

THE WONDERS OF LIFE

1ST GRADE: UNIT 1



Brain Target 1

DAILY RITUAL- FAVORITE ANIMAL SPOTLIGHT

Students draw their favorite animal, to be added to DQB. Each day, using our favorite animal chant, students share something about their animal and something about themselves.



CHAPTER 4: BIOMIMICRY

ACTIVITY 6: "MIRROR MIRROR ON THE WALL" BIOMIMICRY MODEL

Students create visual models of biomimicry, demonstrating an example of human invention "mirroring" a plant or animal part



Brain Target 1, 5, & 6

SABES Driving Question: What can we learn from plants & animals?

BAIP Driving Question: What can we learn about each other?

Engineering Design Challenge: Design a seasonal-specific technical piece of clothing

CHAPTER 1: THE WONDERS OF LIFE

ACTIVITY 1: PLANTS DANCE SONG

As a class, students sing or rap the "Plants Dance Song", with students creating and performing movements to emulate each plant part



CHAPTER 3: ANIMALS

ACTIVITY 5: ANIMAL ADAPTATION AVATAR CARDS

Students create "trading cards" highlighting their favorite animal's classification, characteristics, habitat, and adaptations.



CHAPTER 2: PLANTS



Brain Target 4,5,&6

ACTIVITY 2: BASIC NEEDS TABLEAUS

Students use their bodies to create tableaux- frozen images of plants' and animals' basic needs, food, water space, and air





ACTIVITY 3: PLANT & ANIMAL VISUAL JOURNAL


Students use drawing as a tool to reinforce memory and understanding by creating a visual journal outlining plant parts and the characteristics, habitats, and adaptations of animal classifications

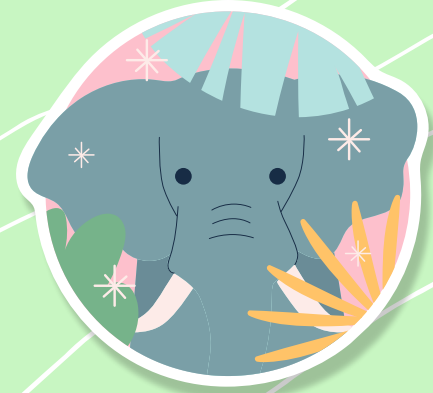
ENGINEERING DESIGN CHALLENGE EXTENSION: BIOMIMICRY FASHION SHOW

Design groups select clothing pieces of their own which demonstrate biomimicry and walk in a class "fashion show"- modeling the clothing piece and explaining the plant or animal part which it mimics.



Ritualistic practices can help to bring a degree of predictability to an uncertain future. They convince our brains of **constancy and predictability** as "**ritual buffers against uncertainty and anxiety**", according to scientists. - BBC





What's your favorite thing about your animal/yourself?

What is something your animal/you are really good at?

Where does your animal live/where do you live?

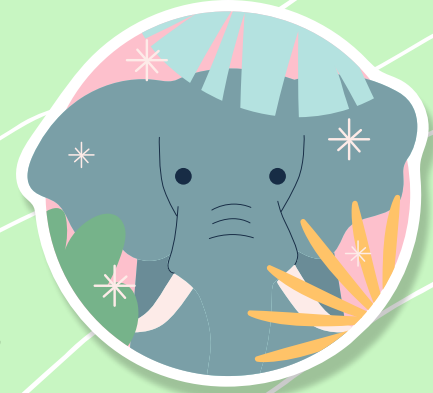
What do you/your animal like to eat?





Lesson 2:

“What behavior lets you know that your animal is living?”



Lesson 3:

“What class of animal do you think your animal might be in?”



Lesson 12-15:

“What class is your animal is in? How do you know?”



Must Do:

- Driving Question Board enhancements
- Students' animal post its
- Driving questions
- A dedicated performance space in the classroom.

Should Do:

- Student's favorite animals
- Examples of biomimicry
- Moving lessons outdoors
- Examples of student work as we create it

Aspire To Do:

- A class pet or class plant
- Models of plants or animals you may have.
- A classroom library so students can continue exploring independently



Plants Dance

There are many parts to our plants
Let's learn them all with our plants dance

Roots go deep underground
to pull in water from all around
Stems carry water to the leaves up top
With nutrients that never stop
Leaves on plants soak up the sun
They make food and their job is done

There are many Parts to our plants
Let's Learn them all with our plants dance

Colorful **flowers** are pretty with power
They make the seeds which make more flowers
Seeds get scattered in the ground
Then more plants grow all around
Fruits are yummy for us to eat
But their first job is to protect the seed

There are many parts to our plants
We learned them all with our plants dance

“Consistent exposure to music, like learning to play a musical instrument, or taking voice lessons, strengthens a particular set of academic and social-emotional skills that are essential to learning. In ways that are unmatched by other pursuits, like athletics for instance, learning music powerfully reinforces language skills, builds and improves reading ability, and strengthens memory and attention, according to the latest research on the cognitive neuroscience of music.” - Edutopia





“Physically interactive learning leverages human sociality, which fosters belonging and offers us a diversity of perspectives to gain understanding. Substantive interaction with peers has been recognised as one key element of a high-impact teaching and learning practice. Integrating embodied, physical experiences allows us to take active learning to the next level”.

