

**Science
Unit 3: Self**

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ People are living things that grow and change.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What do people need to live? ▪ How do people grow and change during their lifetime? ▪ What are the characteristics of people?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ People need food, water, air, shelter, space, and care to live. ▪ People develop in a cycle: baby, child, adult. ▪ People have arms, legs, feet, a body, a head, facial features (eyes, nose, mouth), and hair.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ living, grow, change, needs, cycle, baby, child, adult, characteristics, observe
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify what people need to live. ▪ Sequence the stages of human growth. ▪ Identify and name body parts. ▪ Ask questions and make observations about people.
<p>Related Maine Learning Results</p>	<p><u>Science</u> B. The Skills and Traits of Scientific Inquiry and Technological Design B1. Skills and Traits of Scientific Inquiry Students conduct and communicate results of simple investigations. a. Ask questions and make observations about objects, organisms, and events in the environment. A. Unifying Themes A3. Constancy and Change Students observe that in the physical setting, the living environment, and the technological world some things stay the same. a. Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same. E. The Living Environment E3. Cells Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay safe. b. List the basic things that most organisms need to survive. E4. Heredity and Reproduction Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents. a. Give examples of how organisms are like their parents and not like them.</p>

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Sample Lessons And Activities	<ul style="list-style-type: none">▪ Sort and classify people according to characteristics.▪ Label basic body parts.▪ Sequence the stages of growth pictures.▪ Draw self-portraits and surround them with items that are needed for survival.▪ Complete a body puzzle.
Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Self-portrait in fall and spring.
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>The Growing Up Tree</u> by Vera Rosenberry○ <u>Quick as a Cricket</u> – Audrey Wood○ <u>Ruby In Her Own Time</u> – Jonathan Emmett○ <u>Russell Sprouts</u> – Johanna Hurwitz○ <u>“Wait For Me!” Said Maggie McGee</u> – Jean Van Leeuwen○ <u>When I Was Five</u> – Arthur Howard