

Teacher - ____

Activity 1: Sharing what we know about organisms (p. 17)

What are some living things or "organisms"? How are organisms alike? How are they different? What do they need to live and be healthy?	
 Students: draw a living thing and add the elements they think it needs to live and be healthy. share the ways they think plants and animals are alike and are different. 	
<u>Vocabulary</u> organism – a living thing	

Activity 2: Observing and describing seeds. (p. 25)

The class discusses ways to find out how the seeds are alike and how they are different. Students: - use their senses to observe a variety of seeds - draw and describe the seeds - create a class observation table <u>Voc</u>abularv **seed –** a plant part that can grow into a new plant **senses** – body parts that tell you about the world around you **observe** – to get information using your senses

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Activity 3: Planting our seeds. (p.35)

To begin their exploration of the needs of living things, students plant seeds.

Students:

- predict what they think will happen to their seeds
- record their seeds' growth and changes in drawings and words.

Vocabulary

germination – growth of a seed



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Activity 4: Observing woodland plants. (p. 51)

Students are introduced to two woodland plants and a terrarium that models the plant's natural home.	
 Students: observe, draw and describe two woodland plants: moss and tree seedling. discuss what they think the plants need to live. observe and draw the woodland home, add the plants and start a pictorial record. discuss similarities and differences between the two plants. 	
<u>Vocabulary</u> woodland – a place with trees moss – a type of green plant seedling – a very young plant leaf litter – leaves found on the ground	

Activity 5: Observing freshwater plants. (p. 67)

Students are introduced to two freshwater plants and an aquarium that models the plant's natural home.

Students:

- observe, draw and describe two freshwater plants.
- observe and draw the freshwater home, add the plants and start a pictorial record.
- discuss how the freshwater plants are alike and different.

<u>Vocabulary</u>

freshwater – water with very little salt

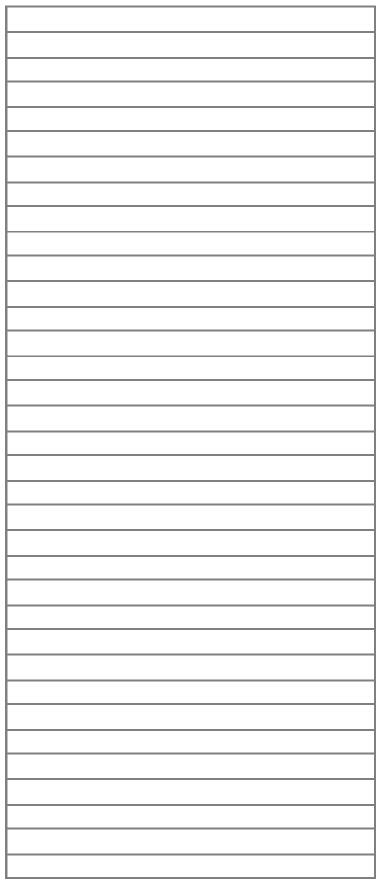
elodea – a type of water plant **cabomba** – a type of water plant

Activity 6: How have our seeds changed? (p. 79)

Students:

- observe and discuss how their plants are alike and different.
- discuss their observations of the changes in the seeds they have planted,
- put their planting cards in serial order to create a book.

Vocabulary



Activity 7: Observing freshwater snails. (p. 89)

Students:

- observe, draw and describe a freshwater snail.
- share their observations in a class discussion.
- discuss what a pond snail needs to live.

Vocabulary

snail – an animal with a soft body that carries a shell **guppy** – a type of freshwater fish

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Teacher Notes

Activity 8: Observing guppies: How do they compare to snails? (p. 101)

 Students: observe, draw and describe a guppy. share their observations, discussing how the guppies are alike and different. use a class Venn Diagram to identify and discuss similarities and differences between the guppy and snail. <u>Vocabulary</u> 	
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Activity 9: Observing pill bugs. (p. 111)

Students:

- observe, draw and describe a land animal, the pill bug.
- share their observations in a class discussion.
- discuss what a pill bug needs to live.

Vocabulary

pill bug – an animal **antenna –** a body part used to sense by touching **exoskeleton –** an animal's hard outer covering Activity 10: Observing Bess Beetles: How do they compare with the pill bugs? (p. 119)

 Students: observe, draw and describe a Bess beetle. share their observations of the Bess beetle. use a class Venn Diagram to identify and discuss similarities and differences between the pill bug and Bess beetle. Vocabulary 	
 use a class Venn Diagram to identify and discuss similarities and differences between the pill bug and Bess beetle. <u>Vocabulary</u> Bess beetle – an animal that is an insect 	
insect – an animal that has three body segments and six legs	

Activity 11: What's happening in the aquarium? (p. 133)

Students:	
- complete their pictorial record of	
the aquarium.	
- observe, discuss and record any	
changes in the aquarium and its	
organisms.write about one or more	
organisms in the aquarium.	
Vocabulary	

Activity 12: What's happening in the terrarium? (p. 141)

Students:	
- complete their pictorial record of	
the terrarium.	
- observe, discuss and record any	
changes in the terrarium and its	
organisms write about one or more	
organisms in the terrarium.	
Vocabulary	

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Activity 13: Freshwater and Woodland plants: How do they compare? (p. 149)

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 Students: observe the freshwater and woodland plants. use a Venn diagram to discuss ways the freshwater and woodland plants are alike and different. add to their "Needs of Plants" list. learn about the variety among plants by reading about some unusual ones. Vocabulary plant – a living thing that makes its own food	

Activity 14: Freshwater and Woodland animals: How do they compare? (p. 163)

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Students:	
- observe the freshwater and	
woodland animals.	
- use a Venn diagram to discuss	
ways the freshwater and	
woodland animals are alike and	
different.	
- add to their "Needs of Animals"	
list.	
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ways animals move.	
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Vocabulary	
animal – a living thing that gets its	
food from living or once living things	

Activity 15: How are our plants and animals alike and different? (p. 169)

Students:

- discuss the ways in which all the organisms they have observed are alike and different.
- use a Venn diagram to discuss the similarities and differences between the freshwater and woodland plants and animals.
- generate a list of the needs of plants and animals.
- read about how a zookeeper meets the needs of a crocodile.

Vocabulary

living thing – something that needs space to live, food, air, and water, grows, and dies.



Activity 16: Taking a look at ourselves. (p. 183)

 Students: observe and compare humans compare humans to other animals and plants. using words and drawings, express ways in which they think humans are like other animals and plants. Vocabulary	
Post-unit Assessment (pp. 193-195)	