

Monday May 11	Tuesday May 12	Wednesday May 13	Thursday May 14	Friday May 15
Objective: Understand why it is important to conserve water and explain how to solve water waste problems. Overview: Students will observe water usage at home to identify ways to conserve water.	Objective: Identify and learn how to reuse items and materials. Overview: Students will make a list of objects identified as reusable and generate ideas for reuse.	Objective: Identify plants as living things that have basic needs. Overview: Students will observe a pond picture and identify the needs and characteristics of a Water Lilly.	Objective: Identify that animals are living and have basic needs. Overview: Students will observe animals outside of their home and list their observations.	Objective: Identify nonliving things in an environment. Overview: Students will go on a nature walk and identify nonliving objects they find.
Monday May 18	Tuesday May 19	Wednesday May 20	Thursday May 21	Friday May 22
Objective: Compare the characteristics of living and nonliving things. Overview: Students will compare the characteristics of a living duck and a plastic duck.	Objective: Observe and gather evidence of living to living interactions. Overview: Students will reflect on the different ways a pet depends on its humans.	Objective: Use a graphic organizer, pictures, and words to record and organize examples of animal to plant interactions. Overview: Students will reflect and identify the different parts of a plant that animals eat.	Objective: Observe and gather evidence of animal to animal interactions. Overview: Students will create a book that showcases examples of living organisms depending on each other.	Objective: Create a simple food chain. Overview: Students will identify and order organisms in a food chain. Then, they will describe how the organisms in a food chain depend on each other.

Monday – 30 minutes

Activity / Task

Conservation of Water

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day29>

Objective: Understand why it is important to conserve water and explain how to solve water waste problems.

Think About It!

Why is it important to conserve water? *If you can, talk about this with someone in your home.*

Do It!

What you need:

- Timer (or other time taking device)
- Science notebook or sheet of paper
- Pencils or crayons

What to do:

- **Observe** water usage in your home for one day; including how much water is used
- **Identify** and **record** water waste problems, including an estimate of time.
- **Explain** how to solve water waste problems by **conserving** or **reducing** use.

Understand It!

Conservation is to preserve (save) and protect resources. It is important to **conserve** our natural resources. To help conserve, we should learn to use less or **reduce**.



Image by Sarah Richter from Pixabay



Image by Henryk Niestrój from Pixabay

Apply It!

Journal Entry: List wasteful water behavior in your home. Explain how you and your family can conserve, or reduce, water usage.

Play the thumbs up thumbs down game as a quick assessment to determine if you can recognize the difference between conserving water and wasteful water behavior. Read examples and show a thumbs up or down.

- Leaving the water running when you are finished taking a shower.
- Turning off the water faucet when finished brushing your teeth.

Way to Conserve	Wasteful Behavior

Table by HISD Curriculum using Microsoft Office and Clipart

Resources

[Guided activity using Google Slides](#)

Tuesday – 30 minutes

Activity / Task

Reusing Resources

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day30>

Objective: Identify and learn how to reuse items and materials.

Think About It!

What are some ways we can reuse items and materials made from natural resources? *If you can, talk about this with someone in your home.*

Do It!

What you need:

- Items/materials typically thrown away in your house
- Science notebook or a sheet of paper
- Pencil and crayons

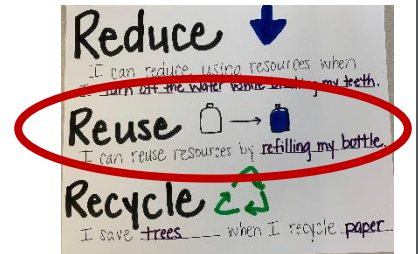
What to do:

- **Make** a list of items around the house that you usually throw away.
- **Identify** which of these items can be reused.
- Select 2 items and **explain** how you plan to reuse them.

Caution: If digging through trash, only use trash cans within your home. Use gloves and avoid sharp objects.

Understand It!

It is important to reuse items and materials made from natural resources found in our home. To **reuse** is to repurpose a natural resource in a new way.



Anchor Chart by HISD Curriculum using Marker



Image by ClassicallyPrinted from Pixabay

Apply It!

