

PLT Correlations: SCIENCE GRADE 1

Revised 7/2009

Grade 1 : Embedded Inquiry

Learning Expectations	PLT Correlations
<p>GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.</p> <p>GLE 0107.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.</p> <p>GLE 0107.Inq.3 Explain the data from an investigation.</p>	<p>1. The Shape of Things (p.17) - In Part B, students take a walk and look for their assigned shapes.</p> <p>2. Get in Touch With Trees (p.20) - Students compare different trees and tree parts using their sense of touch.</p> <p>4. Sounds Around (p.26) - In Part A, students listen to and imitate sounds, comparing their loudness.</p> <p>20. Environmental Exchange Box (p.92) - By exchanging boxes with classes in other regions, students compare the other regions to their own.</p> <p>21. Adopt a Tree (p.97) - In Part A, students compare their “adopted tree” to other trees.</p> <p>22. Trees as Habitats (p.102) - Students inventory the plants and animals that live in, on, and around trees and discover how plants and animals depend on trees in many ways.</p> <p>24. Nature's Recyclers (p.108) - Students devise an experiment to investigate the eating habits of pill bugs or earthworms.</p> <p>25. Birds and Worms (p.111) - Students pretend to be birds in search of colored worms or bugs. As an Enrichment, they compare results for different “backgrounds”.</p> <p>37. Reduce, Reuse, Recycle (p.159) – Students plan and conduct a service learning project, and in doing so find ways to cut down on the waste they produce and improve how waste is managed in their community.</p> <p>41. How Plants Grow (p.179) - In the Variation, students grow, measure, and compare plants growing with versus without light, water, soil, or space.</p> <p>43. Have Seeds, Will Travel (p.185) - Students observe, collect, and classify seeds according to their likely means of dispersal. In the Enrichment, they modify dried lima beans to allow various types of dispersal.</p> <p>46. Schoolyard Safari (p.197) - Students go on a safari to explore a nearby habitat – the school yard – while looking for signs of animals living there.</p> <p>47. Are Vacant Lots Vacant? (p.200) - Students stake out a “plot” and inventory the plant and animal life within the plot. In the Variation, students use hand lenses to closely observe plants and tiny animals along a 3-foot piece of string or within the area defined by a coat hanger stretched into a circle.</p>

	<p>48. Field, Forest and Stream (p.203) - Students work in teams to investigate and record observations of both living and non-living components of three different study sites. In the Variation, students work in pairs to place “most” and “least” markers within a designated study site to locate extremes of light, moisture, temperature, wind, plant life, and animal life.</p> <p>54. I'd Like To Visit a Place Where ... (p.236) - By working on a service learning project to improve a local park, students will also learn about the community’s system for managing open spaces.</p> <p>61. The Closer You Look (p.263) - Students carefully examine tree features and parts.</p> <p>64. Looking at Leaves (p.273) - Students explore leaf attributes such as color, shape, size, and bilateral symmetry through careful observation and various “leaf art” activities.</p> <p>65. Bursting Buds (p.277) - Students observe tree buds throughout the year.</p> <p>67. How Big Is Your Tree? (p.284) - Students use string or “hand-spans” to measure the distance around a tree trunk or join arms to reach around larger trunks.</p> <p>70. Soil Stories (p.297) - In Part A, students use a “Soil Shake” test to separate the components of soil by their particle size. In Part B, students use a “Percolation Test” to test how well soils in different outdoor locations drain water.</p> <p>77. Trees In Trouble (p.332) - Students examine trees for signs of damage or poor health and conduct experiments to determine the conditions the effects of crowding, acid, and fertilizer on seedling height and radish diameter.</p> <p>78. Signs of Fall (p.299) - In Part A, students observe and record “signs of fall” in a wooded area. In Part B, they use a “paper chromatography” process to separate the pigments in leaves.</p> <p>95. Did You Notice? (p.414) - Students study changes in their local environment over short and long periods to identify patterns of change.</p>	
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Grade 1 : Embedded Technology & Engineering		
Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</p> <p>GLE 0107.T/E.2 Apply engineering design and creative thinking to solve practical problems.</p>	<p>0107.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.</p> <p>0107.T/E.2 Invent designs for simple products.</p> <p>0107.T/E.3 Use tools to measure materials and construct simple products.</p>	

Grade 1 : Standard 1 - Cells

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.1.1 Recognize that living things have parts that work together.</p> <p>GLE 0107.1.2 Use tools to examine major body parts and plant structures.</p>	<p>0107.1.1 Combine pictures of major body parts to assemble a complete animal.</p> <p>0107.1.2 Communicate the effect of using tools like magnifiers when examining different body parts.</p> <p>0107.1.3 Make diagrams to record and communicate observations.</p>	<p>4. Sounds Around (p.26) 16. Pass The Plants, Please (p.77) 61. The Closer You Look (p.263) 62. To Be a Tree (p.265) 63. Tree Factory (p. 269) 64. Looking at Leaves (p.273) 65. Bursting Buds (p.277)</p>

Grade 1 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.2.1 Distinguish between living and non-living things in an environment.</p>	<p>0107.2.1 Identify the basic characteristics of living things.</p> <p>0107.2.2 Record information about living or non-living objects in local environments.</p> <p>0107.2.3 Sort and classify a variety of living and non-living materials based on their characteristics.</p>	<p>24. Nature's Recyclers (p.108) 37. Reduce, Reuse, Recycle (p.159)</p>

