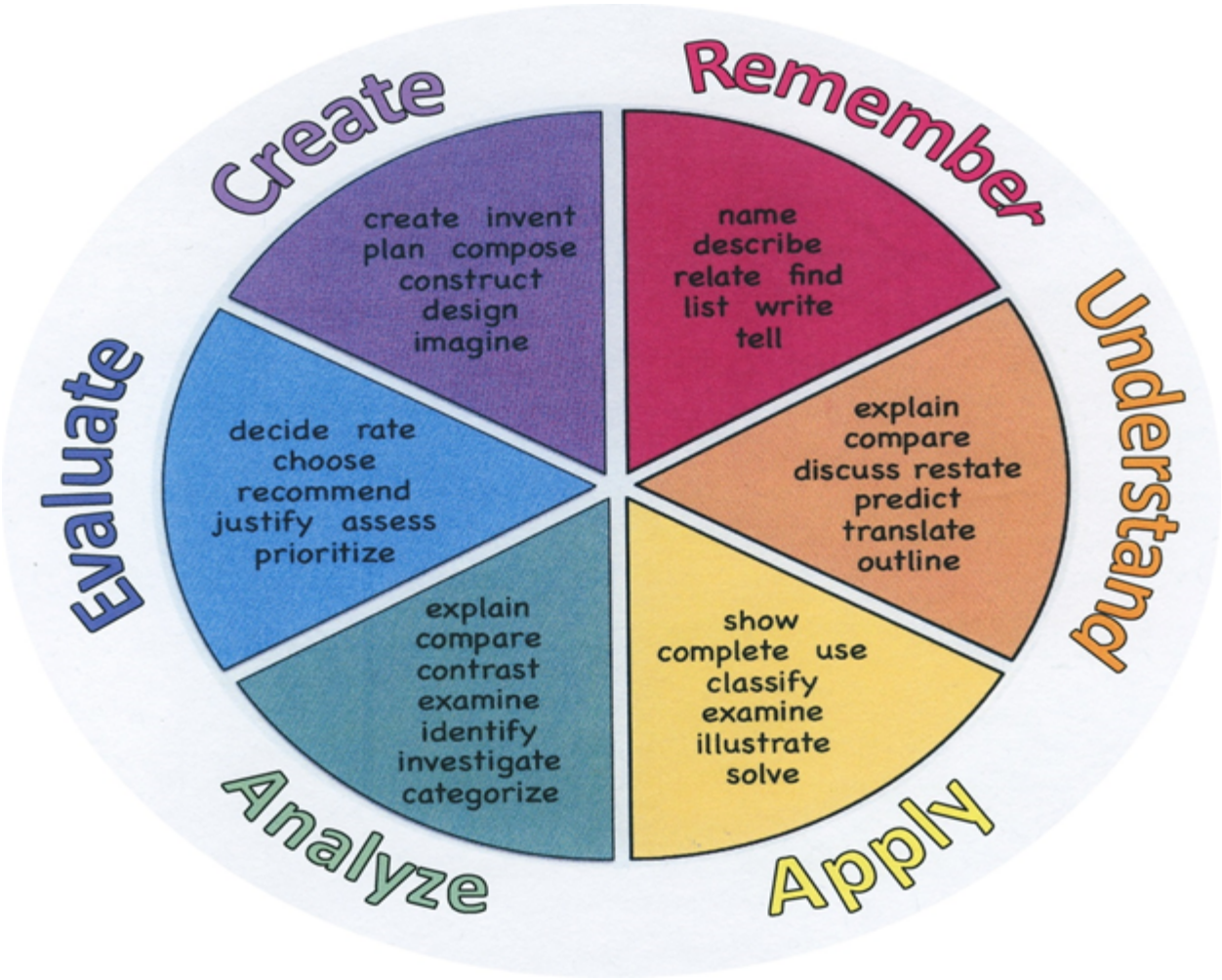
## Learning Objectives

- SWDAT make observations to explain the differences and similarities between plant parents and their offspring
- SWDAT grow two carrot plants from carrot tops, record their observations, compare the plants, and look for patterns
- SWDAT make a claim and support the claim by using evidence gathered from their observations
- SWDAT make observations to explain the differences and similarities between animal parents and their offspring
- SWDAT explore how brine shrimp hatch and change as they grow into adults

- SWDAT observe the shrimp over time and record information about their body features
- SWDAT compare and contrast the adult shrimp and use this information to construct evidence
- SWDAT determine patterns in how animal parents and offspring behave in ways that help the offspring survive
- SWDAT gather information on how polar bears and lions teach their young to find food and stay safe and use this information to construct evidence about how animals are alike and different

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

Vocabulary Game- Guess the Word

Hands-On Activities: Grow Carrot Tops, Observe Brine Shrimp, & Compare How Animals Learn

Interactive Activity: Watch Us Grow

Unit Project

Take It Further

- Watch a Pumpkin Grow
- The Butterfly Life Cycle
- Pet Investigation
- On Their Own

## Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- HMH End-of-Year Test (Benchmark)
- HMH Mid-Year Test (Benchmark)
- HMH Performance-based Assessment (Alternative)
- Illustration
- Journals
- KWL Chart
- Learning Center Activities

- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes (Formative)
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests (Summative)
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

HMH Science Dimensions: Teacher Edition, Student workbooks, online resources

HMH Equipment & Safety Kits

HMH Science Dimensions S&E Leveled Readers

- On Level: What Can We Learn About Animals? What is a Plant?
- Extra Support: What Can We Learn About Animals? What is a plant?
- Enrichment: Amazing Animals; Weird and Wacky Plants

## Ancillary Resources

https://ngss-assessment.portal.concord.org/

## Technology Infusion

HMH Science Dimensions "Explore online" sections embedded throughout online teacher/student edition to

extend student learning

HMH Science Dimensions "Can you explain/solve it?" videos embedded throughout online teacher/student edition

Computer-based assessments

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |

| | |
|---|---|
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Leveled Readers (On Level, Extra Support, Enrichment)

Reinforce Vocabulary- To help students remember the vocabulary word, have them take turns mimicking a partner's behavior and use the word in a sentence. Remind students to look for the highlighted word as they proceed through the lesson.

RTI/ Extra Support- Supply students materials for hands-on discovery

Extension- Students who want to find out more can do research on a topic from the text

ELL- Point out labels, pictures, captions, and headings throughout the lesson. Discuss real-life connections to content, and provide hands-on examples of materials when possible.

(ELL support resources include a glossary in English and Leveled Readers in Spanish and English)

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts

- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Provide modifications dictated by the IEP/504 Plan
- Modify assessment format
- Check work frequently for understanding

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Provide study guides
- Allow students to correct errors (looking for understanding)
- Allowing productions (projects, models, timelines, demonstrations, charts, etc.) to demonstrate student's learning

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Tutoring by peers
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Decreasing the amount of work represented or required

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Advanced problem-solving
- Higher order, critical and creative thinking skills, and discovery
- Utilize project based learning for a greater depth of knowledge

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge