Science Grade 1

Living Organisms and Their Environment

Description: Students will use science inquiry skills to learn about living organisms in their environment. The focus will be on the characteristics and physical structure of living organisms and how those unique features allow organisms to meet their basic needs in their specific habitat.

Standards Aligned With This Unit

CT State Science Standards:

Content Standard:

- 1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.
  - ✓ Animals need air, water, and food to survive.
  - ✓ Plants need air water and sunlight to survive.

Expected Performances:

- A12. Describe the different ways that animals, including humans, obtain water and food.
- A13. Describe different structures that plants have for obtaining water and sunlight.
- Describe the structures that animals, including humans, use to move around.

Grade Level Expectations (1st Grade):

1. All living things (organisms) need air, water and food to stay alive and grow; they meet these needs in different ways.
2. Most animals move from place to place to find food and water. Some animals have two legs, four legs, six legs or more for moving. Other animals move using fins, wings or by slithering.
3. Animals get air in different ways. For example, humans breathe with lungs, while fish breathe with gills.
4. Animals get food in different ways. Some animals eat parts of plants and others catch and eat other animals.
5. Animals get water in different ways. Some animals have special body parts, such as noses, tongues or beaks that help them get water.
6. Fictional animals and plants can have structures and behaviors that are different than real animals and plants.

Science Integration:

Science Inquiry: In this unit students will use their skills of **observation** to examine a variety of different organisms. They will then **make inferences** about the animal's structure and environment, **classify** organisms in a variety of ways, and **record** their observations with words and pictures.

Science **Literacy**: In this unit students will read a variety of fiction and non-fiction texts related to the unit. They should be encouraged to **identify the main idea** (A1 Literacy Standard) of the text, and to make connections (C1 Literacy Standard) with what they have learned about in class and other texts.

Science **Numeracy**: The students will be using math skills such as examining attributes of objects and describing relationships (1.1a CT Math Standard), collecting, organizing, recording, and describing data (4.1a CT Math Standard), and organizing data in tables and graphs and making comparisons of data (4.2a CT Math Standard).

SCIENCE CONTENT STANDARD 1.2

CONCEPTUAL THEME:

Structure and Function - How are organisms structured to ensure efficiency and survival?

CONTENT STANDARD:

1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.

GRADE-LEVEL CONCEPT 1: ◆ Animals need air, water and food to survive.

GRADE-LEVEL EXPECTATIONS:

7. All living things (organisms) need air, water and food to stay alive and grow; they meet these needs in different ways.
8. Most animals move from place to place to find food and water. Some animals have two legs, four legs, six legs or more for moving. Other animals move using fins, wings or by slithering.
9. Animals get air in different ways. For example, humans breathe with lungs, while fish breathe with gills.
10. Animals get food in different ways. Some animals eat parts of plants and others catch and eat other animals.
11. Animals get water in different ways. Some animals have special body parts, such as noses, tongues or beaks that help them get water.
12. Fictional animals and plants can have structures and behaviors that are different than real animals and plants.

GRADE-LEVEL CONCEPT 2: ◆ Plants need air, water and sunlight to survive.

GRADE-LEVEL EXPECTATIONS:

1. Plants absorb sunlight and air through their leaves and water through their roots.
2. Plants use sunlight to make food from the air and water they absorb.
3. Plants have various leaf shapes and sizes that help them absorb sunlight and air.
4. Plant roots grow toward a source of water.
5. Plant stems grow toward sunlight.

KEY SCIENCE VOCABULARY: organism, plant, animal, energy, breathe, lungs, gills, absorb

CMT EXPECTED PERFORMANCES

A12 Describe the different ways that animals, including humans, obtain water and food.

A13 Describe the different structures plants have for obtaining water and sunlight.

A14 Describe the structures that animals, including humans, use to move around.

Unwrapped Conceptual Ideas:

- All living things have basic needs.
- All living things have different structures which allow them to meet their basic needs.
- All these structures are different since organisms live in a variety of climates.

