

# RANCHO EL CHORRO OUTDOOR SCHOOL

## BIG BLUE MARBLE

### 1ST GRADE

**Lesson Goal:** To learn about different habitats and the organisms that live in them.

**Learning Objectives:**

- Students will identify and compare various habitats.
- Students will describe food chains of animals in different habitats.
- Students will identify the adaptations that allow animals to survive in different habitats.

**ACTIVITIES:**

1. Students will visit the bird blind to study grassland habitats and learn about birds.
2. Students will visit the pond to study an aquatic habitat and the animals that live there.
3. Students will visit the Blake Marine Science Center to learn about ocean habitats and will study the adaptations of various animals that live in the tide pools and ocean.
4. Students will explore Pennington Creek to learn about a creek habitat and will learn about the food chain.

#### VOCABULARY

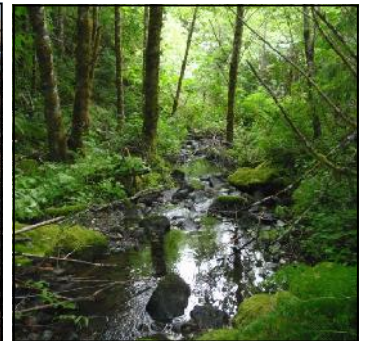
adaptation  
habitat  
ocean  
teeth

aquatic  
living  
pond  
tide pool

creek  
marine  
resources

food chain  
non-living  
shelter

grassland  
observe  
skull



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### Next Generation Science Standards Connections:

#### Standard: 2-LS4-1. Biological Evolution: Unity and Diversity

#### Performance Expectation:

**2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Science Planning and Carrying Out Investigations</b>            Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b>            Scientists look for patterns and order when making observations about the world. (2-LS4-1)</p>	<p><b>LS4.D: Biodiversity and Humans</b>            There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1).</p>	

### Common Core State Standards connections, 1<sup>st</sup> grade:

#### Speaking and Listening Standards:

- SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3.** Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

#### Language Standards:

- L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 f) use frequently occurring adjectives.
- L.1.5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
 b) define words by category and by one or more key attributes.  
 c) identify real-life connections between words and their use.

### English Language Development Standards connections:

#### A. Collaborative. Bridging

- Exchanging information and ideas. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

#### B. Interpretive. Emerging.

- Listening Actively. Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.
- Reading/viewing closely. Describe ideas, phenomena (e.g. plant life cycle), and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

#### C. Productive. Expanding

- Presenting. Plan and deliver brief oral presentations on a variety of topics (e.g. show and tell, author’s chair, recounting an experience, describing an animal, etc.).

**California's Environmental Principles & Concepts and Education & the Environment (EEI) unit connections:**

**Principle II:** The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.

**Concept A:** Students need to know that direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.

**Surviving and Thriving, 1<sup>st</sup> grade.** This unit explores the ability of living things to meet their basic needs. Plants and animals have certain external features that enable them to access the resources they need to survive in the habitats in which they live.

**Learning Objective connections:**

**Lessons 1, 2 and 3:** Provide examples of the external features of plants and animals that help them live in a particular environment and obtain the resources they need to survive there.

**Lessons 4 and 5:** Describe human activities that can influence the functioning of natural systems and the availability of resources for plants and animals.

## VOCABULARY

<b>adaptation</b> <b>adaptación</b>	The ability of a species to survive in a particular ecological niche, esp. because of alterations of form or behavior brought about through natural selection.
<b>aquatic</b> <b>acuático</b>	Living or growing in or on water.
<b>creek</b> <b>arroyo</b>	A small stream, often a shallow or intermittent tributary to a river.
<b>food chain</b> <b>cadena alimenticia</b>	A succession of organisms in an ecological community that constitutes a continuation of food energy from one organism to another as each consumes a lower member and in turn is preyed upon by a higher member.
<b>grassland</b> <b>pradera</b>	An area, as a prairie, in which the natural vegetation consists largely of perennial grasses, characteristic of sub-humid and semiarid climates.
<b>habitat</b> <b>hábitat</b>	The area or environment where an organism or ecological community normally lives or occurs.
<b>living</b> <b>vivo</b>	To be alive, exist.
<b>marine</b> <b>marina</b>	Of or pertaining to the sea; existing in or produced by the sea.
<b>non-living</b> <b>no vivo</b>	Not endowed with life.
<b>observe</b> <b>observar</b>	To see, watch, perceive, or notice.
<b>ocean</b> <b>océano</b>	The whole body of salt water that covers nearly three fourths of the surface of the earth.
<b>pond</b> <b>charca</b>	A still body of water smaller than a lake. A body of water, naturally or artificially confined, and usually of less of extent than a lake.
<b>resources</b> <b>recursos</b>	The natural wealth of a country, consisting of land, forests, mineral deposits, water, etc.
<b>shelter</b> <b>refugio</b>	A dwelling place or home considered as a refuge from the elements.
<b>skull</b> <b>cráneo</b>	The bony framework of the head, enclosing the brain and supporting the face.
<b>teeth</b> <b>dientes</b>	One of the processes usually attached in a row to each jaw, serving for the prehension and mastication of food, as weapons of attack or defense, etc.
<b>tide pool</b> <b>piscina de la marea</b>	A pool of salt water left (as in a rock basin) by an ebbing tide.