

RANCHO EL CHORRO OUTDOOR SCHOOL

PARTS MATTER

1ST GRADE

Lesson Goal: To learn about three different habitats where plants and animals live and the different parts that help each organism to survive and thrive in its environment.

Learning Objectives:

- Students will identify various habitats where plants and animals live.
- Students will identify plant parts, insect parts, and bird parts.
- Students will understand human influences to these habitats and organisms.

ACTIVITIES:

1. Students will visit a creek habitat and study the parts of a sycamore tree.
2. Students will visit the pond habitat and study the parts of an insect.
3. Students will visit a grassland habitat and observe birds of prey up close to study their parts.

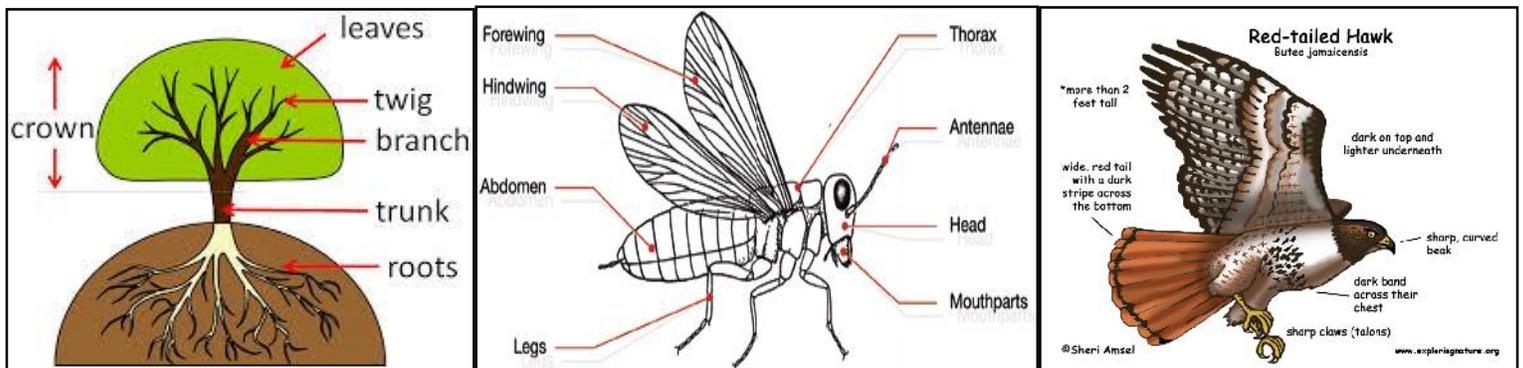
VOCABULARY

abdomen
creek
habitat
pond

aquatic
feather
head
reed

beak
feet
leaf
roots

branch
grassland
observe



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PARTS MATTER – 1st Grade

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>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K-2 build on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> 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>LS1.D: Information Processing</p> <ul style="list-style-type: none"> Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) 	<p>Structure and Function</p> <ul style="list-style-type: none"> The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)

Common Core State Standards connections, 1st grade:

Speaking and Listening Standards:

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

SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.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

1. Exchanging information and ideas. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

B. Interpretive. Expanding.

5. Listening Actively. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.

6. Reading/viewing closely. Describe ideas, phenomena (e.g. how earthworms eat), and text elements in greater detail based on understanding a variety of grade-level texts and viewing of multimedia with moderate support.

California's 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, 1st 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.

VOCABULARY

abdomen abdomen	The posterior section of the body of an arthropod, behind the thorax
aquatic acuático	An organism that lives solely or chiefly in or on the water.
beak pico	The bill of a bird.
branch rama	A division or subdivision of the stem or axis of a tree, shrub, or other plant.
creek arroyo	A small stream, often a shallow or intermittent tributary to a river.
feather pluma	One of the horny structures forming the principal covering of birds, consisting typically of a hard, tubular portion attached to the body and tapering into a thinner, stem-like portion bearing a series of slender, barbed processes that interlock to form a flat structure on each side.
feet pies	the terminal part of the leg, below the ankle joint, on which the body stands and moves.
grassland pradera	An area, as a prairie, in which the natural vegetation consists largely of perennial grasses, characteristic of sub-humid and semiarid climates.
habitat hábitat	The area or environment where an organism or ecological community normally lives or occurs.
head cabeza	The upper part of the body in humans, joined to the trunk by the neck, containing the brain, eyes, ears, nose, and mouth; the corresponding part of the body in other animals.
leaf hoja	One of the expanded, usually green organs borne by the stem of a plant.
observe observar	To see, watch, perceive, or notice.
pond charca	A still body of water smaller than a lake. A body of water, naturally or artificially confined, and usually of less extent than a lake.
reed caña	A tall, slender-leaved plant of the grass family that grows in water or on marshy ground.
roots raíces	a part of the body of a plant that develops, typically, from the radicle and grows downward into the soil, anchoring the plant and absorbing nutriment and moisture.
stems tallos	the stalk that supports a leaf, flower, or fruit.
thorax tórax	The part of the trunk in humans and higher vertebrates between the neck and the abdomen, containing the cavity, enclosed by the ribs, sternum, and certain vertebrae, in which the heart, lungs, etc., are situated; chest; a corresponding part in other animals.
trunk tronco	The main stem of a tree, as distinct from the branches and roots.
wings alas	Either of the two forelimbs of most birds and of bats, corresponding to the human arms, that are specialized for flight.