

Monday April 13	Tuesday April 14	Wednesday April 15	Thursday April 16	Friday April 17
Objective: Sort and classify living and nonliving things based upon if they have basic needs to live. Overview: Students will compare items in their house and outside to see what are living and nonliving things.	Objective: Identify and compare the parts of a plant. Overview: Students will compare two different plants parts (vegetables work too for this activity) and create a chart.	Objective: Investigate how the body parts of an animal are related. Overview: Students will think of different animals move and act out the ways they can move.	Objective: Compare that young look like their parents. Overview: Students will look at pictures of animals and their babies and compare the similarities and differences.	Objective: Observe and record the life cycle of a fish. Overview: Students will look at a picture of a life cycle and create their own cycle to understand each stage.
Monday April 20	Tuesday April 21	Wednesday April 22	Thursday April 23	Friday April 24
Objective: Observe and record changes in animal life cycles. Overview: Students will observe pictures of their parents or guardian as a baby, child and teenager and compare the similarities and differences through the stages.	Objective: Given the Sun, create a simple plant food chain. Overview: Students will create a plant food chain to understand the importance of the Sun in a food chain.	Objective: Given a set of organisms and the Sun, the students will be able to create a simple food chain. Overview: Students will complete their plant food chain from yesterday by adding animals.	Objective: Analyze and record examples of how living organisms depend on one another. Overview: Students will think and discuss the different parts of animals and compare how they are the same and how they are different.	Objective: Connect caring for pets and plants to animal independence. Overview: Students will connect the understanding of how we care for pets and plants can be connected to how animals and plants depend on each other.

Monday – 30 minutes

Activity / Task

Living and Nonliving Things

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day9>

Objective: Sort and classify living and nonliving things based upon whether they have basic needs.

Think About It!

What is the difference between living and nonliving things? *If you can, talk about this with someone in your home.*

Do It!

What you need:

- an environment (indoor or outdoor)
- magazines, newspaper or objects/images from a nature walk
- science notebook, paper or construction paper
- scissors
- glue



Image by Petra Faltermaier from Pixabay

What to do:

- **Observe** and **record** observations of objects in your environment.
- **Predict** which objects are living and which objects are nonliving.
- From those objects predicting as living, **identify** what they need to stay alive.
- **Think:** *Is this a living organism or a nonliving object? How do we know? What do you think this living organism needs to live?*

Note: Do not complete this investigation in an environment you are unfamiliar with.

Understand It!

Living organisms and nonliving objects are classified by their characteristics. Living things have basic needs for survival



Anchor Chart by HISD Curriculum using Marker

Apply It!

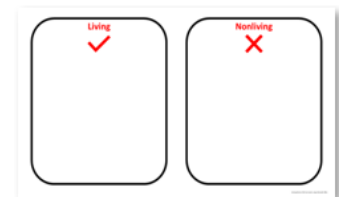
Cut out magazine or newspaper pictures and sort objects by living or nonliving. Create a sorting mat like the example shown. Images from the environment nature walk can also be drawn if magazines or newspapers are unavailable.

Journal Entry: What is the difference between living and nonliving things? What are the basic needs of living things?

-A _____ is living because it _____.

-A _____ is nonliving because it _____.

-Living things need _____ to survive.



Sorting Mat by HISD Curriculum using Microsoft Office

Resources

[Guided Activity using Google Slides](#)

Tuesday – 30 minutes

Activity / Task

Compare Parts of Plants

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day010>

Objective: Given plant samples, identify and compare parts of the plants.

Think About It!

What are the parts of plants? How are some plant parts alike? How are some parts different? *If you can, talk about this with someone in your home.*

Do It!

What you need:

- at least two different plants or plant parts (vegetables will work)
- science notebook, paper or construction paper
- pencils, crayons or markers
- glue
- scissors

What to do:

Find two plants **or** two of the same plant parts

- **Observe** plant parts
- **Identify** the parts of plants
- **Compare** plant parts

Understand It!

Plants have parts with special roles or jobs. Parts might look different from plant to plant. However, the role of each part is the same.