Unwrapped Major Skills:

- Students will be able to distinguish between living and non-living things.
- Students will be able to identify what all organisms need.
- Students will understand that plants and animals have different structures which help them meet their same basic needs in different environments.

Common Misconceptions:

- Humans are not animals.
- Plants are not alive.
- All plants have the same structure.
- All animals have the same structure.

Instructional Strategies That Work:

Letting students lead the discussion with the teacher acting as a guide, allowing students to look closely at a variety of realistic pictures (photographs) of animals in many habitats, providing students the opportunity to come up with their own ways to classify and categorize animals and plants.

Vocabulary Words:

organism, plant, animal, mammal, energy, breathe, lungs, gills, absorb, similarities, differences, structure, characteristics, environment, traits, predator, prey, camouflage, stalk, stem, petals, pollen, reproduce

Connections to Literature:

From Seed to Plant, Gail Gibbons
The Tiny Seed, Eric Carle
The Very Hungry Caterpillar, Eric Carle
Parts of a Plant, Wiley Blevins
Stems, Vijaya Bodach
Seeds, Vijaya Bodach

Connections to Literature (cont.):

Roots, Vijaya Bodach
A Trip to the Zoo, Karen Wallace
Amazing Animals, Rosario Ortiz Santiago
Stellaluna, Janell Cannon
A Color of His Own, Leo Leoni

Overview of Lessons:

Lesson One: Students will identify and classify living and non-living things.
Lesson Two: Students will determine the shared characteristics of all living things.
Lesson Three: Students will determine similarities and differences between plants and animals, and then use this knowledge to classify them.
Lesson Four: Students will become familiar with the different structures common to plants.
Lesson Five: Students will learn about the function of different plants structures and how those structures help plants meet their basic needs.
Lesson Six: Students will learn about how plants structure and diversity is a result of the different environments in which they grow.
Lesson Seven: Students will learn about the different parts of animals and become familiar with the terminology for naming the parts appropriately.
Lesson Eight: Students will learn about how animals have different body structures which allow them to move in their habitats.
Lesson Nine: Students will learn about how an animal's coloring allows them to camouflage in their specific environment.

Lesson Ten: Students will learn about how an animal's different structures allow them to find food in their specific environment.

Culminating Activity: Students will work with a teacher, paraprofessional, or library media specialist to do a report on a specific animal and it's relationship with the environment.

Lesson One: Living and Non-Living Things

Student Goals:

1. Students will be able to classify living and non-living things.

Materials: chart paper, student worksheets (following lesson)

Procedure:

1) Introduce the unit to the students. Explain that you will be studying living things, and all the ways that they are the same and different. Define the word "organism" as any living thing. Encourage the students to use the word throughout the lesson.
2) Discuss how you can tell if something is alive. Make a list on the board.
3) Pass out the chart titled "Living or Non-Living". Give students about ten minutes to move around the room and classify objects into the three categories (living, non-living, not sure). Tell them they can also write down (or draw) people, plants, pets, or objects they can think of from their homes and communities.
4) After students have had time to adequately classify several objects, have them return to their seats. At that time make a chart on the board to classify living and non-living things. Guide a discussion in which the students share their results, and compile a class list of living and non-living things.

Assessment Activity: After students have shared their living and non-living categories, challenge your students to take one thing they placed in the "not sure" category and classify it as living or non-living. They can use the sheet titled "Organism Detective". They should do this independently, although they can use any class list displayed as a reference. Collect these sheets as an assessment of their understanding of how to distinguish between living and non-living organisms.

1	2	3	4	5
The student displays no understanding of the differences between living and non-living things.	The student correctly classifies the object, but their reasoning shows little understanding of key concepts.	The student incorrectly classifies the object, their reasoning displays some understanding of key concepts.	The student correctly classifies the object, and their reasoning is vaguely consistent with key concepts.	The student correctly classifies the object, and their reasoning is specifically consistent with key concepts.

Name_____

Living or Non-Living

Look around your classroom and decide which objects are living and non-living. Place the objects where they belong in the chart.

