

OSP Interactive Educational Programming

Lesson Title: What's in the Water?	Grade Level: 1st
Teacher: Kathi Murray	Duration:50 minutes
Essential Question(s)/Objective(s): Can you tell if something living? Can you tell if something is non-living? Do you know how to use magnifying glasses? What do plants need to stay alive? What do animals need to stay alive? Can you work carefully in a group?	

GPS: S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. a. Use ordinary hand tools and instruments to construct, measure, and look at objects. c. Identify and practice accepted safety procedures in manipulating science materials and equipment. S1CS5. Students will communicate scientific ideas and activities clearly. b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described. S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: d. All different kinds of people can be and are scientists. S1CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: b. In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus. c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help. (magnifying glasses) d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets. S1L1. Students will investigate the characteristics and basic needs of plants and animals. a. Identify the basic needs of a plant. 1. Air 2. Water 3. Light 4. Nutrients b. Identify the basic needs of an animal. 1. Air 2. Water 3. Food 4. Shelter	
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Key Vocabulary	Living, Biotic, Non-Living, Abiotic, Magnify, Observe, Identify, Basic needs, Plants, Animals
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Teacher Materials	Goldfish bowls or aquarium with visible organisms like minnows, tadpoles, duckweed, water plants, dirt, floating wood
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Student Materials	Magnifying glasses, pencils, drawing paper
Teaching Strategy/Procedures	Allow the students to walk around and observe the different samples. Get the students together and let them discuss what they observed. Give them magnifying glasses and let them go around and look a second time. Get them together and let them discuss what they observed.
Differentiation	Allow the students to observe the samples on at a time. Have terrestrial organisms instead. Grasshoppers, crickets, beetles with dirt, grass, water, twigs
Summarizing Strategy	Explain that the plants and animals are living organisms and the dirt, water, and dead wood are non-living.
Assignment(s)	Have the students come up with 3 other living organisms and 3 non-living objects.
Assessment For and/or Of Learning	Whose question is it game (teacher chooses a student to pick another student who will take the teacher's first question...for example, John who would you like to take my first question...John says Sally...teacher asks Sally, is a spider non-living or living...Sally says living...teacher says correct, Sally who would you like to take my next question... Is it living or non-living activity.