

Organisms



TEKS:

1.2 Develop abilities necessary to do scientific inquiry in the field and classroom. The student is expected to:

- a. **ask** questions about organisms, objects, and events;
- c. **gather** information using simple equipment and tools to extend the senses;
- e. **communicate** explanations about investigations.

1.4 Organisms and objects and parts of organisms and objects can be observed, described, and measured.

The student is expected to:

- b. **record** and **compare** collected information.

1.5 Organisms, objects, and events have properties and patterns. The student is expected to:

- a. **sort** objects and events based on properties and patterns; and
- b. **identify, predict,** and **create** patterns including those seen in charts, graphs, and numbers.

1.6 Systems have parts and are composed of organisms and objects. The student is expected to:

- a. **sort** organisms and objects according to their parts and characteristics;
- b. **observe** and **describe** the parts of plants and animals;
- d. **identify** parts that when put together, can do things they cannot do by themselves, such as a working camera with film, a car moving with a motor, and an airplane flying with fuel.

1.7 Many types of change occur. The student is expected to:

- a. **observe, measure** and **record** changes in size, mass, color, position, quantity, sound, and movement;
- b. **identify** and **test** ways that heat may cause change such as when ice melts;
- d. **observe** and **record** changes in the life cycle of organisms.

1.8 Distinguish between living organisms and nonliving objects. The student is expected to:

- a. **group** living organisms and nonliving objects; and
- b. **compare** living organisms and nonliving objects.

1.9 Living organisms have basic needs. The student is expected to:

- a. **identify** characteristics of living organisms that allow their basic needs to be met; and
- b. **compare** and **give** examples of the ways living organisms depend on each other for their basic needs.

1.10 The natural world includes rocks, soil, and water. The student is expected to:

- a. **identify** and **describe** a variety of natural sources of water including streams, lakes, and oceans;
- c. **identify** how rocks, soil, and water are used and how they can be recycled.

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Teaching Time Line

Day	Lesson Title	Thinking Map	Sessions time	Instructional Method
1	Inventory, report any missing materials Live Materials will arrive 1 week after kit		45 min. prep. time	Teacher
2	1. Sharing What We Know about Organisms	Circle	30 min.	Whole group
3	2. Observing and Describing Seeds	Tree	40 min.	Whole group
4	3. Planting Our Seeds	Flow	30 min.	Whole group
5	6. How Have Our Seeds Changed? (out of order to allow for seed growth)	Double Bubble	40 min.	Whole group
6	4. Observing Woodland Plants	Circle	30 min.	Center
7	5. Observing Freshwater Plants	Circle	30 min.	Center
8	7. Observing Freshwater Snails	Bubble	30 min.	Center w/class discussion
9	8. Observing Guppies: How Do They Compare with the Snails?	Double Bubble	30 min.	Center w/class discussion
10	9. Observing Pill Bugs	Bubble	30 min.	Center w/ class discussion
11	10. Observing Bess Beetles or Millipedes: How Do They Compare with the Pill Bugs?	Double Bubble	40 min.	Center w/class discussion
12	11. What's Happening in the Aquarium?	Circle	30 min.	Center
13	12. What's Happening in the Terrarium?	Circle	30 min.	Center
14	13. Freshwater and Woodland Plants: How Do They Compare? + Reading Selection (Four Amazing Plants)	Double Bubble, Tree	30 min.	Center/ plant wheels
15	14. Freshwater and Woodland Animals: How Do They Compare?	Double Bubble, Tree	30 min.	Center
16	15. How are our plants and animals alike and different? + Reading Selection (A Crocodile Comes to the Zoo)	Double Bubble	40 min.	Center
17	16. Taking A Look at Ourselves	Double Bubble, Tree	40 min.	Whole Group
18-22	Review, ASSESS , Reteach as Needed			