Living	Non-Living	Not Sure

Name_____

Organism Detective Sheet

At first you were not sure if some things were living or non-living, but now you've learned to tell the difference! Look at your "not sure" category, and choose one object. Use your science thinking skills to be an Organism Detective and figure out if the object is living or non-living. Be sure to explain your thinking.

My Object:

Is my object living or non-living?

How can you tell?

Lesson Two: What are Characteristics of Organisms

Student Goals:

2. Students will identify the characteristics of all living things.

Materials: previously complied list of living and non-living things, chart paper

Procedure:

5) Review the differences between living and non-living things compiled previously. Discuss with students.
6) Write "What do all organisms need?" on a piece of chart paper in a visible location in the class. Brainstorm with the class to compile the list of seven things all organisms have in common. This should be a discussion led by the students, with the teacher acting as a guide. ****Note**: Although the content should be similar, your classroom list will be in kid-friendly language. Also, you may need to explain that although it is not as obvious, plants are alive and do display all of these characteristics. The characteristics of all organisms are:
    1) Organisms use energy
    2) They require intake and output (food/sunlight and waste)
    3) They reproduce
    4) They grow, change, and develop, but do not remain the same
    5) Organisms interact with their environment
    6) Organisms have a life span (a beginning and an end)
7) Choose an animal (such as a dog) and go through the list with the students and point out how it demonstrates all of those characteristics (dog has puppies).

8) Choose a plant (tree) and go through the list with the students and point out how it demonstrates all of the characteristics (trees leaves change based on their environment in a drought).
9) Review the list of characteristics of living things.

Assessment Activity: Tell the students to choose an organism and tell you how it demonstrates one of the characteristics of all organisms. Use their verbal responses to asses their understanding of the concepts.

1	2	3	4	5
The student displays no understanding of the characteristics of living things.	The student displays little understanding of the characteristics of living things.	The student displays some understanding of the characteristics of living things.	The student displays good understanding of the characteristics of living things.	The student displays clear and specific understanding of the characteristics of living things.

Lesson Three: How Plants are Different From Animals

Student Goals:

1. Students will be able to identify the differences between plants and animals.
2. Students will be able to identify the similarities between plants and animals.
3. Students will be able to distinguish between plants and animals.

Materials: chart paper, cut out pictures of a variety of plants and animals (one for each student), tape

Procedure:

1. Review the chart of living and non-living things made by the class in lesson one. Then focus on the living organisms. Discuss how some of these organisms are plants, while some are animals. **Note: You may have to have a discussion here about the fact that people are mammals, which are a type of animal. Tell the students that today we will be discussing the similarities and differences between plants and animals.
2. Tell the student to look at the list of living things and think of one which is an animal and one which is a plant. Record student responses on a chart in the front of the class with one column labeled plants and the other labeled organisms.
3. After the class has complied a significant list with many different types of plants and animals, lead a discussion in the ways plants are different from animals. Some differences might include movement, sources of food, structure, life span, reproduction (seeds vs. babies), or any other logical response.
4. Next discuss some ways plants and animals are the same. You can refer to the class list of what all living things have in common (lesson one) and use that as a guide.

Assessment Activity: Give each child a cut out picture of assorted plant and animals. Draw a large two column chart on a piece of chart paper (or anywhere the students can reach and the rest of the class can see) and label one column plants and the other animals. Each child can take turns coming up to the chart and taping their picture on the appropriate column. They should be able to verbalize how they can tell which group their organism belongs to.

1	2	3	4	5
The student displays no understanding of the differences between plants and animals.	The student correctly classifies the picture, but their reasoning shows little understanding of key concepts.	The student incorrectly classifies the picture, however their reasoning displays some understanding of	The student correctly classifies the picture, and their reasoning is vaguely consistent with key concepts.	The student correctly classifies the picture, and their reasoning is specifically consistent with key concepts.

		key concepts.		