Grade 1 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.3.1 Recognize that plants and animals are living things that grow and change over time.</p>	<p>0107.3.1 Conduct investigations and record data about the growth of different plants under varying conditions.</p> <p>0107.3.2 Describe what plants and animals need in order to grow and remain healthy.</p>	<p>21. Adopt a Tree (p.97) 25. Birds and Worms (p.111) 27. Every Tree For Itself (p.117) 31. Plant a Tree (p.132) 41. How Plants Grow (p.179) 67. How Big Is Your Tree? (p. 284) 76. Tree Cookies (p.327) 77. Trees In Trouble (p. 332) 78. Signs of Fall (p. 299) 95. Did You Notice? (p.414)</p>

Grade 1 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.4.1 Observe and illustrate the life cycle of animals.</p> <p>GLE 0107.4.2 Describe ways in which animals closely resemble their parents.</p>	<p>0107.4.1 Observe, describe, and record the life cycle of a particular animal.</p> <p>0107.4.2 Match pictures of parents and related offspring by identifying common characteristics.</p>	<p>18. Tale of The Sun (p.86) 43. Have Seeds, Will Travel (p.185) 65. Bursting Buds (p.277) 79. Tree Lifecycle (p.341)</p>

Grade 1 : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.5.1 Investigate how plants and animals can be grouped according to their habitats.</p> <p>GLE 0107.5.2 Recognize that some organisms which formerly lived are no longer found on earth.</p>	<p>0107.5.1 Observe plants and animals on the school grounds and group them according to where they are found.</p> <p>0107.5.2 Create a chart of different habitats and match animals to specific locations.</p> <p>0107.5.3 Sort pictures or illustrations of animals into groups that are extinct and those that still exist and offer possible explanations for extinction.</p>	<p>6. Picture This (p.34)</p> <p>8. The Forest of S.T. Shrew (p.40)</p> <p>20. Environmental Exchange Box (p.92)</p> <p>22. Trees as Habitats (p.102)</p> <p>46. Schoolyard Safari (p.197)</p> <p>47. Are Vacant Lots Vacant? (p.200)</p> <p>49. Tropical Treehouse (p.207)</p>

Grade 1: Standard 6 - Omitted

Grade 1 : Standard 7 – The Earth

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.7.1 Realize that water, rocks, soil, living organisms, and man-made objects make up the earth's surface.</p>	<p>0107.7.1 Create a diagram of the school grounds to identify where water, rocks, soil, living organisms, and man-made objects are found.</p>	<p>30. Three Cheers for Trees (p.130)</p> <p>37. Reduce, Reuse, Recycle (p.159)</p> <p>46. Schoolyard Safari (p.197)</p> <p>47. Are Vacant Lots Vacant? (p.200)</p> <p>48. Field, Forest and Stream (p.203)</p> <p>54. I'd Like To Visit a Place Where ... (p.236)</p>
<p>GLE 0107.7.2 Classify earth materials according to their physical properties.</p>	<p>0107.7.2 Sample areas of the school grounds to identify where different materials are found.</p> <p>0107.7.3 Use bagged samples of earth materials or pictures from different areas to classify materials according to their use.</p>	<p>1. The Shape of Things (p.17)</p> <p>2. Get in Touch With Trees (p.20)</p> <p>70. Soil Stories (p.297)</p> <p>81. Living With Fire (p.350)</p>

Grade 1 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.8.1 Gather and interpret daily weather data.</p>	<p>0107.8.1 Collect daily weather information to predict what conditions might occur on the following day.</p> <p>0107.8.2 Discuss what makes a weather prediction accurate or inaccurate.</p>	

Grade 1 : Standard 9 - Matter

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.9.1 Classify objects according to their physical properties.</p> <p>GLE 0107.9.2 Distinguish between the properties of solids and liquids.</p> <p>GLE 0107.9.3 Predict the changes that may occur when different materials are mixed.</p>	<p>0107.9.1 Classify solids according to their size, shape, color, texture, hardness, ability to change shape, magnetic attraction, whether they sink or float, and use.</p> <p>0107.9.2 Compare liquids according to their color, ability to flow, solubility in water, and use.</p> <p>0107.9.3 Investigate and describe the results of mixing different substances such as salt and pepper, water and sand, water and oil, and water and salt.</p>	<p>37. Reduce, Reuse, Recycle (p.159)</p>

Grade 1 : Standard 10 - Energy

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.10.1 Investigate the effect of the sun on land, water, and air.</p>	<p>0107.10.1 Predict and determine what happens over the course of a school day when containers of sand, soil, and water with thermometers are placed in a sunny window.</p> <p>0107.10.2 Predict and determine what happens over the course of a school day when containers of sand, soil and water with thermometers are placed in a shady location.</p> <p>0107.10.3 Compare the temperature at different places around the school such as black top driveway, lawn, concrete areas, side of the building, under a shade tree, wet area, in the ground.</p>	<p>48. Field, Forest and Stream (p.203)</p>

Grade 1 : Standard 12 – Forces in Nature

Learning Expectations	Checks for Understanding	PLT Correlations
<p>GLE 0107.12.1 Investigate materials that are attracted to magnets.</p>	<p>0107.12.1 Identify and classify objects in the classroom as magnetic or non-magnetic.</p> <p>0107.12.2 Make predictions about how various objects will be affected by a magnet.</p>	<p>37. Reduce, Reuse, Recycle (p.159)</p>