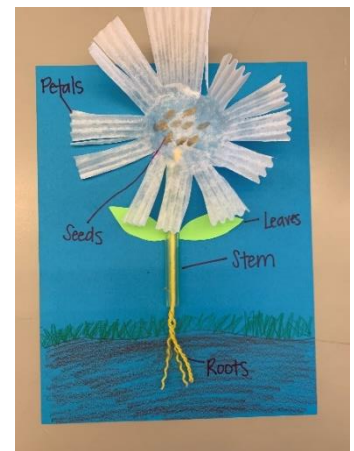
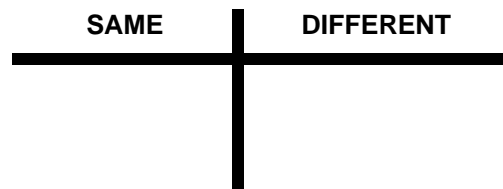
Apply It!

Journal entry:

What are the parts of a plant?

How are some plant parts alike? How are some parts different?

In your science notebook, glue down a sample part from each plant. Using a T-chart (see example), compare the two parts from both plants.



Flower Model by HISD Curriculum using Mixed Media

Resources

[Guided Activity using Google Slides](#)

Wednesday – 30 minutes

Activity / Task

How do animal body parts help them to move?

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day11>

Objective: Investigate how the body parts of an animal are related to how it moves.

Think About It!

How do the body parts of an animal give us clues about how it moves? *If you can, talk about this with someone in your home.*

Do It!

What you need:

- Space to move around
- Science notebook or a sheet of paper
- Pencil
- Crayons or markers

What to do:

- **Write** down the names of 5 animals you have seen.
- **Think:** *How do they look? How do they move?*
- **Choose** 3 of your animals.
- **Pretend** you are one of your animals.
- **Act/move** as if you are that animal. Repeat for each animal.

Understand It!

Animals have body parts, such as wings, flippers, hooves, or paws that help them move. Birds have wings covered with feathers that enable them to fly. Fish have fins that help them to swim.



Image by [analogicus](#) from [Pixabay](#)



Image by [Capri23auto](#) from [Pixabay](#)

Apply It!

Journal Entry: What is your favorite animal? How does it move? Draw a picture of your favorite animal in your science notebook or on a sheet of paper. Use the sentence stems to help you explain.

My favorite animal is _____.

My favorite animal uses _____ to move.

Resources

[Guided Activity using Google Slides](#)

Thursday – 30 minutes

Activity / Task

Compare Young Animals to their Parents

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day12>

Objective: Compare ways that young animals look like their parents.

Think About It!

In what ways do baby animals look like their parents? *If you can, talk about this with someone in your home.*

Do It!

What you need:

- Pictures of young animals and their parents (provided below)
- Science notebook or a sheet of paper
- Pencil
- Crayons or markers

How do baby animals look like their parents?		
Animal	Similar	Different
Horse	Brown Four legs Tail	Small

What to do:

- **Look** at the pictures of the young animals and their parents.
- **Think:** *In what ways do the young animals look like their parents? In what ways do the young animals look different from their parents?*
- **Draw** a chart like the one above in your science notebook or on a sheet of paper.
- **List** ways in which the parents and their young are the same and different.

Understand It!

Many young animals look similar to or like their parents. They may be the same color or have the same type of body shape as their parent. Other animals look very different than their parents. The parent may have wings and the baby animal may not have wings, yet.



Image by [Free-Photos](#) from [Pixabay](#)



Image by [skeeze](#) from [Pixabay](#)



Image by [Siggy Nowak](#) from [Pixabay](#)

Apply It!

Journal Entry: In your science notebook, draw a picture of one of the baby animals and its parent, from the images above, or choose your own animal. Use the sentence stems to help you explain.

I drew a picture of _____.

My baby animal is like its parent because _____.

My baby animal is different than its parent because _____.

Resources

[Guided Activity using Google Slides](#)

Friday – 30 minutes

Activity / Task

Life Cycle of a Fish

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day13>

Objective: Observe and record the life cycle of a fish.

Think About It!

How does a baby animal (fish) grow and change into an adult animal? *If you can, talk about this with someone in your home.*

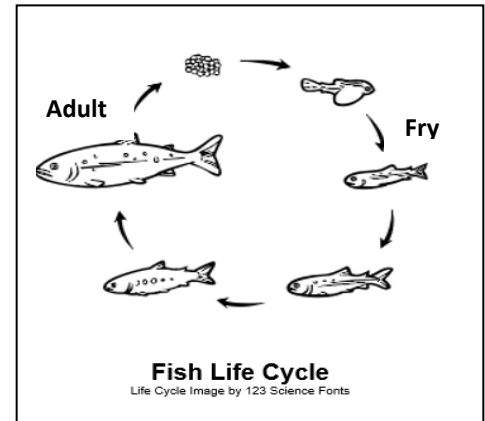
Do It!