Lesson Four: What Are the Parts of a Plant

Student Goals:

1. Students will identify the plant structures.

Materials: labeled diagram of a plant on chart paper (roots, stem, flower, leaves, seeds, etc.),

Procedure:

1. Review with the previous lesson with students, and the ways that we determined plants are different from animals. Tell them that one way plant and animals are different is their structure (explain this vocabulary word).
2. Refer to the diagram of a labeled plant posted in the class. Ask student to discuss what each part is, what it is there for, guide this discussion with the class. As the discussion continues write a brief description of what each part does next to that part.
3. Ask students about the ways the parts vary from plant to plant. Do all leaves look the same? Flowers? Discuss.
4. Tell students they will be making their own labeled diagram of a plant. Be sure they can see the appropriate vocabulary they will need to label the parts. Pass out the Parts of a Plant worksheet and crayons.

Assessment Activity: Students will draw a diagram of a plant and label the parts using appropriate vocabulary.

1	2	3	4	5
The picture and labels of the parts are inappropriate.	The picture is incorrect and the student has used some appropriate labels in the wrong place.	The picture is acceptable and the student has used some appropriate labels in the wrong place.	The picture is good and the student has used some appropriate labels in the correct place.	The picture is detailed and the student has used all appropriate labels in the right place.

Name_____

Parts of a Plant

Draw a plant and label its parts in the box below.

Lesson Five: Why Plants Need Their Parts

Student Goals:

1. Students will be able to identify basic parts of a plant.
2. Students will be able to explain how a plant's basic parts help it meet its basic needs.

Materials: computer with internet access, United Streaming username and password, projector (optional), carnation, glass of water, food coloring

Procedure:

1. Point out that in the previous lesson, the class studied the different parts of plants. Discuss how although all the parts were different, together they helped plants meet their basic needs.
2. Tell students that today they will be watching a video to help them understand the different structures that plants have to help them meet their needs.
3. Go to www.unitedstreaming.com, and search for the video titled "Plants: A First Look". Play the video on a large computer screen visible to the whole class, or use a projector linked to the computer for best visibility. The video is about 15 minutes long and explains different basic structures of plants, as well as how the plants use those to create energy. This is a good video because it also demonstrates several good experiments with plants. In the middle of each experiment the video freezes for about ten seconds. You can pause the video here to provide time to discuss the experiment with the class and they can make predictions about the outcome.
4. One of these experiments demonstrates the function of the stem. In this experiment you place a white carnation in a glass of water with food coloring. The colored water travels up the stem and turn the white flower the same color as the food coloring. After watching the video you can easily replicate this experiment in your classroom.

Assessment Activity: After several hours, or at the beginning of the next day have the students come look at the flower. They should be able to explain why the flower changed colors, as well as identify the other parts of the plant (flower, leaves) and explain their function. As you listen to their responses, use them to assess understanding.

1	2	3	4	5
The student has no understanding of why the flower changed color and cannot identify or explain the purpose of other parts of the flower.	The student has little understanding of why the flower changed color and cannot identify or explain the purpose of other parts of the flower.	The student has some understanding of why the flower changed color and can identify some parts but not explain their purpose.	The student has good understanding of why the flower changed color and can identify most other parts but not explain their purpose.	The student has good understanding of why the flower changed color and can identify most other parts and explain their purpose.

Lesson Six: Plants and Their Environment

Student Goal:

1. Students will recognize the diversity in plant structures.
2. Students will understand how this diversity is a result of how the plant meets its basic needs in its specific environment.

Materials: a variety of labeled plants from different environments, Places for Plants worksheet (follows lesson), colored pencils (or crayons)

Procedure:

1. Review the different parts of plants. Refer to the diagrams that students made in previous lessons, as well as the class diagram which briefly specifies the function of the different part. If you still have it, you can briefly reexamine the white flower experiment and note any changes. You should also review how the experiment proves the function of the stem.

