



Summary

Sharing the planet

Subject

English, Mathematics,
Science Lab, Social Studies,
Music, Visual Arts

Year

First Grade

Start date

Week 3, April

Duration

4 weeks

Inquiry

Transdisciplinary Theme



Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things
Communities and the relationships within and between them

The Central Idea

All living things (plants, animals, people) are interdependent.

Students will explore the interdependence of plants and animals and understand why national parks are a necessity.

Lines of Inquiry

- How do plants and animals adapt in order to survive?
- How do all living things need each other?
- What is our responsibility to living things (plants, animal, people)?

Teacher questions

- 1. What are the functions of each part of a plant?
- 2. What do plants need to survive?
- 3. What would happen if pollinating insects were extinct? (bees, butterflies)
- 4. What would happen if it never rained/ or the sun did not shine again?
- 5. What if animals had different body parts? (beaks, gills, wings, etc)
- 6. What would happen if a foreign plant/animal was introduced to a new environment or ecosystem?

Learning Goals

Connections: Transdisciplinary and Past

We will access prior knowledge about Teddy Roosevelt (protected land for National Parks, etc)



We will discuss previously learned needs and wants standards.

We will discuss the role of producers/consumers as it relates to living things.

Learning Goals and Success Criteria

Students will identify plant and animal needs.

Students will name and label the parts of a plant.

Students will choose an animal/plant to research and present knowledge to peers.

Students will create a scenario for plant/animal survival.

Students will demonstrate connectedness among living things.

Scope & Sequence

English

[CCGPS] Reading Informational

Learning Outcomes

Key Ideas and Details

ELACC1RI1. Ask and answer questions about key details in a text.

ELACC1RI2. Identify the main topic and retell key details of a text.

Craft and Structure

ELACC1RI4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Integration of Knowledge and Ideas

ELACC1RI7. Use illustrations and details in a text to describe its key ideas.

[CCGPS] Writing

Learning Outcomes

Text Types and Purposes

ELACC1W2. Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing

ELACC1W5.a. May include oral or written prewriting (graphic organizers).

ELACC1W5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

ELACC1W7. Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given



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

ELACC1W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

[IB] Oral language - listening and speaking

Overall Expectations

show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Conceptual Understandings

Spoken words connect us with others.

People listen and speak to share thoughts and feelings.

People ask questions to learn from others.

Learning Outcomes

tell their own stories using words, gestures, and objects/artifacts

use gestures, actions, body language and/or words to communicate needs and to express ideas

interact effectively with peers and adults in familiar social settings

[IB] Visual language - viewing and presenting

Overall Expectations

show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Conceptual Understandings

Visual language is all around us.

The pictures, images, and symbols in our environment have meaning.

We can enjoy and learn from visual language.

show understanding by matching pictures with context

Learning Outcomes

observe visual cues that indicate context

make personal connections to visual texts, for example, a picture book about children making friends in a new situation

select and incorporate colours, shapes, symbols and images into visual presentations

locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television



listen to terminology associated with visual texts and understand terms such as colour, shape, size.

[IB] Written language - reading

Overall Expectations

show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Conceptual Understandings

Illustrations convey meaning.

Print conveys meaning.

People read for pleasure.

Stories can tell about imagined worlds.

Printed information can tell about the real world.

There are established ways of setting out print and organizing books.

Learning Outcomes

show empathy for characters in a story

distinguish between pictures and written text, for example, can point to a picture when asked

handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end

enjoy listening to stories

locate and respond to aspects of interest in self- selected texts (pointing, examining pictures closely, commenting)

show curiosity and ask questions about pictures or text

listen attentively and respond to stories read aloud

make connections to their own experience when listening to or "reading" texts

express opinions about the meaning of a story

[IB] Written language - writing

Overall Expectations

show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual Understandings

Talking about our stories and pictures helps other people to understand and enjoy them.

Writing conveys meaning.



People write to tell about their experiences, ideas and feelings.

Everyone can express themselves in writing.

Learning Outcomes

differentiate between illustrations and written text

show curiosity and ask questions about written language

listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction

write their own name independently.