What you need:

- Science notebook or a sheet of paper
- Pencil
- Crayons or markers
- Picture of the life cycle of a fish

What to do:

- **Look** at the picture of the life cycle of the fish.
- **Draw** a picture of each stage of the life cycle of the fish.
- **Label** these three stages (egg, fry, adult).



Understand It!

Animals grow and change over time. The way animals grow and change is called a life cycle. Animals also grow and change in stages. Fish go through many stages as they grow and change into adults. Most fish go through seven stages: **egg**, **larvae**, **fry**, **juvenile smolt**, **adult**, and **spawn**. We are going to focus on the **egg**, **fry** and **adult** stages of the life cycle of a fish.

Egg



Image by [granda](#) from [Pixabay](#)

Fry



Image by [Free-Photos](#) from [Pixabay](#)

Adult



Image by [Pexels](#) from [Pixabay](#)

Apply It!

Journal Entry: In your science notebook or on a sheet of paper, complete the following sentence stems to help you explain the life cycle of a fish.

Fish begin their life cycle as an _____.

The next stage in the life cycle is the _____ stage.

The last stage in the life cycle of a fish is the _____ stage.

Resources

[Guided Activity using Google Slides](#)

Monday – 30 minutes

Activity / Task

Animal Life Cycles

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day14>

Objective: Observe and record changes in animal life cycles.

Think About It!

What can we notice about the life cycles of animals? If you can, talk about this with someone in your home.

Do It!

What you need:

- Photos of you and your parents or guardian as a baby, child, teenager, and adult
- Chicken life cycle diagram (included in lesson)
- Science notebook or paper
- Pencil

What to do:

- **Use** a sheet of paper to draw the table on the right.
- **Look** around your home for photos of you and your parents at different ages. Ask someone to help you.
- **Observe** the photos. Put the photos in order from youngest (stage 1) to oldest (stage 4).
- **Discuss** how your baby photos look similar or different than the adult photos.

Stage 1	Stage 2	Stage 3	Stage 4

Understand It!

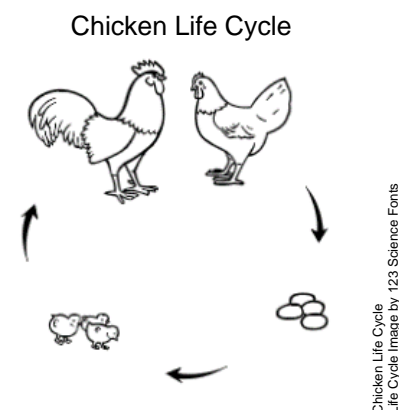
A life cycle is all the stages of the life of an organism. Life cycle stages are the ways in which an organism grows. The chicken has three life cycle stages: **egg**, **chick**, and **adult**. The adult chicken has an egg and the cycle begins over again.

Apply It!

Journal Entry: Observe the chicken diagram. Use the diagram to help you draw and label the life cycle stages in your notebook or on a sheet of paper.

In your science notebook or on a sheet of paper, write what you learned about the life cycle of a chicken. Complete the following sentence stems to help you explain.

A _____ starts its life inside an _____.
 The next stage of a _____ life cycle is _____.
 In the adult stage of a _____ life cycle, it has an _____.



Resources

[Guided activity using Google Slides](#)

Tuesday – 30 minutes

Activity / Task

Food Chains - Plants

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day15>

Objective: Given the Sun, create a simple plant food chain.

Think About It!

What is a food chain? How does a plant get energy in a food chain? *If you can, talk about this with someone in your home.*

Do It!