2. Review the class list of characteristics of all organisms, compiled in a previous lesson.
3. Explain that while all organisms have the same characteristics, they all find different ways to meet their needs. Refer to the plant pictures features on the board (cactus, Venus Fly Trap, seaweed). Explain that these are plants which have developed traits because of their environment. Explain the word environment.
4. Point to each picture and ask if the students can figure out how each plant fits its environment. Guide the discussion so that students can begin to see the relationship. (Cactus can store water because it lives in the desert, Venus fly trap adapted to be able to eat bugs since it grow so low to the ground and does not get much sunlight, seaweed floats instead of growing roots because there is more sun at the top of the water than the bottom.)

Assessment Activity: Place a variety of labeled pictures of plants anywhere students can view them. Ask the students to complete the Places for Plants worksheet. Students will choose one plant which belongs in each environment, and draw and label it. They should choose at least four plants in all.

1	2	3	4	5
The student placed no plants correctly.	The student placed one plant correctly.	The student placed two plants correctly.	The students placed three plants correctly.	The student placed four plants correctly.

Name_____

Places for Plants

Ocean	Desert	Forest

Lesson Seven: Animal Structure

Student Goal:

1. Students will understand the diversity of animal structures.
2. Students will become familiar with the terminology to describe different animal structures.

Materials: a variety of labeled animal photographs, corresponding cartoons or drawings of animals, Animal Scavenger Hunt worksheet

Procedure:

1. Explain to students that so far we have been looking very closely at plants, and now we will begin to study animals. Ask them to describe how animals look, or what sorts of traits they have (explain the word traits). Accept any responses that apply. Some of these may be in conflict with each other (they have two legs vs. they have four legs), this is ok for now.

2. Point to the different pictures of animals displayed. Review the variety of animal parts (gills, scales, legs, beaks, wings, fur, teeth, etc.) and begin a list on a piece of chart paper titled "Animal Parts". Encourage the students to look closely at the pictures (magnifying glasses?) to really pick out different traits.
3. Ask the students to look at the cartoons or drawings of animals and see if they look exactly like the real animals. Discuss similarities and differences.
4. Ask the students if all these animals have the same structure, and guide a discussion on how all the animals are different. Ask the students to look at all the different legs they can see. Encourage them to find legs of different animals that are the same, and then different. Repeat this with different types of body parts, ears, noses, feet, etc.
5. Play the "I'm thinking of an Animal" game with the students. One student can come to the front of the room and choose an animal from those displayed. The student has to describe the animal they are thinking of, using appropriate vocabulary (skin, beak, talons, etc.). The other children in the class have to understand the vocabulary and the different structures to guess the animal.

Assessment Activity: Tell the students to go on an animal scavenger hunt. They can use the pictures to find an animal based on the clues on the "Animal Scavenger Hunt" worksheet. Use the worksheets to assess their understanding of animal structures.

1	2	3	4	5
The student displays no understanding of animal structure or terminology.	The student displays little understanding of animal structure or terminology.	The student displays some understanding of animal structure or terminology.	The student displays good understanding of animal structure or terminology.	The student displays excellent understanding of animal structure or terminology.

Name_____

Animal Scavenger Hunt

1) Find an animal that has a beak.

2) Find an animal that has gills.

3) Find an animal that has four legs.

4) Find an animal that has feathers.

5) Find an animal that has fur.

6) Find an animal that has scales.

7) Find an animal that has teeth.

Lesson Eight: How Animals Move Where They Live

Student Goals:

1. Students will understand that an animal's body structure enables it to move around in its specific habitat.
2. Students will be able to infer where an animal lives based on its body structure.