Journal Entry: Answer the following questions-

*What are some materials typically thrown away at home that can be reused?
How can you reuse, or repurpose, these items?*

Use these sentence stems:

At home, we normally throw away

We can reuse _____ for

Resources

[Guided activity using Google Slides](#)

Wednesday – 30 minutes

Activity / Task

Plants have basic needs and are living things

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day31>

Objective: In a pond ecosystem, I can identify plants as living things and having basic needs.

Think About It!

Are the plants in this pond ecosystem living? If so, what are their basic needs? *If you can, talk about this with someone in your home.*

Do It!

What you need:

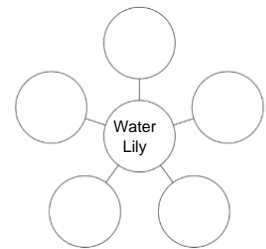
- Science notebook or a piece of paper
- Pencil or crayons
- Picture of pond ecosystem (attached)



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What to do:

- **Copy** the bubble chart into your science notebook.
- **Observe** the pond ecosystem picture (attached).
- **Describe** the needs of the Water Lily that will help it grow.
- **Record** each need on the bubble chart.
- **Determine** if the Water Lily is living.



Understand It!

Plants are living organisms with basic needs. These needs typically include **food**, **water**, **air**, and **space** to live and grow.

- **Air**, **water**, and **light** help plants make their own food.
- **Nutrients from the soil** help keep the plant healthy.
- **Space** gives the plant enough room to grow.



Anchor Chart by HISD Curriculum using Marker

Apply It!

Journal Entry: Write about the basic needs of plants.

The Water Lily is _____ (living or nonliving)

The Water Lily needs _____ for _____.

The Water Lily needs _____ for _____.

The Water Lily needs _____ for _____.

Resources

[Guided activity using Google Slides](#)



Thursday – 30 minutes

Activity / Task

Living animals have basic needs and are living things

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day32>

Objective: Identify that animals are living and have basic needs.

Think About It!

What do all living things need? If you can, discuss this question and share your thinking with someone in your home.

Do It!

What you need:

- Science notebook or a sheet of paper
- Pencil
- Crayons or markers
- Outdoor space



Image by Alicia from Pixabay

What to do:

- **Go** outside or **look** out of your window. **Safety tip:** Keep a safe distance from others.
- **Think:** What animals do you see? What are the animals doing? Where do the animals live?
- **List** the animals that you see.
- **Draw** a picture of 2 of the animals that you see.
- **Label** the names of the animals that you drew.

Understand It!

Animals are living things. To survive, all living things have basic needs. These basic needs include food, water, air and a place to live (shelter). Animals need food to eat and water to drink. Animals also need air to breathe and a place to live (shelter). Like us, animals have the same basic needs. While we can go to the store to buy food, animals must depend on their environment for food to eat and for a place to live (shelter).

Birds live in a nest (shelter).



by Orléan from Pixabay

Giraffes eat leaves (food).



Image by annca from Pixabay

Apply It!

Journal Entry: What do animals need to survive? In your science notebook, use the sentence stems to help you explain what animals need to survive.

Animals need _____ to eat.

Animals need _____ to breathe.

Animals need a place to _____.

Resources

[Guided activity using Google Slides](#)



Friday – 30 minutes

Activity / Task

Identify nonliving things

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day33>

Objective: Identify nonliving things in an environment.

Think About It!

Brainstorm the meaning of the word nonliving. What does it mean? If you can, discuss this question and share your thinking with someone in your home.

Do It!

What you need:

- Science notebook or a sheet or paper
- Pencil
- Crayons or markers
- Outdoor space (optional)
- Pictures (included)

Nonliving

- 1.
- 2.
- 3.
- 4.
- 5.

What to do:

- **Go** on a nature walk or **look** out of the window. **Safety tip:** Keep a safe distance from others.
- **Think:** What nonliving things do you see? How do they look? How do you know that these things are nonliving?
- **List** 5 nonliving things in your notebook.
- **Draw** and **label** 3 nonliving things in your notebook.