-Times Higher Education

Basic

Pikachu

HP 60



140 All, Voice Pikachu, HT 1.1", WT 11.2 lbs



Energize

Attach a ⚡ Energy card from your discard pile to this Pokémon.



Electro Ball

30

Weakness ⚡ x2

Resistance

Retreat ⚡

Flavor text

♀ 043/293

When Pikachus meet, they'll touch their tails together and exchange electricity through it as a form of greeting.

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Name:

Date:

My Animal Adaptation Avatar

Name:

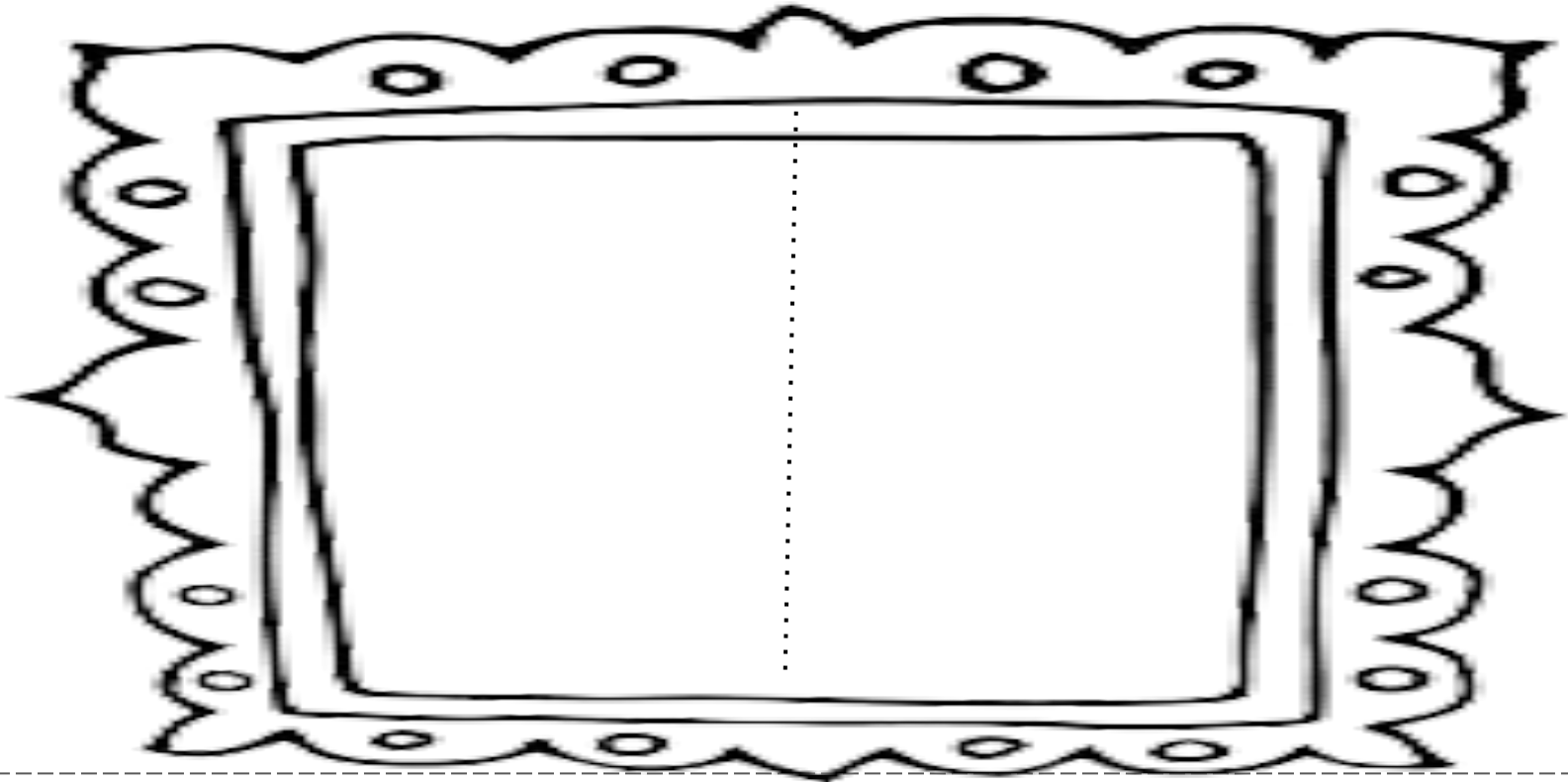
Characteristics:

Season I'm adapted for:

Name: _____

Mirror Mirror on the Wall

Choose an example of **biomimicry**. On the left side of the dotted line, draw the **plant or animal part**. On the right side of the mirror, draw the **object that is inspired by the plant or animal part**.





What animal or plant part inspired your outfit?

What does that part do for the plant/animal?

What does it do for you when you wear it?

To which season would this item of clothing be best adapted?

How could you adapt it for a different season?