Materials: various labeled animal pictures, computer with internet access (projector optional), chart paper

Procedure:

5. Point out that in the previous lesson, the class studied the different structures of animals and how they were different. Review the different parts of various animals and the correct terminology for identifying those parts. For extra practice, the students can work in pairs or as a whole class to play the "I'm thinking of an Animal" game.
6. Ask the student's if they can think of a reason for why all of the animals look so different. Guide this discussion to reach the conclusion that animals have different features because of where they live.
7. Explain to the children that they will be watching a video about how animals use their bodies in their different environments. Encourage them to copy the movements of the animals, and pay attention how animals use their bodies in different ways. Using a large computer screen that all the children can see (or better yet a computer hooked up to a projector), play the video "Animals in Action" from www.unitedstreaming.com.
8. After the video discuss with the children what they use on their bodies to move, and in general how people use their bodies to get from one place to another in our environment.
9. Then ask how they saw different animals moving, in their different environments. Ask how an animal's movements or body parts allowed them to get around in their specific habitat.
10. Ask students to identify patterns they see for animals that live in different environments and record these on a chart. The chart should have four major climates (maybe water, trees, desert, arctic). For example: animals that live in the water have scales, gills, and fins. Animals that lived in trees had longer stronger arms. Continue this discussion for a variety of different animals in different environments. You can even use pictures of animals which are not shown a lot in the video, such as a variety of different water animals. Guide the discussion to come to the conclusion that animals develop traits which help them move and live in a specific environment.

Assessment Activity: Have the students choose an animal from the displayed pictures which lives in one of the areas you discussed. The student should tell the class which environment they think the animal lives in, and what traits it has which correspond. For example: I know this shark lives in the water because it has gills and fins.

1	2	3	4	5
The student shows no understanding of the relationship between the animal's traits and environment.	The student shows little understanding of the relationship between the animal's traits and environment.	The student shows some understanding of the relationship between the animal's traits and environment.	The student shows good understanding of the relationship between the animal's traits and environment.	The student shows excellent understanding of the relationship between the animal's traits and environment.

Lesson Nine: How Animals Hide Where They Live

Student Goals:

1. Students will understand the concept of camouflage.
2. Students will understand why it is necessary for animals to hide.

Materials: pictures of camouflaged animals in their environments, chart paper divided into four equal squares, animal magazines, scissors, glue sticks

Procedure:

1. First review with students how in the previous lesson you examined how animals move in the different places they live. Ask student to recall the differences in the animal's bodies which allowed them to get around in different places, and the different patterns you found between animals that live in similar environments.
2. After this, explain that you are going to be looking today for patterns in how animals hide in different environments. Ask the students why animals might need to hide. Appropriate responses should include to stay away from predators or to catch prey (explain the terms predator and prey).
3. Discuss the word "camouflage" and how it helps animals hide. Ask the students if they can think of any animals which blend easily into where they live. (Ever notice that squirrels are the same color as a tree trunk?)
4. Show several pictures of animals which camouflage into their environment (green bug on a leaf, flounder under the sand in water, leopard in the grass, polar bear in the snow, etc.) Ask students to explain how these animals coloring allows them to hide in their environment.
5. Pass out animal magazines to each child. Children should go through the magazines, find animals that camouflage with their environment, and cut them out.

6. After they have had time to cut, post the chart paper divided into four squares. Write a type of environment in each square (desert, water, forest, arctic). The students can take turns coming up to the front of the room and pasting their picture in the appropriate environment square.
7. When they are finished you can ask what they notice about the animals that live in the same environments. Guide the discussion to reach the conclusion that animals which live in the same place have similar coloring so it is easier for them to hide there.

Assessment Activity: Use the how the students have sorted their animals to assess their understanding of how camouflage works.

1	2	3	4	5
Student showed no understanding of the relationship between an animal's environment and its coloring.	Student showed little understanding of the relationship between an animal's environment and its coloring.	Student showed some understanding of the relationship between an animal's environment and its coloring.	Student showed good understanding of the relationship between an animal's environment and its coloring.	Student showed detailed understanding of the relationship between an animal's environment and its coloring.

Lesson Ten: How and What do Animals Eat?