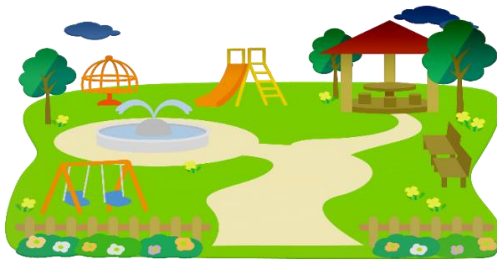


Image by Annalise Batista from Pixabay



Image by Debi Brady from Pixabay

Understand It!

Some of the objects in the park, like the cat and the trees, are living. The other objects are nonliving. If something is not alive, it is nonliving. Nonliving things do not need **air**, **food**, **water** or **shelter**. The sidewalk, soil, and fence are nonliving.

Apply It!

Play a guessing game. Choose one of your pictures. Describe a nonliving object to someone in your home. Do not say the name of the object. The game ends when they guess the name of your object.

Journal Entry: What does it mean to be nonliving? Use the sentence stems to help you explain.

Nonliving things do not need _____, _____, _____ or _____.

A slide and a rock are Living Nonliving (Color in your answer)

Resources

[Guided activity using Google Slides](#)

Monday – 30 minutes

Activity / Task

Compare living versus nonliving

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day34>

Objective: Compare the characteristics of living and nonliving things.

Think About It!

What is the difference between living and nonliving things? If you can, discuss this question and share your thinking with someone in your home.

Do It!

What you need:

- Science notebook or a sheet of paper
- Pencil
- Crayons or markers
- Pictures (included)

What to do:

- **Look** at the pictures of the ducks.
- **Think:** Is it a living organism or a nonliving object? What are some characteristics of the Real (living) duck? What are some characteristics of the toy (nonliving) duck?
- **Compare** the images of the ducks.
- **Draw** a diagram like the one above.
- **List** the similarities and the differences

Real Duck (Living)	Both Ducks	Toy Duck (Nonliving)
•	•	•
•	•	•
•	•	•
•	•	•

How are the real duck and the toy duck the same?
How are they different?

Understand It!

Think back to what you learned about living things and their basic needs. Living things need air, food, water, and shelter to survive. Living things are alive. They eat, move, grow, and reproduce. Nonliving things do not eat, do not move on their own, do not grow, and they do not reproduce. Nonliving things do not have basic needs and they are not alive.

Toy Duck (Nonliving)



Image by MirelaSchenk from Pixabay

Real Duck (Living)



Image by Robert Balog from Pixabay

Apply It!

Journal Entry: How are living things different than nonliving things? Use the sentence stems to help you explain.

Living things are _____.

Living things need _____, _____, _____, and _____.

Nonliving things are not _____.

Nonliving things do not have basic _____.

Resources

[Guided activity using Google Slides](#)

Tuesday – 30 minutes

Activity / Task

Living Organisms Depend on Each Other

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day35>

Objective: Observe and gather evidence of living to living interactions.

Think About It!

How do living organisms depend on each other to get what they need? If you can, discuss this question and share your thinking with someone in your home.

Do It!

What you need:

- Science notebook or sheet of paper
- 1 Sheet of paper to make a book
- Pencil or crayons
- *People Caring for their Pets* pictures (on the right)

What to do:

- **Observe** the images of the pets (*People Caring for their Pets*).
- **Think:** How does the pet depend on the owner? What does the pet need? What does the owner give to the pet?
- **Think:** What might the owner need that the pet can give?
- **Use** a sheet of paper to draw a picture of you with a pet.
- **Write** ways that you and the pet might depend on each other.

Understand It!

Living organisms, such as people, animals, and plants depend on each other to get what they need. Plants and animals depend on people. People give pets food, water, and shelter. People give plants water and nutrients. People depend on other organisms. Pets give people love and friendship. Plants give people clean air to breath. People who care for other people are called care givers.

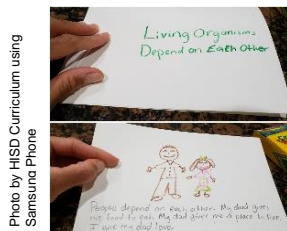


Photo by HISD Curriculum using Samsung Phone

Apply It!

Journal Entry: Make a *Living Organisms* book by folding a blank sheet of paper in half. On the front cover, write the words: *Living Organisms Depend on Each Other*. On the other side of the cover, draw a picture of you and your care giver. Use the sentence stems to explain how you and your care giver depend on each other.