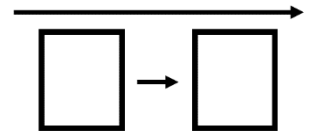
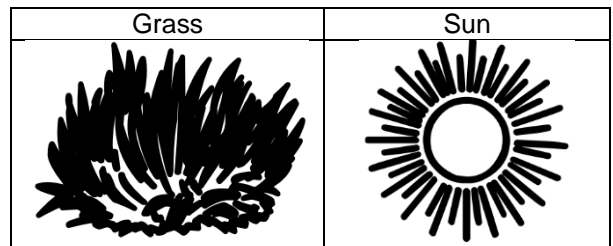
What you need:

- Pencil, crayons or markers
- Science notebook, paper or construction paper
- Plant or plant part

What to do:

Use the flow chart to sequence the Sun and grass in a simple food chain. Draw pictures of the grass and Sun and place in order on the chart.

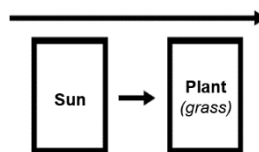
- **Identify** the Sun as the beginning of all food chains.
- **Sequence** a simple plant food chain.
- **Investigate** what happens when a plant does not get Sunlight.



Graphic Organizer by HISD
Curriculum using Microsoft Office

Understand It!

Living organisms depend on each other and on their environment to survive. Plants depend on the Sun for food energy. The food chain represents the flow of energy from the Sun.



Graphic Organizer by HISD
Curriculum using Microsoft Office

Apply It!

Take a plant or plant part. Draw a “before” picture of the plant in your science notebook. Place it in a dark place within your home (such as a cabinet, shoebox or closet). Investigate how plants depend on the Sun for energy. On Friday (April 24th), remove your plant from the dark location and draw an “after” picture of the plant in your science notebook.

Journal Entry: What is a food chain? How does a plant get energy in a food chain?

Example:

A food chain is . . .

Plants get energy from the _____.

Resources

[Guided Activity using Google Slides](#)

Wednesday – 30 minutes

Activity / Task

Food Chains – Plants and Animals

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day16>

Objective: Given a set of organisms and the Sun, students will be able to create a simple food chain.

Think About It!

In what ways do animals and plants depend on each other? Describe how living things get energy from one another in a food chain. *If you can, talk about this with someone in your home.*

Do It!

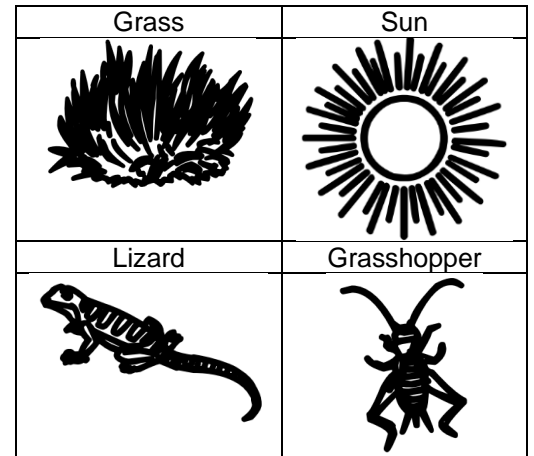
What you need:

- pencil, crayons or markers
- science notebook, paper or construction paper

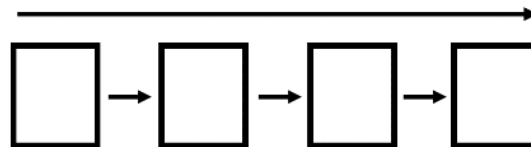
What to do:

Add on to your food chain from yesterday. Use the pictures to sequence the Sun, grass, grasshopper and lizard in a simple food chain. Draw the pictures on a flow chart and place in order.

- **Identify** the Sun as the start of all food chains.
- **Order** a simple food chain.
- **Find** your notebook to add on to your food chain from yesterday. Draw the pictures in the correct order in your science notebook.



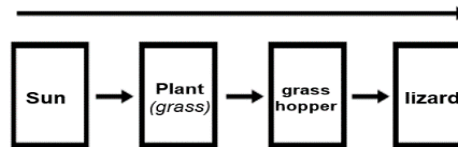
Organism Images by 123 Science Fonts



Graphic Organizer by HISD Curriculum using Microsoft Office

Understand It!

Living organisms depend on each other and on their environment to survive. Plants depend on the Sun for food energy. Animals depend on plants and each other for food energy. The food chain represents the flow of energy from the Sun.



Graphic Organizer by HISD Curriculum using Microsoft Office

Apply It!

If we added a snake to this food chain, where do you think a snake would go? Draw in a snake to the food chain.

