

# Unit 3: From Molecules to Organisms

Content Area: **Science**  
Course(s):  
Time Period: **Week3**  
Length: **4 weeks**  
Status: **Published**

## Disciplinary Core Ideas

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All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

MA.K.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
LA.K.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
SCI.K-LS1	From Molecules to Organisms: Structures and Processes

## Essential Questions

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### Survival Needs: Food

1. Why do Woodpeckers peck wood? (Week 1)

### Survival Needs: Safety

2. How can you find animals in the woods? (Week 3)

### Extension Questions:

1. What do plants need?
2. What do animals need?
3. Where do plants and animals live?

#### 4. How do plants and animals change their environment?

##### Activity

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### **Mystery 1: Animal Secrets**

#### **Exploration Video (20 Minutes)**

#### **Activity: Eat Like An Animal (20 min):**

-Make sure students have enough space to move around as they pretend to be quail scratching in the dirt, raccoons wading and jumping in the water, and woodpeckers pecking a log.

***Extras: Drawing Prompt: After watching the videos, ask students to draw an animal having lunch.***

**Activity:** Walk in the park or the woods and watch for animals, just as Doug did. Even an urban park is likely to have squirrels, sparrows, pigeons, and maybe a few gophers.

**Read-aloud books:** *Backyard Wildlife-Woodpeckers*

### **Mystery 2: Survival Needs: Safety**

#### **Exploration Video (21 Minutes)**

#### **Activity: Gopher in a hole (20 min):**

- Make sure students have enough space to move around as they pretend to be snails hiding in their shells, praying mantises looking fierce to scare away

predators, and gophers popping out of a hole.

**Extras:** Drawing Prompt: After watching the videos, ask students to draw the animal they'd like to find living in a hole in a tree.

### **Nature Observation: Nature Walk**

- If you have an outdoor area to explore, go on a nature walk.
- If you have access to a grassy lawn, give your students a chance to observe the world of small animals that live in the grass. Use hula hoops or string to create an observation area for each group of four students. Ask the students to explore the area as if they were ants. What would the area look like to an ant?

**Read-aloud Mystery:** *A Home for Pearl the Squirrel, Where is Baby Bear?, Raccoon Cubs*

### **Student Notebook Activities Extension:**

Introduce vocabulary of the seven living things in our world.

Lesson on living and non living things (student notebook)

Animal Habitat Lesson

What do I need to survive? Using Five senses

Plant and animal food match.

Questions about living things.

Plan and design a park that includes things that will help plants and animals get what they need.

## **Enduring Understanding**

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1. Understand what plants and animals and humans need to survive.
2. Understand the relationship between plant/animal needs and where they live.
3. Understand that all animals need food in order to live and grow.
4. Understand that animals obtain their food from plants or from other animals.
5. Understand that plants need water and light to live and grow.

## **Assessment**

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1. Student Notebook Activities
2. Writing prompts
3. Participation in Activities
4. Teacher Observation

## **Materials & Resources**

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<https://mysteryscience.com>

1. Student Notebook

2. Plants- Soil, seeds, pots

3. Read Alouds: *Backyard Wildlife-Woodpeckers*, *A Home for Pearl the Squirrel*, *Where is Baby Bear?*, *Raccoon Cubs*.

## **Accommodations and Modifications**

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- Large print textbooks
- Additional time for assignments
- Review of directions
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating

- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Use of Manipulatives
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Daily check-in special education teacher
- Visual daily schedule
- Varied reinforcement procedures
- Immediate feedback
- Personalized examples