May Gr. 1 Unit 5 : Living Things and Their Young

Content Area: **Science**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

In this unit, students 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 Understandings

Plants and animals inherit traits from their parent(s).

Comparing plants and comparing animals to one another reveals some things that are alike and some that are different.

Plants and animals adapt to thier environments to meet thier needs.

Essential Questions

How do plants and animals inherit thier traits from the parents?

How are some plants alike and how are they different?

How are some animals alike and how are they different?

How do plants and animals adapt to their environment to meet thier needs?

Instructional Strategies & Learning Activities

- Field Trip to the Philadelphia Zoo.

Unit 5: Living Things and Their Young

Teacher Edition

Living Things and Their Young: Unit At a Glance

Unit at a Glance for "Living Things and Their Young" includes the unit table of contents, unit vocabulary words, and the vocabulary game, Guess the Word. In this unit, children will:

- compare young plants with parent plants;
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Unit 5: Living Things and Their Young

Teacher Edition

Living Things and Their Young: Differentiate Instruction

This page provides differentiated support for this unit's Science & Engineering Leveled Readers, "What Can We Learn About Animals?" "What Is a Plant?" "Amazing Animals," and "Weird and Wacky Plants."

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Unit 5: Living Things and Their Young

Student Edition

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Unit 5: Living Things and Their Young

Teacher Edition

Living Things and Their Young: Unit Project: Compare Animals

During the unit project "Compare Animals," children will:

- Explore differences between wild animals and animals that live with people by planning and conducting an investigation.
- Collect data to use as evidence to answer a question.
- Construct an argument using evidence to support a claim.

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- Unit 5: Living Things and Their Young

  Student eBook

  Living Things and Their Young: Unit Opener

  The Unit Opener for "Living Things and Their Young" introduces the unit project, Compare Animals. During this unit project, children will:

  - Explore differences between wild animals and animals that live with people by planning and conducting an investigation.
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- Unit 5: Living Things and Their Young

  Assessment Guide

  Living Things and Their Young: Unit Pretest

  The Unit Pretest for "Living Things and Their Young" focuses on prerequisite knowledge. The test is composed primarily of DOK 1 items that evaluate student preparedness for the upcoming content.

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- Unit 5: Living Things and Their Young

  Assessment Guide

  Living Things and Their Young: Unit Test

  The Unit Test for "Living Things and Their Young" assesses students' ability to apply knowledge to solve problems and explain phenomena in relation to the Performance Expectations associated with the unit. In this unit, children:

  - compare young plants with parent plants;
  - observe patterns to explain how plants of the same kind are alike and different;
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- Unit 5: Living Things and Their Young

  Teacher eBook

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  The Unit Opener introduces the unit "Living Things and Their Young" and the unit project, Compare Animals.
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- Unit 5: Living Things and Their Young

  Teacher Edition

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- Unit 5: Living Things and Their Young

  Teacher Edition

  Living Things and Their Young: 3D Unit Planning

  Planning resources are available for each lesson and hands-on activity in the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Teacher Edition

  Living Things and Their Young: Integrating the NGSS* Three Dimensions of Learning

  This section details the Performance Expectations covered in the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Student Edition

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- Unit 5: Living Things and Their Young

  Teacher Edition

  Living Things and Their Young: Connecting with NGSS

  These opportunities for informal science learning provide local context and extend and enhance concepts from the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Online Assessment

  Living Things and Their Young: Unit Pretest

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- Unit 5: Living Things and Their Young

  Assessment Guide

  Living Things and Their Young: Unit Pretest (Editable)

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Unit 5: Living Things and Their Young

Assessment Guide

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Unit 5: Living Things and Their Young

Home Letter

Living Things and Their Young: Home Letter

This is the home letter for the unit "Living Things and Their Young."

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Unit 5: Living Things and Their Young

Teacher eBook

Living Things and Their Young: Unit Project: Compare Animals

During the unit project "Compare Animals," children will:

- Explore differences between wild animals and animals that live with people by planning and conducting an investigation.
- Collect data to use as evidence to answer a question.
- Construct an argument using evidence to support a claim.

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Unit 5: Living Things and Their Young

Leveled Readers - Blue

On-Level: What Can We Learn About Animals?

The leveled reader "What Can We Learn About Animals?" is designed for on-level readers and

can be used to enrich key concepts from the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  You Solve It

  Watch us Grow (Teacher)

  Teacher support materials are available for "Watch us Grow." During this activity, students will observe the hatching of a goose egg and the growth of a seedling plant. Students observe the development of the two young organisms and identify which characteristics match the parent organisms.
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- Unit 5: Living Things and Their Young

  Leveled Readers - Red

  Extra-Support: What Can We Learn About Animals?

  The leveled reader "What Can We Learn About Animals?" is designed for below-level readers and can be used to reinforce key concepts from the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Leveled Readers - Green

  Enrichment: Weird and Wacky Plants

  The leveled reader "Weird and Wacky Plants" is designed for above-level readers and can be used to extend key concepts from the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Unit Project Worksheet

  Living Things and Their Young: Unit Project: Compare Animals

  This is the Unit Project worksheet for "Compare Animals." During this project, children will:
  - Explore differences between wild animals and animals that live with people by planning and conducting an investigation.
  - Collect data to use as evidence to answer a question.
  - Construct an argument using evidence to support a claim.

