

RANCHO EL CHORRO OUTDOOR SCHOOL

DAILY GRIND

TRAVELING NATURALIST

1ST GRADE

Lesson Goal: To understand how animal skulls and teeth help them eat their food.

Learning Objectives:

- Students will learn how to determine whether an animal is a carnivore, herbivore, or omnivore by the type of teeth in its skull.
- Students will recognize the functions of different types of teeth.

ACTIVITIES:

1. Students will study the skulls and teeth from several different types of animals (carnivore, herbivore, and omnivore).
2. Students will learn the function of different types of teeth and how they determine what an animal eats.

VOCABULARY

beaver

deer

Raccoon

bobcat

herbivore

rodent

carnivore

omnivore

skull

coyote

prey

teeth



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Next Generation Science Standards Connections:

Standard: 1-LS1. From Molecules to Organisms: Structure and Processes

Performance Expectations:

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
	<p>LS1.A: Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)</p>	<p>Structure and Function The shape and stability of structures of natural and designed objects are related to their function (s). (1-LS1-1)</p>

California Common Core State Standards Connections for 1st 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.
- L.1.5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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.

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 C: Students need to know that the expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.

Open Wide! Look Inside! 1st grade. This unit shows students what they can learn to infer what animals eat from the shape of their teeth.

Learning Objective connections:

Lessons 1, 2, 3 and 4: Provide examples of the shape of specialized animals' teeth or bills and the foods they eat (e.g. sharp teeth: eats meat; flat teeth: eats plants).

Lessons 5 and 6: Recognize that if the food an animal eats is not available, it may not be able to survive because many animals cannot change their diets; provide examples of human activities that could change the supplies of food for animals and make it difficult for them to survive.

VOCABULARY

beaver castor	A large, amphibious rodent of the genus <i>Castor</i> , having sharp incisors, webbed hind feet, and a flattened tail, noted for its ability to dam streams with trees, branches, etc.
bobcat gato montés	A small North American cat species with a barred and spotted coat and a short tail.
carnivore <u>carnívoro</u>	An animal that feeds on flesh.
coyote coyote	A wolf-like wild dog native to North America.
deer venado	A hoofed grazing or browsing animal, with branched bony antlers that are shed annually and typically borne only by the male.
herbivore <u>herbívoro</u>	An animal that feeds on plants.
omnivore omnívoro	An animal or person that eats food of both plant and animal origin.
prey presa	An animal that is hunted and killed by another for food.
raccoon mapache	a nocturnal carnivore, having a mask-like black stripe across the eyes, a sharp snout, and a bushy, ringed tail, native to North and Central America and introduced elsewhere for its valuable fur.
rodent roedor	A gnawing mammal of an order that includes rats, mice, squirrels, hamsters, porcupines, and their relatives, distinguished by strong constantly growing incisors and no canine teeth. They constitute the largest order of mammals.
skull cráneo	A framework of bone or cartilage enclosing the brain of a vertebrate; the skeleton of a person's or animal's head.
teeth dientes	One of the processes usually attached in a row to each jaw, serving for the apprehension and mastication of food, as weapons of attack or defense, etc.