People depend on each other. My _____ gives me food to eat. My _____ gives me a place to live. I give my _____ love.

People Caring for their Pets



Photo by Bonnie Kittle on Unsplash



Image by Thomas B. from Pixabay



Photo by Marthin Brinks on Unsplash



Photo by Terricks Noah on Unsplash

Resources

[Guided activity using Google Slides](#)

Wednesday – 30 minutes

Activity / Task

Animals Depend on Plants for Food

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day36>

Objective: Use a graphic organizer, pictures, and words to record and organize examples of animal to plant interactions.

Think About It!

What are some examples of animals depending on plants for food? If you can, discuss this question and share your thinking with someone in your home.

Do It!

What you need:

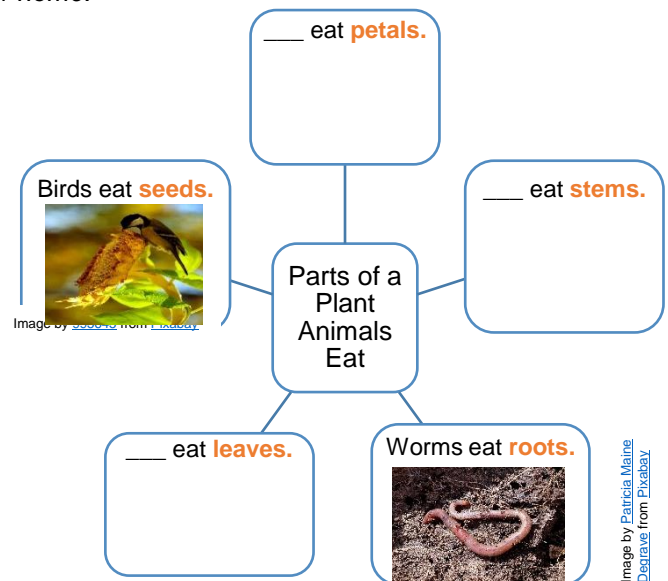
- Science notebook
- Pencil or crayons
- Your data table from the nature walk – How do living organisms depend on each other? if you have it (Day 17)

How do living organisms depend on each other?	
Draw it	Write about it

- *Living Organisms* book from yesterday's lesson

What to do:

- **Think** about a time you went on a nature walk to observe animals eating plants.
- **Think** about the parts of a plant.
- **Think:** In what ways might animals use plant parts for food?
- **Draw** the graphic organizer – *Parts of a Plant Animals Eat*.
- **Choose** one plant part from the graphic organizer.
- **Draw** an animal that would eat that part. **Write** the name of the animal.



Understand It!

Living organisms, such as people, animals, and plants depend on each other to get what they need. Some animals depend on plants for food energy. Animals eat different parts of the plant. Birds eat seeds. Worms eat the roots of a plant buried in the ground. You might notice a caterpillar eating the leaves of a milkweed plant. Garden bugs, such as aphids, suck plant juices out of the leaves, stems, petals, or roots of plants. Rabbits and deer are also known to eat plant leaves, stems, and petals. Go back to your graphic organizer. Use what you've just learned to complete the other sections.

Apply It!

Journal Entry: Turn to the next page of your *Living Organisms* book from the last lesson. Draw a picture of a garden or park with different kinds of plants in it, such as flowers, trees, and bushes. Draw animals that you know would eat the plants. Use the sentence stems to help you write about your drawing.

Animals depend on plants for food in the garden. I see ___ eating _____. The ___ like(s) to eat _____.



Photo by HISD Curriculum using Samsung Phone

Resources

[Guided activity using Google Slides](#)

Thursday – 30 minutes

Activity / Task

Animals Depend on Animals for Food

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade1Day37>

Objective: Observe and gather evidence of animal to animal interactions. Create a book that showcases examples of living organisms depending on each other.

Think About It!

How do animals in nature depend on other animals for food? *If you can, discuss this question and share your thinking with someone in your home.*

Do It!

