inquisitive

GRADE 1 · LIFE SCIENCES · FAST PATH

Unit: Structure, Function, and Information Processing

Lessons in unit: 8 · 24 days · 20–30 min sessions · ↳ Time-saving teaching move · ★ Checkpoint

1. How Useful!

PHENOMENON QUESTION
Can we name an animal by its body parts?

OUTCOME
I can point to an animal's body part and explain how the animal uses it to survive.

TIME
3 days · 20–30 min sessions
80 min total

DAY 1 · 30 MIN

- 5 MIN — Activity 1
  ↳ Partners point out the body-part clues; take two class responses.
- 15 MIN — Activity 2
  ↳ Model one hand shadow; partners make and describe shadows simultaneously. Are the students actually making the hand SHADOWS (where is the light source and screen for each pair of students?) Maybe have 2-3 students come to the board and make shadow puppet for class to describe?
- 10 MIN — Activity 3

DAY 2 · 30 MIN

- 10 MIN — Activity 4
- 5 MIN — Activity 5
  ↳ Partners explain the pictures simultaneously; sample two class answers.
- 15 MIN — Activity 6

DAY 3 · 20 MIN

- 15 MIN — Activity 7 · ★ Checkpoint
- 5 MIN — Activity 10

2. Plant Parts

PHENOMENON QUESTION
What makes a plant a plant?

OUTCOME
I can draw different parts of a plant.

TIME
3 days · 30 min per day
90 min total

DAY 4 · 30 MIN

- 20 MIN — Activity 1 If you can't go outside, maybe have a tray with different plants and plant parts for students to see and touch.
- 10 MIN — Activity 2

DAY 5 · 30 MIN

- 10 MIN — Activity 3
- 10 MIN — Activity 4
- 10 MIN — Activity 5

DAY 6 · 30 MIN

- 5 MIN — Activity 6
  ↳ Use a shared read-aloud and partner responses in place of group reports.
- 20 MIN — Activity 7 + Activity 8 · ★ Checkpoints
  ↳ Give both directions together; use brief labels.
- 5 MIN — Activity 11

3. Scaredy-Cat!

PHENOMENON QUESTION
What do different sounds make you do?

OUTCOME
I can tell how an animal uses one of its senses to respond to information from the environment.

TIME
3 days · 20 / 30 / 30 min
80 min total

DAY 7 · 20 MIN

- 10 MIN — Activity 1
- 10 MIN — Activity 2

DAY 8 · 30 MIN

- 10 MIN — Activity 3
- 15 MIN — Activity 4
- 5 MIN — Activity 5 · Part 1

DAY 9 · 30 MIN

- 10 MIN — Activity 5 · Part 2
- 15 MIN — Activity 6 · ★ Checkpoint Students may have a hard time getting started on this one. Have some pictures of different animals (including human) up where students can see to help get ideas.
- 5 MIN — Activity 9

4. Mimic Nature

PHENOMENON QUESTION
Could you swim better if you had duck feet?

OUTCOME
I can show how we mimicked the way a plant or animal uses its external parts to solve a human problem.

TIME
4 days · 30 min per day
120 min total

DAY 10 · 30 MIN

- 10 MIN — Activity 1
- 10 MIN — Activity 2
- 10 MIN — Activity 3

DAY 11 · 30 MIN

- 15 MIN — Activity 4
- 10 MIN — Activity 5
- 5 MIN — Activity 6
  ↳ Use the two source problems; stop before each student selects a problem. Tell students that for the next class, they will be asked to think of a problem they can solve,

DAY 12 · 30 MIN

PREP Set out shared material samples.

- 5 MIN — Activity 6 · continued
  Continue with each student's choice.
- 6 MIN — Activity 7 · Part 1 · ★ Checkpoint
- 5 MIN — Activity 7 · Part 2 · ★ Checkpoint
- 14 MIN — Activity 7 · Part 3 · ★ Checkpoint

DAY 13 · 30 MIN

PREP Set out the same shared materials students chose from on Day 12.

- 25 MIN — Activity 8
  ↳ Students collect from shared containers. Partners share and guess simultaneously.
- 5 MIN — Activity 11

5. Offspring

PHENOMENON QUESTION
How do parents help their babies survive?

OUTCOME
I can describe the way an animal's parent's behavior helps its offspring survive.

TIME
3 days · 20–30 min sessions
75 min total

DAY 14 · 30 MIN	DAY 15 · 25 MIN	DAY 16 · 20 MIN
10 MIN Activity 1	15 MIN Activity 4	15 MIN Activity 6 · ★ Checkpoint
10 MIN Activity 2	10 MIN Activity 5	5 MIN Activity 9
10 MIN Activity 3		

6. Are We Alike?

PHENOMENON QUESTION
How do babies look like their parents?

OUTCOME
I can show what is the same and what is different between an animal parent and its offspring.

TIME
3 days · 25–30 min sessions
85 min total

DAY 17 · 30 MIN	DAY 18 · 30 MIN	DAY 19 · 25 MIN
10 MIN Activity 1	10 MIN Activity 4	10 MIN Activity 7 · ★ Checkpoint
10 MIN Activity 2	10 MIN Activity 5	15 MIN Activity 8
10 MIN Activity 3	10 MIN Activity 6	

7. Plants Have Parents Too

PHENOMENON QUESTION
Do plants have moms and dads?

OUTCOME
I can show what is the same and what is different between a plant parent and its offspring.

TIME
3 days · 20–25 min sessions
65 min total

DAY 20 · 20 MIN	DAY 21 · 20 MIN	DAY 22 · 25 MIN
10 MIN Activity 1	10 MIN Activity 3 I think you could move this to day 1 and add 5 minutes	10 MIN Activity 5 I would move activity 5 and 6 to day 2 and make it 30 minutes.
10 MIN Activity 2	10 MIN Activity 4	15 MIN Activity 6 · ★ Checkpoint

8. Same But Different

PHENOMENON QUESTION
Do all tigers look the same?

OUTCOME
I can describe how offspring from the same parents look similar, but not exactly the same as each other.

TIME
2 days · 25 / 30 min
55 min total
Assessment: Anchor Maps and Autogradable Summative Assessments are not included within this pacing guide.

DAY 23 · 25 MIN	DAY 24 · 30 MIN 18-20 minutes
10 MIN Activity 1	5 MIN Activity 3 · continued Continue with where the apples come from. This is activity 4.
10 MIN Activity 2	10 MIN Activity 4 This can be deleted.
5 MIN Activity 3 Stop after observing the apple photo.	15 MIN Activity 5 · ★ Checkpoint