

Unit 1 - Built for Life: How Plants and Animals Survive Pacing Guide

*Informational writing standards are now being covered in science. Please use [these resources](#) to address the informational writing standards. These lessons can be incorporated at any point during the unit.

Unit & Lesson #	Focus	Standards Addressed	Day	Overview	Writing Activities	Additional Activities
Animal Superpowers Anchor Phenomenon Squirrel Secrets	Animal Structures & Behaviors	1-LS1-2	1	The anchor phenomenon for this unit is a small collection of animals that live in very different places and do very different things. Yet they all have in common that they rely upon the place in which they live to meet their needs. During the introduction, students generate observations and questions about the phenomenon and create a list of possible explanations for the phenomenon. Students will gather clues during and after each lesson in this unit to help them improve their understanding and explanations. It is	See-Think-Wonder Chart	

				important to encourage students to recognize that even if they don't know the perfect answer yet, they are going to learn a lot throughout the unit and will have an opportunity to revisit the phenomenon over time.			
Animal Superpowers Lesson 1 How can you help a lost baby animal find its parents?	Parent & Offspring Traits	1-LS3-1	2	In this session, students make observations of baby animals and their parents, gathering evidence that they look similar because they share many of the same traits.	Meet My Family- Epic Book Go Birding (Nature walk/hunt) Make DIY binoculars		
			3	In the hands-on activity, Baby Bird Rescue, students help identify lost baby birds based on observations of their specific traits. Wrap-up slides & teacher-led discussion.	Are You My Mother? By PD Eastman <u>Who's Your Parent Lesson?</u>		
			4	Anchor Connection Students wonder: How do animals help their babies?		<u>Science Journal</u> entry to answer anchor question.	

			Students learn: Parent animals pass their traits to their young. This is true for birds and squirrels.			
			<u>Lesson 1</u> <u>Assessment</u> Extensions include: Readings, videos, and activities	5		
			In this session, students gather evidence that animal offspring look like, but not exactly like, their parents.	6		
			In the hands-on activity, Possible Puppies, students play a game that models how puppies look similar to their parents, but each puppy can vary in many ways. Wrap-up slides & teacher-led discussion	7		
			Anchor Connection Students wonder: How do animals take care of their	8		<u>Science Journal</u> entry to answer anchor question.
Animal Superpowers Lesson 2 Can you predict what an animal's babies will look like?	Offspring Trait Variation	1-LS3-1				

				babies? Students learn: Young animals look similar to their parents. However, they don't just look similar--they also act similarly.			
			9	<u>Lesson 2 Assessment</u> Extensions include: Reading and activities.			
Animal Superpowers CER #1		1-LS3-1	10			<u>Animal Traits and Survival CER #1</u> (slides 3 and 4)	<u>Parental Care Research</u> <u>Baby Robin Lab</u>
Animal Superpowers Lesson 3 Why are baby birds so loud?	Parent & Offspring Behavior	1-LS1-2	11	In this lesson, students observe a variety of parents and their offspring in order to find patterns of behaviors that help offspring survive. In the activity, Chirp to Survive, students pretend to be birds, experiencing animal behaviors that help offspring find food and stay safe.			
			12	Wrap-up & Teacher Led discussion.		<u>Science Journal</u> entry to answer anchor question.	

			long pointy beaks that are great for picking up seeds and wide flat beaks that are good for scooping. They discover that different beaks are best for different kinds of food. Wrap-up slides & teacher-led discussion.			
		17	Anchor Connection: Students wonder: Do baby birds have the same kind of beak as their parents? Students learn: Birds are not the only animals with specialized mouths. Squirrels have special mouths that help them carry food and save it for later.	<u>Science Journal</u> entry to answer anchor question.		
		18	<u>Lesson 4 Assessment</u> Extensions include: Readings and activities.			
Animal Superpowers	Camouflage & Animal Survival	1-LS1-1		19	In this session, students make	

Lesson 5 Why are polar bears white?			observations to construct an explanation of why camouflage is helpful to animals.			
		20	In the hands-on activity, Moth Hide and Seek, students test their ability to spot camouflage moths, and then design a camouflage pattern for a moth of their own and hide it in the classroom!			
		21	Anchor Connection Students wonder: Why do baby animals look like their parents? Students learn: Squirrels are camouflaged in many different environments. This helps them stay safe.		<u>Science Journal</u> entry to answer anchor question.	
		22	<u>Lesson 5 Assessment</u> Extensions include: Readings, videos, and activities			
Animal Traits and Survival CER #3		23		1-LS1-1		<u>Animal Traits and Survival CER #3</u>

