**UNIT GRAPHIC ORGANIZER**



**SUBJECT: SCIENCE UNIT Nº: 2 GRADE: FIRST**

**TEACHER: DIANA ARAMBULO DATE:** April 13th/ 2021

**HOW TO CONNECT WITH THE OUR ENVIRONMENT**

**THROUGHLINES:**

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| 1. What are the biggest differences between animals and humans? 2. How are animals of hot climate different from animals of cold climate? How does temperature affect different animals? 3. What is the impact the seasons in our lives? How clouds form in the sky |

**Let´s have an impact with the world!**

**GENERATIVE TOPIC:**

**UNDERSTANDING GOALS:**

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| The students will recognize that animals have differences and similarities to explore their characteristics and habitats. | The students will identify animal adaptations by creating a creature to recognize the way that climate affects animals ‘physical characteristics and environment. | The students will analyse what clouds can tell us about weather by doing an experiment "How clouds make rain" to identify weather changes. |

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|  | **UNDERSTANDING PERFORMANCES** | **TIME** | **ASSESSMENT** | |
| **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **EXPLORA-**  **TION STAGE** | * To identify specific characteristics of animals based on the habitat. * To describe some different ways in which animals respond to heat and cold. * To describe animals based on their physical characteristics. * To classify animals as their physical characteristics. * To a survey the favorite’s animal at the classroom. * To recognize some animals’ adaptations. * To give examples of the Animal's habitats. * To give examples of the Colombia’s climate. * To recognize the types of clouds. | **2 weeks** | * Describing animals depending on the place, they live in. * Describing animals considering if they have fur, feathers, skin or scales, teeth, paws. * Matching each animal with its habitat. * Asking questions about favorite’s animal at the classroom and doing a bar graph. * Doing field research around the school and drawing the observations. * Singing and watching a video “how is the weather?” to practice the vocabulary. * Answering the question How do clouds form? * Classifying the types of clouds.   **SYNTHESIS PROJECT ADVANCE:**  The students will choose an animal and they will look for information about it, as the physical characteristic and the place where they live to determine the climate it is from. | * Describing living things and objects. * Establishing similarities and differences among them and classify them. |
| **GUIDED**  **STAGE** | * To group animals according to their physical characteristics and the place where they live in. * To describe the animals´ characteristics and place they live. * To do the reading “Animals around the world” and to answer some questions. * To practice the vocabulary and content. * To doing the experiment to identify the kinds of clouds. | **2 weeks** | * Comparing the photographs about animal's habitat. * Classifying animals about their movements. * Classifying animals by their real size. * Doing a comparative chart about animals that live in hot and/or cold weather. * Playing the game “Guess Who” which students can describe some animals to find the identity of the animal is. * Doing a cloud's classifications in a poster. * Doing an experiment "How clouds make rain." * Doing the experiment "Cloud in a bag". * Reading a text and extracting information from it. (researching) * Doing exercises from the guide.   **SYNTHESIS PROJECT ADVANCE:**  They will draw and write the animal’s characteristics and adaptations on the notebook. Also, they will create an animal mask to prepare an oral presentation. | * Expressing their ideas in a creative way. |
| **LEARNING**  **EVIDENCE** | The students will predict through the observations of the animal adaptations and characteristics. Then, the students will relate their notes and predictions to the topic. | **2 weeks** | They will present the creature that they create.  Students will present the adaptations and the physical characteristics through an oral presentation using their notes written during the term. Besides, they are going to wear the masks that they had already decorated. The idea is that they are going to communicate and their ideas by themselves using the vocabulary. | * Proposing answers to questions and comparing them with another person. * Making real concepts. |