Student Goals:

1. Students will understand the relationship between an animal's body structure and what it eats.

Materials: chart paper with a T-chart titled "Eating in the Rainforest" with one column for "food" and the other for "body parts to get the food", marker, labeled pictures of a variety of rainforest animals

Procedure:

1. Review with students how in previous lessons we have seen that an animal's environment affects it. Ask students to remind you how the environment affects how animals move and their coloring. Review the word camouflage.
2. Explain to the students that every organism's structure is designed to eat different types of foods. For example, people eat both meat and vegetables. Therefore, we have sharp teeth in the front of our mouths designed to help us eat meat, and flat teeth in the back to help us chew vegetable and grains. Pass around the mirror so the children can examine their different types of teeth.
3. Ask students if they can think of any ways that animals bodies are designed to help them eat their food. Guide the discussion and prompt with questions like "What does a tiger eat? What does it have on its body to help it catch food? What does it have to help it eat food?"
4. Ask the students to consider a particular environment, such as a rainforest and to think of what types of foods animals might eat there. Some responses might include fruit, nuts, insects, leaves, and other animals. Record these responses on the "Eating in the Rainforest" chart under the food column.
5. After you have recorded these responses, challenge the students to think of what types of body parts an animal living in the rainforest would need to get their food. **Note: At this point do not reveal which body parts belong to which animal. Strong arms are needed to climb for fruit, nuts, and leaves (monkeys). Long sticky tongues and fast legs would be needed to catch insects (lizards and frogs). Sharp teeth and camouflage would be needed to catch small animals (snakes).
6. After you have filled out the chart, tell students to look at the pictures of different animals that live in the rainforest. Ask them to look for different parts of their body which give clues about what they eat. For example: I can tell what an Orangutan eats. It has long arms so it can eat leaves in the trees.

Assessment Activity: The students now go look around at all the different rainforest animals and fill out their Animal Detective sheet (following this lesson). Their responses should follow your previous discussion, and demonstrate an understanding on the link between an animal's body structure and how it gets food.

1	2	3	4	5

The student's responses demonstrate no understanding of the link between an animals body and how it gets food.	The student's responses demonstrate little understanding of the link between an animals body and how it gets food.	The student's responses demonstrate some understanding of the link between an animals body and how it gets food.	The student's responses demonstrate good understanding of the link between an animals body and how it gets food.	The student's responses demonstrate excellent understanding of the link between an animals body and how it gets food.

Name_____

I'm an Animal Detective!

1) I can tell what a _____ eats.

This animal has _____ so it can eat _____.

2) I can tell what a _____ eats.

This animal has _____ so it can eat _____.

3) I can tell what a _____ eats.

This animal has _____ so it can eat _____.

Culminating Activity: Animal Report

Overview: The students will work with a paraprofessional, teacher, or library media specialist to do an animal report.

Materials: computer with internet access (with adult supervision), printer, construction paper, scissors, glue sticks, crayons, markers, pencils, animals magazines.

Procedure:

1. The student chooses an animal or plant that they find interesting.
2. With adult supervision, the student will research the organism online. They should find information about the organism's environment, its body structure, what it consumes, and how it has developed unique features which allow it to survive in its habitat.
3. The student should collect a variety of pictures of the organism, printed from online or cut out from magazines.
4. They should divide a piece of construction paper into four categories, and label the categories how my organism looks, where it lives, how and what it eats, and what it needs to live.
5. The student will make a poster report about their animal by gluing photos of the animal in the column "how my organism looks", using words or pictures to describe "where it lives", using

pictures or words to show “how and what it eats”, and then it’s basic need under “what it needs to live”.

6. After students complete their poster reports, they take turns sharing these with the class. The class should ask questions in line with the concept on which the lesson is based. Use the student’s response to assess understanding of essential knowledge of the unit.

1	2	3	4	5
The student’s report and responses show no understanding of what an organism needs to live and how its body and the environment function together.	The student’s report and responses show little understanding of what an organism needs to live and how its body and the environment function together.	The student’s report and responses show some understanding of what an organism needs to live and how its body and the environment function together.	The student’s report and responses show good understanding of what an organism needs to live and how its body and the environment function together.	The student’s report and responses show detailed understanding of what an organism needs to live and how its body and the environment function together.