					(slides 1 and 2)	
Animal Superpowers Performance Task How do animals take care of their babies?	Animal Behavior and Survival	1-LS2-1	24	In this performance task, students will observe and interpret the behavior of different animals to see how they care for their offspring. After a review of the unit, students will visit the homes of three different animals and see what they do to take care of themselves and their offspring. They will see that some animals can make their homes in very different and surprising places, but they share some behaviors in common with one another.		
Plant Superpowers Anchor Phenomenon Unidentified Floating Objects	Plant Traits	1-LS1-1 1-LS3-1 K-2-ETS1-1	25	The anchor phenomenon for this unit is based around some surprisingly large floating objects that can be found in ponds around the world. During the introduction,	<u>See-Think-Wonder Chart</u>	

			students generate observations and questions about the phenomenon and create a list of possible explanations for the phenomenon. Students will gather clues during and after each lesson in this unit to help them improve their understanding and explanations. It is important to encourage students to recognize that even if they don't know the perfect answer yet, they are going to learn a lot throughout the unit and will have an opportunity to revisit the phenomenon over time.			
Plant Superpowers Lesson 1 What will a baby plant look like when it grows up?	Plant Traits & Offspring	1-LS3-1	26	In this lesson, students identify the pattern that young plants are similar to their parent plants.	<u>BrainPop Jr. Parts of a PLant</u> <u>BrainPop Jr. Plant Life Cycle</u> <u>How do Seeds Become a plant</u>	
				In the hands-on activity, Mixed-up Plants, students		

			observe three seedlings and three adult plants and use their observations to match each seedling to its adult counterpart. Wrap-up slides & teacher-led discussion.			
			Anchor Connection Students wonder: Can we build things that look like plants? Students learn: If we look closely at the unidentified floating objects, we see that they have many characteristics in common with the leaves of other plants. This is because the giant floating objects are leaves!	28		<u>Science journal</u> entry to answer anchor question.
			<u>Lesson 1 Assessment</u> Extensions include: Readings and activities	29		
Plant Superpowers		1-L S3-1		30		<u>Plant Traits &</u>

CER #1					Survival CER #1 (slides 3 and 4)	
Plant Superpowers Lesson 2 Why don't trees blow down in the wind?	Plant Survival & Engineering	1-LS1-1 K-2-ETS1-1 K-2-ETS1-2	31	In this lesson, students examine structures like roots, branches, and leaves that keep trees from blowing down.		<u>BrainPop Jr. Trees</u> <u>Blow, Wind, Blow</u> <u>Curious George</u> <u>Discovery</u> Paper Bag Kite
			32	In the hands-on activity, Wind-Proof Umbrella, they use their observations to create their own tree-inspired umbrellas that stay up in the wind. Wrap-up slides & teacher-led discussion.		<u>Fly a Leaf</u>
			33	Anchor Connection Students wonder: Where do plants grow best? Students learn: The giant lily leaves are able to support themselves, in part, due to a strong set of veins that act like the ribs of an umbrella.	<u>Science journal</u> entry to answer anchor question.	
			34	<u>Lesson 2</u> <u>Assessment</u>		

					Extensions include: Readings and activities.			
Plant Superpowers CER #2		1-LS1-1	35			<u>Plant Traits & Survival CER #2</u> (slides 1 and 2)		
Plant Traits & Survival Lesson 3 What do sunflowers do when you're not looking?	Plant Movement & Survival	1-LS1-1	36	In this Read-Along lesson, Jin plants some sunflowers in a sunny spot and some in a shady spot, watches to see which grows best, and then figures out why. The lesson includes a short exercise where students stand up and pretend to be sunflowers, turning their faces to the sun as young sunflowers do. You can extend the lesson with the optional activity, Plants on the Move, where students observe that plants respond to light by bending toward the light source. Teacher-led discussion.				
			37	Anchor Connection				

				Students learn: The giant lily leaves gather lots and lots of sunlight. These plants live in bright locations around the world.	anchor question.	
			38	<u>Lesson 3 Assessment</u> Extensions include: Videos.		<u>Sock Seeds</u> <u>From Seed to Flower</u> <u>Plant Response Demo</u>
Plant Superpowers CER #3		K-2-ETS1-1	39		<u>Plant Traits & Survival CER #3</u> (slides 5 and 6)	
Plant Traits & Survival Performance Task	Plant Traits	1-LS1-1	40	In this performance task, students will gather observations of a new species of water lily plant. This species is the opposite of the giant water lily plants the students have seen all unit: it grows the tiniest water lily leaves in the world. After a review of the unit, students will compare and contrast the tiny water lily plants with the giant water lily plants. They will use their		

					observations to predict what a new tiny water lily plant might look like. The scientific name for the tiny water lilies is <i>Nymphaea thermarum</i>. More information on them can be found here.			
Unit 1 Common Assessment			41	LPS Unit 1 Common Assessment				