What you need:

- Science notebook or a sheet of paper
- Pencil or crayons
- Magazines or restaurant menus (optional)
- Scissors (optional)
- *Living Organisms* book from yesterday's lesson

What to do:

- **Observe** the pictures below.
- **Think:** *What is each animal eating? Is the animal eating a plant or another animal?*
- **Discuss** your answers with someone at home.

owl eating a mouse



Image by [Marcel Langthim](#) from [Pixabay](#)

wasp eating an insect



Image by [Heiko Stein](#) from [Pixabay](#)

bird eating seeds



Image by [995645](#) from [Pixabay](#)

bird eating a fish



Image by [wal_172619](#) from [Pixabay](#)

Understand It!

Living organisms depend on each other and on the environment to survive. Animals that eat food for energy are called consumers. Consumers may eat plants, animals, or both. Animals depend on other animals in order to survive. People are consumers, too, because we eat food for energy in order to survive.

Think and Discuss: Which animals in the pictures eat plants for energy? Which animals in the pictures eat animals for energy?

Apply It!

Journal Entry: What types of foods do you eat to get energy? Do the foods you eat come from plants, animals, or both?

Take out your *Living Organisms* book from the last lesson. In your book, create drawings or cut out pictures from magazines or restaurant menus of food that people eat, such as pizza. Write sentences to tell whether the food comes from plants or animals. Use the example to help you. After you complete your book, share it with someone at home if you can.

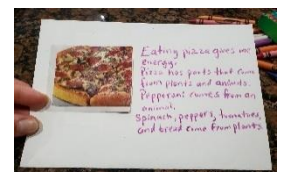


Photo by HISD Curriculum using Samsung Phone

Example: Eating [pizza](#) gives me energy. [Pizza](#) has parts that come from [plants](#) and [animals](#). [Pepperoni](#) comes from [an animal](#). [Spinach](#), [peppers](#), [tomatoes](#), and [bread](#) come from [plants](#).

Resources

[Guided activity using Google Slides](#)

GLOBAL GRADUATE



Friday – 30 minutes

Activity / Task

Food Chains – Plants and Animals

To access this interactive lesson, <https://tinyurl.com/HISDGrade1Day038>

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.*

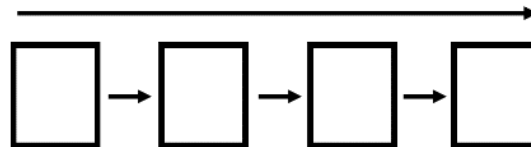
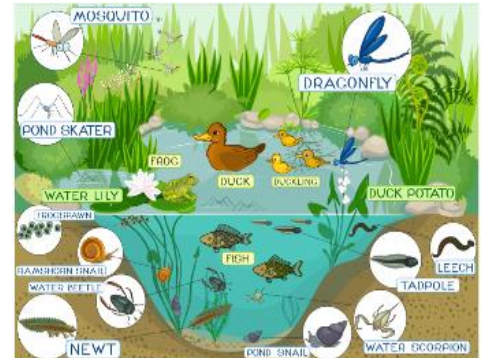
Do It!

What you need:

- Pencil, crayons or markers
- Science notebook, paper or construction paper
- Picture of pond ecosystem (attached)

What to do:

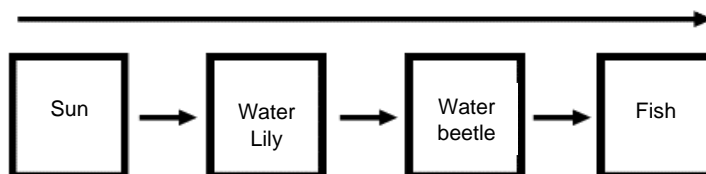
- **Identify** the Sun as the start of all food chains.
- **Order** a simple food chain.
- **Draw** the pictures on a flow chart and place in order.



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.



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.