[CCGPS] Reading Literary

Learning Outcomes

Craft and Structure

ELACC1RL5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

[CCGPS] Reading Foundational

Learning Outcomes

Print Concepts

ELACC1RF1. Demonstrate understanding of the organization and basic features of print.

Fluency

ELACC1RF4. Read with sufficient accuracy and fluency to support comprehension.

ELACC1RF4.a. Read on-level text with purpose and understanding.

ELACC1RF4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CCGPS] Speaking and Listening

Learning Outcomes

Comprehension and Collaboration

ELACC1SL1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELACC1SL1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

ELACC1SL1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

ELACC1SL1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELACC1SL2. Ask and answer questions about key details in a text read aloud or information presented orally or through



other media.

ELACC1SL3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELACC1SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1SL5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELACC1SL6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[CCGPS] Language

Learning Outcomes

Conventions of Standard English

ELACC1L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC1L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC1L2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

ELACC1L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

ELACC1L5.c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Mathematics

[CCGPS] Measurement And Data [MD]

Learning Outcomes

CCGPS Cluster #1: Measure lengths indirectly and by iterating length units.

CCGPS Cluster #3: Represent and interpret data.

Social Studies

[CCGPS] Geographic Understandings

Learning Outcomes

SS1G3 The student will locate major topographical features of the earth's surface.



[CCGPS] Economic Understandings

Learning Outcomes

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

Standards and benchmarks

Georgia State Standards

GSE: Science (2016)

Life Science Grade 1

S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.

- Develop models to identify the parts of a plant—root, stem, leaf, and flower.
- Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).
- Design a solution to ensure that a plant or animal has all of its needs met.

GSE: Fine Arts: Music (2018)

General Music Grade 1

Performing

ESGM1.PR.1 Sing a varied repertoire of music, alone and with others.

- Echo simple singing and speech patterns and perform call and response songs.

ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

Responding

ESGM1.RE.1 Listen to, analyze, and describe music.

- Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different).

ESGM1.RE.3 Move to a varied repertoire of music, alone and with others.

- Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- Perform choreographed and non-choreographed movements.

Connecting

ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- Describe connections between music and disciplines outside the fine arts.

ESGM1.CN.2 Connect music to history and culture.



- a. Perform and respond to music from various historical periods and cultures.

GSE: Fine Arts: Visual Arts (2017)

Creating Grade 1

VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Generate individual and group ideas in response to visual images and personal experiences.
- b. Generate visual images in response to open ended prompts, themes, and narratives.
- c. Produce multiple prototypes in the planning stages for works of art (e.g. sketches, models).

VA1.CR.2 Create works of art based on selected themes.

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Create works of art that attempt to fill the space in an art composition.

VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.

- a. Create sculpture using a variety of media and techniques.
- b. Create works of art using clay techniques to create forms (e.g. modeling, rolling, pinching).

VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

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Presenting Grade 1

VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- a. Complete works of art.
- b. Sign a finished work of art.

Responding Grade 1

VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.

- a. Use a variety of strategies for art criticism.
- b. Explain how selected elements of art are used in works of art to convey meaning.
- c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.

Connecting Grade 1

VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
- b. Explore the influence of artists and their work in a variety of cultures.

VA1.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.



- a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.

GSE: Physical Education (2018)

Fitness Grade 1

PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- b. Actively engages in physical education class.

Personal and Social Behavior, Rules, Safety, and Etiquette Grade 1

PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

GPS: Modern Languages & Latin (2009)

Communication Grade 1

Interpersonal Mode of Communication (IP)

MLEI.IP1 Students exchange simple spoken information in the target language, utilizing cultural references where appropriate. Students:

- F. provide simple responses using memorized words and phrases based on topics such as self, family, school, etc.
- H. imitate proper pronunciation and intonation.

Interpretive Mode of Communication (INT)

MLE1.INT1 Students demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc. Students:

- B. demonstrate proficiency in listening comprehension.

