

Learning Design

Subject: Science
Grade: 1

Science Standard:

LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.

ISTE Standard:

1.6b Creative Communicator

Students create original works or responsibly repurpose or remix digital resources into new creations.

Learning Outcomes:

Observe animal body parts to describe the relationship between the properties of animal body parts and their functions, and how this helps animals survive.

Activities/Technology:

- Whole group watches the [daily video lesson](#) (Promethean Board) and discuss how animals use their body parts to survive
- Students use iPads to complete the "[Animal Body Parts](#)" page via Kami in their digital Science Logbooks.
- Using Kami, students will create voice comments to describe how each animal (porcupine, osprey, and heron) uses its hands, claws, or beak to survive.
- Students take a virtual field trip to the [Los Angeles Zoo](#); students continue to identify animals and the body parts they use to grasp or catch food and how this helps them survive (whole group-Prometheon Board)
- Students will use iPads to visit the [Defenders of Wildlife](#) website; students each select one animal from this website that uses its hands, claws, or beak to grasp and help it to survive (each student selects a different animal)
- With teacher assistance, students insert a picture of the animal into Google Slides and insert text to label the body parts
- Students create a screencast to give an oral, "Sixty Second

Summary" about their animal, discussing how the animal uses its body parts to survive

- Teacher and students work collaboratively using MP4 Tools to piece the videos together to create a class movie about animals and the functions of some of their body parts

Assessment

	3	2	1
Animal Body Parts Logbook Activity	Student correctly describes the relationship between the properties of animal body parts and their functions, and how this helps animals survive for all three animals.	Student correctly describes the relationship between the properties of animal body parts and their functions, and how this helps animals survive for two of the animals.	Student correctly describes the relationship between the properties of animal body parts and their functions, and how this helps animals survive for one of the animals.
Google Slides Screencast	Student's Google Slideshow Screencast includes a picture of an animal with labels, correct identification of the body part that helps it grasp objects and take in food, and a correct explanation of how this helps the animal survive	Student's Google Slideshow Screencast includes a picture of an animal with labels, but is missing correct identification of the body part that helps it grasp objects and take in food, or is missing a correct explanation of how this helps the animal survive	Student's Google Slideshow Screencast includes a picture of an animal with labels, but is missing correct identification of the body part that helps it grasp objects and take in food, and it is also missing a correct explanation of how this helps the animal survive