  Launch

Unit 5: Living Things and Their Young

You Solve It

Watch us Grow

In Watch us Grow, students observe the hatching of a goose egg and the growth of a seedling plant. Students observe the development of the two young organisms and identify which characteristics match the parent organisms.
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Unit 5: Living Things and Their Young

Teacher eBook

Living Things and Their Young: Unit Review

The Unit Review assesses student understanding of key ideas and concepts from the unit "Living Things and Their Young."
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Unit 5: Living Things and Their Young

Unit Performance Task Worksheet

Living Things and Their Young: Unit Performance Task: Match Animals and Their Young

This is the Unit Performance Task worksheet for "Match Animals and Their Young." During this task, children will obtain information from books to make picture cards about animals and their young. They will describe patterns that explain how parents and their offspring are alike and different.
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Unit 5: Living Things and Their Young

Leveled Readers Teacher's Guide

Topic 9: Animals

The Leveled Readers Teachers Guide provides teaching strategies and support (as well as reproducible English and Spanish worksheets) for the Unit 5 readers "What Can We Learn About Animals?" and "Amazing Animals." On-Level and Extra-Support worksheets focus on vocabulary development, while Enrichment worksheets reinforce and enrich content.
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Unit 5: Living Things and Their Young

Unit Project Worksheet

Living Things and Their Young: Unit Project: Compare Animals (Editable)

This is the editable Unit Project worksheet for "Compare Animals." During this project, children will:

- Explore differences between wild animals and animals that live with people by planning and conducting an investigation.
- Collect data to use as evidence to answer a question.
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- Unit 5: Living Things and Their Young

  Student Edition

  Living Things and Their Young: Unit Review

  The Unit Review assesses student understanding of key ideas and concepts from the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Student eBook

  Living Things and Their Young: Unit Review

  The Unit Review assesses student understanding of key ideas and concepts from the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Teacher Edition

  Living Things and Their Young: Unit Performance Task: Match Animals and Their Young

  During the Performance Task "Match Animals and Their Young," children will obtain information from books to make picture cards about animals and their young. They will describe patterns that explain how parents and their offspring are alike and different.
  Launch

- Unit 5: Living Things and Their Young

  Leveled Readers - Green

  Enrichment: Amazing Animals

  The leveled reader "Amazing Animals" is designed for above-level readers and can be

used to extend key concepts from the unit "Living Things and Their Young."
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- Unit 5: Living Things and Their Young

  Leveled Readers - Blue

  On-Level: What is a Plant?

  The leveled reader "What is a Plant?" is designed for on-level readers and can be used to enrich key concepts from the unit "Living Things and Their Young."
  Launch

- Unit 5: Living Things and Their Young

  Unit Performance Task Worksheet

  Living Things and Their Young: Unit Performance Task: Match Animals and Their Young (Editable)

  This is the editable Unit Performance Task worksheet for "Match Animals and Their Young." During this task, children will obtain information from books to make picture cards about animals and their young. They will describe patterns that explain how parents and their offspring are alike and different.
  Launch

- Unit 5: Living Things and Their Young

  Leveled Readers - Red

  Extra-Support: What is a Plant?

  The leveled reader "What is a Plant?" is designed for below-level readers and can be used to reinforce key concepts from the unit "Living Things and Their Young."
  Launch

- Unit 5: Living Things and Their Young

  Teacher eBook

  Living Things and Their Young: Unit Performance Task: Match Animals and Their Young

  During the Performance Task "Match Animals and Their Young," children will obtain information from books to make picture cards about animals and their young. They will describe patterns that explain how parents and their offspring are alike and different.
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Unit 5: Living Things and Their Young

Leveled Readers Teacher's Guide

Topic 10: Plants

The Leveled Readers Teachers Guide provides teaching strategies and support (as well as reproducible English and Spanish worksheets) for the Unit 5 readers "What is a Plant?" and "Weird and Wacky Plants." On-Level and Extra-Support worksheets focus on vocabulary development, while Enrichment worksheets reinforce and enrich content.
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- Unit 5: Living Things and Their Young

  Student Edition

  Living Things and Their Young: Unit Performance Task: Match Animals and Their Young

  During the Performance Task "Match Animals and Their Young," children will obtain information from books to make picture cards about animals and their young. They will describe patterns that explain how parents and their offspring are alike and different.
  Launch
- Unit 5: Living Things and Their Young

  Teacher Edition

  Living Things and Their Young: Unit Review

  The Unit Review assesses student understanding of key ideas and concepts from the unit "Living Things and Their Young."
  Launch
- Unit 5: Living Things and Their Young

  Student eBook

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Integration Career Exploration, Life Literacies and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year

	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
	Young people can have a positive impact on the natural world in the fight against climate change.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology and Design Integration

Students will interact with the lesson through the Smartboard.

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

Interdisciplinary Connections

Students go to the STEM lab bi-monthly to create hands-on projects that align with the unit.

Students will listen to and read non-fiction texts about living things and their young.

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

See suggestions in the teacher manual for differentiation for struggling and advanced learners.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Units tests that will show growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Self-Check and Unit Reviews

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Self-Check and Unit Reviews

Instructional Materials

HMH Science Dimensions prgram materials

Materials listed for hands on exploration.

Standards

LS3.A	Inheritance of Traits
	Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
LS3.B	Variation of Traits
	Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.