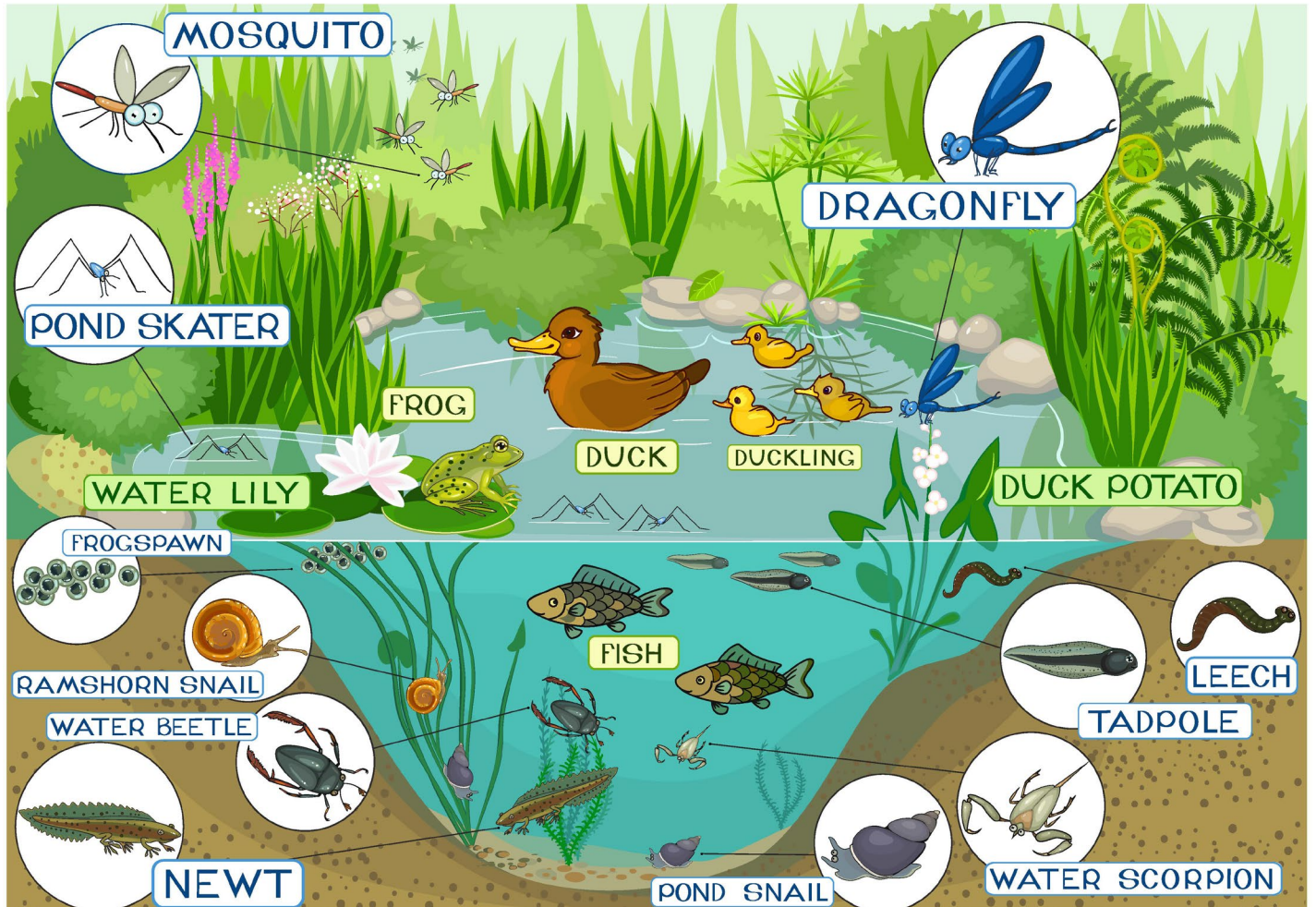
Journal Entry: In what ways do animals and plants depend on each other? Describe how living things get energy from one another in a food chain.

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

Resources

[Guided activity using Google Slides](#)

Pond Ecosystem Image



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Organism	Gets its energy from —
Male mosquito	Flower nectar
Female mosquito	Blood of mammals, reptiles, birds, and fish
Pond skater	Other insects
Dragonfly	Other flying insects, midges, and mosquitos
Ramshorn snail	Algae, dead or dying plants
Water beetle	Algae and other aquatic plants
Newt	Worms, slugs, amphibian eggs, and other insects
Pond snail	Aquatic plants
Water scorpion	Tadpoles, water fleas, lice, insect larvae
Tadpole	Dead insects, small fish, pieces of vegetation
Leech	Blood of mammals, reptiles, birds, and fish
Frog	Moths, insects, mosquitos, and dragonflies
Duck	Snails, worms, slugs, algae, and aquatic plants
Fish	Algae, aquatic plants, plankton, blood worms