

SCIENCE PARENT GUIDE – UNIT 5



IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME

Animals

Description

First Grade Georgia Standards of Excellence for science engage students in raising questions about the world around them and seeking answers by making observations. In this unit, students will create drawings to correctly depict plant and animal needs being described. The students are asked to plan and carry out simple investigations to understand the daily needs of animals observed in the world around them and make predictions based on these investigations.

KEY WORDS TO KNOW

Food – any nutritious substance that people or animals eat or drink, or that plants absorb, in order to maintain life and growth.

Shelter - a place giving temporary protection from bad weather or danger.

Compare/Contrast- explain how two or more persons, places, things, or ideas are alike and/or how they are different.

Sunlight- light that comes from the sun

Basic Need - Something a living thing needs to survive, such as air, space, nutrients, water, shelter, and energy

Air – The invisible gas that we breathe

Survive - Continue to live or exist

Water - A liquid that all living things need to survive



Recommended Children’s Literature

The View at the Zoo. By: Kathleen Long Bostrom
Animals. By Ingela P Arrhenius
Rumble in the Jungle. By Giles Andreae
Z Is for Zookeeper: A Zoo Alphabet. By Roland Smith
First Animal Encyclopedia. By DK

Animals

Important Concepts Addressed in this Unit	Sample Problems	How You Can Help Your Student
<p>Georgia Standards of Excellence</p> <p>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</p> <p>a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.</p> <p>b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p> <p>c. Design a solution to ensure that a plant or animal has all of its needs met.</p> <p>Science and Engineering Practices</p>	<ol style="list-style-type: none"> A student sees something on the ground outside. What question can the student ask to determine whether it is a plant or an animal? <ol style="list-style-type: none"> Does it need light? Does it need air? Does it need food? Does it need water? What can an animal do in bad weather to help stay warm and dry? <ol style="list-style-type: none"> Find shelter Eat food Breathe air Drink water 	<p><u>Interactive Learning Games</u></p> <p>PBSkids- http://pbskids.org/games/animal/</p> <p><u>Videos</u></p> <p>Brainpop https://www.brainpop.com/science/diversityoflife/mammals/ https://www.brainpop.com/science/diversityoflife/insects/ https://www.brainpop.com/science/diversityoflife/amphibians/</p>

<ul style="list-style-type: none"> ● Obtain, evaluate and communicate information. ● Develop and use models ● Ask questions ● Design a solution <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> ● Cause and Effect ● Structure and function <p>Core Idea</p> <ul style="list-style-type: none"> ● Organisms-Animals 		<p>https://www.brainpop.com/science/diversityoflife/fish/</p> <p style="text-align: center;"><u>Online Books</u></p> <p style="text-align: center;">Story Jumper</p> <p>https://www.storyjumper.com/book/index/14749512/ANIMALS#page/6</p> <p>https://www.storyjumper.com/book/index/21673538/Animals#page/4</p> <p>https://www.storyjumper.com/book/index/46091886/Christmas-on-the-Farm#page/38</p>
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Georgia Standards of Excellence for Science
Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.

Science and Engineering Practices

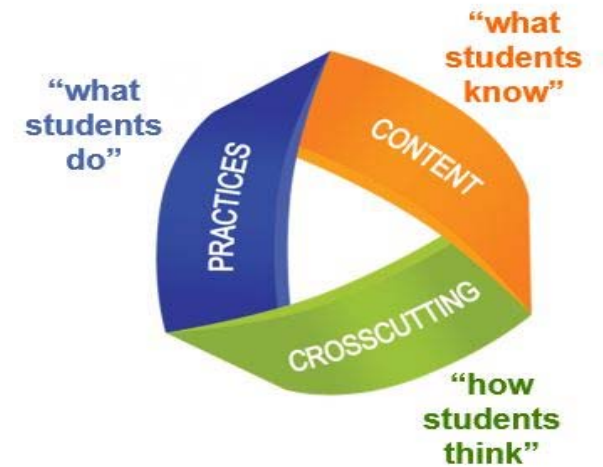
Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.

Crosscutting Concepts

Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas

Core Ideas

Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology.



Quoted text from Peter A'Hearn