Journal Entry: In what ways do animals and plants depend on each other? Describe how living things get energy from one another in a food chain.

In this food chain, the _____ gets energy from the _____ by

Resources

[Guided Activity using Google Slides](#)

Thursday – 30 minutes

Activity / Task

Living Organisms Depend on Each Other

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day17>

Objective: Analyze and record examples of how living organisms depend on one another.

Think About It!

How do living organisms depend on each other? If you can, talk about this with someone in your home.

Do It!

What you need:

- Outdoor space, such as your yard or nearby playground
- Science notebook or paper
- Pencil or coloring pencils

What to do:

- **Draw** the table on the right.
- **Go** on a nature walk around your home (keep a safe distance away from others).
- **Observe** animals using plants for shelter.
- **Observe** animals using living organisms for food.
- **Observe** the image to the right if you cannot go outside.
- **Draw** your observations. Write to tell about your drawings.

Understand It!

Plants and animals depend on living organisms in many ways.

Animals depend on plants and other animals for food. Many animals depend on plants for shelter.

How do living organisms depend on each other?

Draw it	Write about it

Created by HISD Curriculum using Microsoft Office



Image by [olcay.ertem](#) from Pixabay



Image by 985645 from Pixabay

The picture above shows a bird eating the seeds of a Sunflower. Some of the seeds drop to the ground to eventually become new Sunflower plants. The Sunflower and bird depend on each other.

Apply It!

Journal Entry: Think about how living organisms help each other. In the photo above, the bird helps the flower grow new plants. The plant gives the bird food.

In your science notebook or on a sheet of paper, write what you learned from your nature walk.

Complete the following sentence stems to help you explain.

The ____ gives the ____ _____. The ____ helps the ____ _____.

Resources

[Guided activity using Google Slides](#)

Friday – 30 minutes

Activity / Task

Human Interactions with Organisms

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day18>

Objective: Connect caring for pets and plants to animal interdependence.

Think About It!

How does a pet depend on its owner to take care of it? How do plants depend on people to take care of them? If you can, talk about this with someone in your home.

Do It!

What you need:

- A cup
- A spoon
- Water
- A plant inside or outside of your home
- Science notebook and pencil



Image by Akiroq Brost from Pixabay

What to do:

- **Fill** the spoon with water.
- **Pour** the water in the cup.
- **Pour** nine (9) more spoons of water in the cup.
- **Find** a plant inside or outside of your home (keep a safe distance away from others).
- **Pour** the cup of water on the soil to water the plant.

Understand It!

Plants and animals, sometimes, depend on humans to get what they need. Animals can be pets. Pets need food, water, and shelter. People care for pets and give them what they need. Plants need water and nutrients. People care for plants and give them what they need.

Aquarium

Apply It!

Journal Entry:

The image to the left shows an aquarium.

In your science notebook or a sheet of paper, draw the aquarium. Write the names of all the living organisms that you see. Describe what a person must do to care for the living organisms in the aquarium. Use the sentence stem to help you explain.



OpenClipart-Vectors from Pixabay

To care for the _____ in the aquarium, a person must

Drawing

Organisms that you see

	<p style="text-align: center;">Conclude “Plant Needs” Investigation</p> <p>What you need:</p> <ul style="list-style-type: none"> • Pencil, crayons, or markers • Science notebook or paper • Plant or plant part from Tuesday <p>What to do:</p> <ul style="list-style-type: none"> • Think about Tuesday’s lesson: “Food Chains – Plants” • Investigate what happens when a plant does not get Sunlight. • Remove your plant or plant part from your dark location (such as a cabinet, shoebox or closet). • Draw your “after” picture of the plant in your science notebook. • Think and Discuss: <i>Do you think plants need and depend on light?</i> If you can, talk about this with someone in your home. <table border="1" data-bbox="1094 506 1511 726"> <thead> <tr> <th data-bbox="1094 506 1304 569">Plant Drawing Before</th><th data-bbox="1304 506 1511 569">Plant Drawing After</th></tr> </thead> <tbody> <tr> <td data-bbox="1094 569 1304 726"></td><td data-bbox="1304 569 1511 726"></td></tr> </tbody> </table>	Plant Drawing Before	Plant Drawing After		
Plant Drawing Before	Plant Drawing After				
Resources	Guided activity using Google Slides				