

Suggested Supplementary Activities from MDE Companion Document - Grade 1

Kit C	Engage (To capture student's interest.)	Explore (To provide hands-on experiences to use later to formally introduce a concept, process, or skill.)	Explain (To allow learners to state their ideas in their own words, listen to one another, correct misconceptions, and introduce vocabulary.)	Elaborate (To correct remaining misconceptions, apply and extend to new situations, resulting in a deeper understanding.)	Evaluate (To assess understanding of concepts and proficiency with skills.)
<p>Unit: Animal Life</p> <p>Big Ideas (Key Concepts):</p> <ul style="list-style-type: none"> Animals have needs for life (air, water, food, and space). Animals have a life cycle that includes egg, young (larva, pupa) and adult. Animals share some, but not all characteristics of their parents. 	<ul style="list-style-type: none"> Teacher will read a life cycle book about an animal with the student question - how do animals change. Then lead a discussion on what stages of growth the animal experienced. Characteristics can be used to describe the animal in its various stages of growth. Watch a video of the life cycle of different animals. <p>*Refer to companion document for more engage ideas (engage section).</p>	<ul style="list-style-type: none"> Using pictures or photographs have students match common adult and baby animals of the same species. Explore different body coverings such as fur/hair/feathers, coloring, beak shape, number of legs, and eye color. Make accurate measurements of the growth of different plants and animals in a classroom habitat and construct simple growth charts to show data. <p>*Refer to companion document for more explore ideas (in explore section).</p>	<ul style="list-style-type: none"> Teacher will put on chart paper the student ideas about the growth stages of the organism Students should identify the needs of plants and animals. Using pictures or photographs have students identify the physical features that the adult animals pass on to their young. Students should discuss the resemblances and/or differences that are passed on to young from their parents. <p>*Refer to companion document for more explain ideas (in explain section).</p>	<ul style="list-style-type: none"> Demonstrate the life cycle of an animal through various illustrations, performances, or models. <p>*Refer to companion document for more elaborate ideas (in elaborate section).</p>	<p>Formative:</p> <ul style="list-style-type: none"> Check student observation/picture journal to determine if observations are appropriate/applicable. Student conversations in their groups can be used as basis for monitoring understanding. <p>Summative:</p> <ul style="list-style-type: none"> Circle the living things. Circle the needs of living things. Draw a picture of an animal and its baby. Circle the characteristic that is shared by these two animals. Draw the next stage of life for this organism <p>*Refer to companion document for more evaluate ideas (in evaluate section).</p>