

WILD Correlations: SCIENCE GRADE 1

Grade 1 : Embedded Inquiry

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.</p>	<p>Fashion a Fish, AW56 - Students consider how body shape and coloration of their “designed fish” would affect what habitat it could survive in.</p> <p>Grasshopper Gravity, W4 - Students attempt to answer various questions about grasshoppers.</p> <p>Learning to Look, Looking to See, W278 - Students develop observation skills needed in other inquiry-based activities.</p> <p>Plastic Jellyfish, AW128 - Students collect and sort plastic litter (Steps 1 and 2). As Extensions, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.</p> <p>Water We Eating?, AW83 - As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets.</p> <p>Wildlife is Everywhere, W51 - Students search their surroundings for evidence of wildlife.</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>Graphanimal, W49 - Students create picture collections of animals in two different habitats, and then "visit" the habitats by going on an indoor nature walk where they tally the number of animals seen.</p>

Grade 1 : Embedded Technology & Engineering

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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	Project WILD (W) and Aquatic WILD (AW) 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>Grasshopper Gravity, W4</p>

Grade 1 : Standard 2 - Interdependence

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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>Aqua Words, AW29 Fashion a Fish, AW56 Marsh Munchers, AW34 Plastic Jellyfish, AW128 Water Plant Art, AW31</p>

Grade 1 : Standard 3 - Flow of Matter and Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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>Beautiful Basics, W58 Everybody Needs a Home, W59 Habitacks, W53 What's That, Habitat?, W56</p>

Grade 1 : Standard 4 - Heredity

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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>Are You Me?, AW2</p>

Grade 1 : Standard 5 - Biodiversity and Change

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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>And the Wolf Wore Shoes, W180 Graphanimal, W49 Surprise Terrarium, W120 Water We Eating?, AW83 What Bear Goes Where?, W118 What's Wild?, W7</p>

Grade 1: Standard 6 – Omitted

Grade 1 : Standard 7 – The Earth

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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>GLE 0107.7.2 Classify earth materials according to their physical properties.</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>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>Learning to Look, Looking to See, W278 Wildlife is Everywhere, W51</p>

Grade 1 : Standard 8 - The Atmosphere

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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	Project WILD (W) and Aquatic WILD (AW) 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>	

Grade 1 : Standard 10 - Energy

Learning Expectations	Checks for Understanding	Project WILD (W) and Aquatic WILD (AW) 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>	