**Science**

**10/10/12**

**1) Warm Up-** Living and Non-Living Thing Sort

*Given a living and non-living things, students will demonstrate* ***knowledge*** *by sorting them into the correct category with 80% accuracy.*

Sort the following items on the Smart Board:

http://firstschoolyears.com/science/resources/games/ourselves/living/living.htm

**2) Discussion-** If you can sort living and non-living things, tell me what the differences are between them. What are living things made of?

**3) What Are Living Things Made Of?**

*Given a science passage, students will demonstrate application of reading skills by writing a one sentence summary, with support, after each paragraph on page A 8 and A 9 in their science book with 100% accuracy.*

Read pages A 8 and A 9 round robin. Have students share what they think the main idea is after each paragraph. Write a one sentence summary together as a class and have the children copy it down onto notebook paper.

**4) Sum it Up!**

*Given fill in the blank prompts aloud, students will be able to state the correct word to fill in the blank with 80% accuracy.*

So to summarize the whole lesson…

Living things are made up of \_\_\_\_\_\_\_\_\_,

these cells make up \_\_\_\_\_\_\_\_\_\_\_,

the tissues make up \_\_\_\_\_\_\_\_,

the organs make up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

the organ systems make up a living thing!

Answers: cells, tissues, organs, organ systems.

**10/15/12**

**1) Warm Up-** Review

*Given fill in the blank prompts aloud, students will be able to state the correct word to fill in the blank with 80% accuracy.*

Yesterday we learned…

Living things are made up of \_\_\_\_\_\_\_\_\_,

these cells make up \_\_\_\_\_\_\_\_\_\_\_,

the tissues make up \_\_\_\_\_\_\_\_,

the organs make up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

the organ systems make up a living thing!

Answers: cells, tissues, organs, organ systems.

Have a student write down the word “cell”, tell you what it means, and add it to the word wall.

Have a student write down the word “tissue”, tell you what it means, and add it to the word wall.

Have a student write down the word “organ”, tell you what it means, and add it to the word wall.

Have a student write down the word “organ system”, tell you what it means, and add it to the word wall.

**2) Explore-** Classifying Organisms

I need your help classifying some organisms.

**http://www.bbc.co.uk/bitesize/ks2/science/living\_things/variation/play/**

Play on the Smart Board for about 5 minutes and then tell children that you put the link on the website so they can explore more later.

**3) What Is Classification?**

*Given a science passage, students will demonstrate application of reading skills by writing a one sentence summary, with support, after each paragraph on page A 8 and A 9 in their science book with 100% accuracy.*

Read pages A 10 and A 11 round robin. Have students share what they think the main idea is after each paragraph. Write a one sentence summary together as a class and have the children copy it down onto notebook paper.

**4) Sum it Up!**

*Given a vocabulary word, students will state the definition and an example with 100% accuracy.*

Words to ask…

Cell

Tissue

Organ

Organ System

Classify

**10/17/12**

**1) Warm Up-** Review

*Given a vocabulary word, students will state the definition and an example with 100% accuracy.*

Words to ask…

Cell

Tissue

Organ

Organ System

Classify

Have a student write down the word “classify”, tell you what it means, and add it to the word wall.

**2) Explore-** Classifying Organisms

I need your help classifying some organisms.

[**http://www.bbc.co.uk/schools/scienceclips/ages/6\_7/variation\_fs.shtml**](http://www.bbc.co.uk/schools/scienceclips/ages/6_7/variation_fs.shtml)

Play on the Smart Board for about 5 minutes and then tell children that you put the link on the website so they can explore more later.

**3) Check Up**

Give students the attached test

**Check Up**

1) What do all living things have in common?

Living things all have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) What do cells first make?

a. organ systems b. tissues c. organs d. living thing

3) What do organ systems first make?

a. organ systems b. tissues c. organs d. living thing

4) What do tissues first make?

a. organ systems b. tissues c. organs d. living thing

5) What do organs first make?

a. organ systems b. tissues c. organs d. cells

6) How can classification be useful in identifying organisms?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Topic Sentence \_\_ / 1

Details \_\_\_ / 3

Closing \_\_ / 1