MLE1.INT2 Students interpret written and visual cues to understand simple texts in the target language. Students:

- B. use pictures and other visual cues to infer meaning.

Connections, Comparisons, and Communities Grade 1

MLE1.CCC1 Students make links between the target language and other subjects. Students:

- B. connect basic skills learned in other subjects with skills learned in the target language.

MLE1.CCC3 Students begin to understand basic similarities and differences among languages. Students:




- A. recognize similarities and differences in sound systems.



Key and Related Concepts



Key Concepts

Key Concepts	Key questions and definition	Related concepts	Subject Focus
 Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	growth, culture, plants, and life styles	English, Science Lab, Social Studies, Music, Visual Arts
 Connection	How is it linked to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.		
 Responsibility	What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.		



Developing IB Learners



Learner Profile



Inquirers



Caring



Thinkers



Principled



Balanced

Description

Throughout this unit, the students will explore these learner profile traits as they discover how they are in a connected world and how their choices and actions impact the lives of living things (principled). They will also research and ask questions (inquiry) to solve problems and prevent future problems (principled).



Students will develop an understanding of caring by comprehending the purpose of national parks.

Students will develop appreciation and enthusiasm by...

Spanish Class Instruction:

Key Concepts: Function, Connection, Responsibility

-Students will watch a video in Spanish to introduce vocabulary terms associated with the plants / parts of plants

<https://www.youtube.com/embed/tH2iOY-ZHnk>

<https://www.youtube.com/embed/88mELKwTTAU>

-Students will learn limited vocabulary terms associated with plants / parts of plants / life cycle

-Students will sing a song and do motions associated with plants / parts of plants / life cycle

<https://www.youtube.com/embed/0AOMoyigpzs>

-Students will use Total Physical Response (TPR) to act out comprehension of plants / plant parts / terminology



ATL Skills



Approaches to Learning

Description

Research Skills- students will choose an animal to research and answer guided questions about.

Communication Skills-students will present their research projects to the class

Thinking Skills – students will gain new knowledge and share with peers



Social Skills



Assessment & Resources



Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?



Animal research project – SW choose an animal (individually or in groups) based on the classroom habitat. SW research and create a model of the animal, including its habitat, with written facts outlined in a rubric. Individually or in groups, SW present their project to the class and explain interdependence. 1st graders will do a gallery walk once all projects are complete.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Students will use informational text to research and learn about living things and their needs/wants.

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Animal research project – SW choose an animal (individually or in groups) based on the classroom habitat. SW research and create a model of the animal, including its habitat, with written facts outlined in a rubric. Individually or in groups, SW present their project to the class and explain interdependence. 1st graders will do a gallery walk once all projects are complete.



Learning Experiences

Designing engaging Learning Experiences

Gifted and Enrichment activities



G1 Sharing the Planet May 12, 2022

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?



- 1.Students will identify parts of a plant by creating and labelling a diagram of a plant.
- 2.Students will create a graphic organizer with different characteristics of a living thing, including identifying characteristics and needs.
- 3.Students will compare and contrast two different animals on a chart.
- 4.Students will watch video streaming about life cycles of animals and discuss how they change over time.
- 5.Students will classify living things into groups by sorting pictures.
- 6.Students will research and create animals and habitats – interdependence.
- 7.Students will plant and care for plants including writing in an observation book.
- 8.Students will dissect a plant and sort its parts.
- 9.Students will read fiction and nonfiction books related to plants and animals.
- 10.Students will work through an interactive flip chart on plants.

Music

Key Concept: Responsibility, change

- Perform book on rainforest with instruments
- Move to song(s) inspired by animals
- Move to/analyze song inspired by animals

Central Idea: Students will experience being part of an instrumental ensemble and communicating their rhythms with their audience to help develop an interdependent and effective ensemble.

Profile: Students will inquire and reflect upon how they can be a good ensemble member, and how that makes the greater ensemble more effective. Students will be open-minded about how they can participate in our instrumental musical ensemble to the best of their ability.

