

i3 STC Kit Extension Activities

North Carolina

Grade: 1	
Kit Name: Organisms	
Essential Standard(s): (List number, standard, clarifying objectives where appropriate) 1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering)	
Unpack the Standard (What does it mean?? What is the "Big Idea"?): Students know that humans depend on their natural and constructed environment and that humans can change the natural environment in ways that are beneficial or detrimental to humans or other living things. Students know that it is beneficial for humans to participate in activities that provide protection for the environment and/or improve the conditions of the environment for the growth of plants and animals that live there. Students know many materials can be recycled and used again, sometimes in different forms.	
What is the Engaging (will get the student interesting) Essential Question that the students will be trying to answer as a result of this Extension? How can we help or hurt our environment?	
Which activities in the kit touch on the Standard(s) and how can they be adjusted to better address the Standard(s)?	
Kit Activity	Extension Suggestions
Lesson 3: Planting Our Seeds	Class will plant one seed cup that will be used as an experimental group of things NOT to do in the environment (i.e., no plastics, no water, no sunlight). Track the growth of the controlled cups and the experimental cups throughout the kit in science journals.
Lesson 4: Observing Woodland Plants	Make an extra terrarium that will be the experimental group of things NOT to do in the environment (i.e., no plastics, no water, no sunlight). Track the effects and growth of the controlled cups and the experimental group throughout the kit in science journals.
Lesson 5: Observing Freshwater Plants	Make an extra aquarium that will be the experimental group of things NOT to do in the environment (i.e., no plastics, no water, no sunlight). Once the aquarium is completely built with guppies and snails included, then pollute the aquarium so that students can see the consequences of the pollution – This will occur after Lesson 8. Track the effects of the experimental group versus the control groups throughout the remainder of the lessons in science journals.
Additional Suggestions (Literature connections; online resources):	
These websites and resources are additional things that can be used whenever you feel best suits your needs. Discovery Education 14 minute segment video, Holiday Facts and Fun: Earth Day. Discusses pollution, littering problems and Earth Day. Great for an introduction about protecting our environment.	

<http://sanctuaries.noaa.gov/education/pdfs/ogab.pdf> – reproducible worksheets, environmental lessons.

<http://www.scholastic.com/teachers/lesson-plan/earth-day-every-day>

www.abcteach.com – Bingo Cards Recycling Theme. Bingo game of items that can be recycled.

Literature: Literature – *Wump World*, by Bill Peete, *The Umbrella*, by Jan Brett, *Recycle Everyday*, by Nancy Elizabeth Wallace, *The Lorax*, by Dr. Seuss, *Recycle – A handbook for Kids*, by Gail Gibbons, *The Great Kapok Tree*, by Lynne Cherry. *Something from Nothing*, by Phoebe Gilman. (Literature unit on this book at [abcteach.com](http://www.abcteach.com)).