Students will perform a book using rhythmic chant and instruments, and listen to one another to analyze/evaluate for accuracy. Students will choose unpitched instruments that align with various characters of the book and discuss why those instruments fit best. Students will analyze classmates' animal movements to choose movements that most accurately reflect each animal movement we discuss.

Physical Education:

Key Concept: Responsibility

Activities:

- Dribbling and kicking a ball
- Perform the task of playing a game while following all the rules, if the rules are not followed, the class will decide ahead of time what the consequences will be

Central Idea- Students will be able to reflect and explain the importance of taking care of equipment and maintaining a safe environment.



Learner Profile- Students will show what it means to be caring when using the school's equipment and making sure to take care of it. Students will be thinkers and explain ways to be responsible during the lesson. Students will be principled learners staying on task and following the directions. Students will be completing soccer activities based on the book "Cereal Soccer" and as thinkers will be able to explain what soccer skills are being used by the mice in the story.

Assessment- Students will demonstrate ball control throughout the lessons. It is the responsibility of all students to stay focused during the activities and maintain a safe learning environment. Students will be principled learners while working independently or with peers.

Visual Arts Instruction:

Key Concept: Responsibility, Change

Central Idea: All students should understand that all living things (plants, animals, people) are interdependent. In sculpting a ceramic animal, we are reinforcing teachings throughout this unit regarding Sharing the Planet and the interdependence of all living things.

Activities: Students will create a slab-built ceramic sculpture of a bird or chameleon lizard, or fish, demonstrating their knowledge of these creatures of air, land, or water. After sculpting the clay animal, students will paint colorful glazes on the bisque-fired sculpture.

Learner Profile: Students will show responsibility by completing a multi-session project. They will complete the project steps on a timeline which is essential to have a ceramic sculpture ready for drying, firing, glazing and final firing.

Change will be understood as the process of vitrification which occurs from the drying and firing the pliable clay material material to rigid earthenware. of manipulating the soft earthen clay and the procedures of sculpting, carving, texturing the material prior to initial bisque firing, and finally painting on glazes before final glaze firing.

Learner Profile- Students will show what it means to be responsible and caring when using the school's tools and equipment to take care of these. Students will be thinkers and explain ways to be responsible during the lesson. Students will be principled learners staying on task and following the directions in order to complete the project on the timeline required when creating a ceramic object.

Students will be able to reflect and explain the importance of taking care of equipment and maintaining a safe work environment for all.

Science Lab

Key Concept: Responsibility, change

- Students will view a wilted plant and healthy plant. Then they will create and implement a plan to help the plant thrive.
- Students will view the chickens in the coop and determine what their basic needs are.
- Students will compare and contrast the needs of plant and animals by acting out the life of a plant vs. the life of a chicken
- Students will view the stemscoops video about plant and animal needs, then ask and answer questions they have about the topic.
- Students will plant a Wisconsin fast plant, watch it grow, then complete a scientific sketch of the plant with all of its parts labeled.



Reflections

General Reflections

Looking Back



Elise Dickerson May 19, 2022 at 12:24 PM

We believe we monitored the students learning well with several check ins about habitats and plants and animals that live in those habitats. We gathered evidence after lessons pertaining to habitats. Students were able to connect the theme of sharing the planet by recognizing how people effect various habitats and the climate. Students demonstrated caring and think profiles.

Looking Forward



Elise Dickerson May 19, 2022 at 12:30 PM

Next steps include taking more action. Our students planted and watered plants around the school but need to build action for the community. We would like to use more innovation as far as technology next year. We would also like to monitor and track pollution/weather changes.

Additional Subject Specific Reflections



Elise Dickerson May 19, 2022 at 12:31 PM

This unit directly aligns to reading and nonfiction texts. STudents read books about animal adaptations, habitats, climate change, animals, and plants.

Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:49 AM

Animal Videos from Public Library, Wild Babies by Seymour Simon, How Animals Care For Their Babies by National Geographic, I Wonder Why Kangaroos Have Pouches and Other Questions About Baby Animals, Rain Forest by Helen Cowcher, Seeds Like These by Paki Carter, Plant flip chart, plants/seeds, soil, containers, visual representations