simply science

Teacher's Guide

Attainment's

# Simply Life Science

## BOOKS 1 & 2

René Zelt
Jean Slater

Attainment's

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## BOOKS 1 & 2

## Teacher's Guide

By René Zelt

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# Simply Life Science: An Introduction

*Simply Life Science* is a standards-based science curriculum for students with limited reading abilities, including those with an intellectual disability or autism. The curriculum includes: one **Student Book**, a **Consumable Student Workbook**, an **Easy Reader**, a **USB flash drive**, and this **Teacher's Guide**.

## Curriculum Inventory

***Simply Life Science* Teacher's Guide** includes:

- Standards Alignment for chapter content
- An At a Glance chart with the instructional resources available for each chapter
- 3–day and 5–day Simply Science Lesson Template
- Sample 3–day and 5–day lesson for the chapter *Life Cycles*
- Data collection forms

***Simply Life Science* Student Book** includes:

- Vocabulary Picture Cards
- Vocabulary Definitions
- Symbol-supported Text Articles
- Chapter Quizzes

The Easy Reader is a companion book that provides access to instructional lesson content for students that struggle with concepts covered by the symbol-supported Text Articles. The Easy Reader uses simplified text and large images to provide access to lessons tied to grade-level content.

The consumable *Simply Life Science* Student Workbook includes chapter quizzes for students to complete at the end of the unit chapters. The workbook condenses all of the student activities into a consumable option, giving students the opportunity to share their accomplishments with peers, parents, and instructional staff.

USB flash drive includes the following for each chapter:

**Articles**
- Symbol-Supported Text Article
- Easy Reader

**Vocabulary**
- Vocabulary picture flashcard files
- Vocabulary definitions

**Activities**
- Worksheets
- Quizzes
- Language extension activities

**Projects / Experiments**

**Extras**
- Text articles without symbol supports
- Image libraries: Literacy Support Pictures (LSP) and photographs
- Standards Alignment document
- *Simply Life Science* At a Glance chart
- Master Vocabulary picture flashcards and definitions for *Simply Life Science*

**Picture It files**—Picture It Software is required to open these files. **IMPORTANT:** *Picture It Software is not required to access all the content in Simply Life Science™.* The Picture It files are included as a "true" extra for those who already have purchased the Picture It Software.

**PixWriter™ setups**—PixWriter™ Software is required to open and access these files.

# INSTRUCTIONAL METHODS

The *Simply Life Science* curriculum provides a lesson template for planning and creating either a three- or five-day instructional plan. The lesson template helps to provide structure to lessons and ensure a systematic approach to providing instruction. Systematic instruction components are embedded in the template scripts and include the evidence-based practices described below.

### Time-Delay Procedure

The time-delay procedure uses systematic prompting and prompt fading to promote the learning of a desired response with few or no errors. *Simply Life Science* lesson templates encourage the use of the time-delay procedure to teach vocabulary identification and vocabulary comprehension. During the initial round of teaching, the teacher immediately points to or provides the correct answer response for students allowing for errorless learning (0 second time-delay). Prompts are gradually faded and students are given the opportunity to respond independently (5 second time-delay). Incorrect responses are blocked and students are redirected to the correct answer.

### Sample Time-Delay Script

Review the vocabulary words using the Vocabulary Flashcards found on the USB flash drive and in the Student Book. Define each of the vocabulary words using the definitions included in the Student Book. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you read the word aloud. Say, **I want you to find the words from our Text Article or Easy Reader.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

| Time-Delay Procedure: Vocabulary Identification |
|---|
| **Round 1: 0-Second Delay** |
| Point to the Vocabulary Flashcard while saying the vocabulary word. **Show me _____.** For example, **Show me alive.** Repeat for each student in the group. |
| **Round 2: 5-Second Delay** |
| Ask a student to find the Vocabulary Flashcard as you say the vocabulary word. Do not point to the Vocabulary Flashcard this time. Say, **Show me _____.** Allow up to 5 seconds for the student to respond independently before prompting.<br><br>Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student. |

**Now we are going to learn definitions to the vocabulary words from the Text Article or Easy Reader.** Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you give a definition. Say, **Now I want you to find the words when I give you the definition.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

| Time-Delay Procedure: Vocabulary Comprehension |
|---|
| **Round 1: 0-Second Delay** |
| Point to the Vocabulary Flashcard while saying the definition. **Show me the one that _____.** For example, **Show me the one that means when something is living.** Repeat for each student in the group. |
| **Round 2: 5-Second Delay** |
| Ask a student to find the Vocabulary Flashcard as you say the definition. Say, **Show me the one that _____.** For example, **Show me the one that means when something is living.** Allow up to 5 seconds for the student to respond independently before prompting.<br><br>Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student. |

### Least Intrusive Prompts and Specific Feedback

A system of least intrusive prompts places prompts given to students into a hierarchy from the least intrusive (or most independent) to the most intrusive (or least independent). Prior to prompting, the student should be provided the opportunity to respond independently. If an independent response does not occur, the continuum of prompts is utilized until the student elicits a response. Prompting is most effective when it is paired with specific feedback. Specific, descriptive feedback is essential for students to develop skills and to promote student success. The *Simply Life Science* lesson templates include least intrusive prompting procedures, scripts for delivering specific praise to reinforce correct student responses, and error correction procedures to prompt incorrect student responses.

## LESSON FORMAT

Each *Simply Life Science* lesson template provides a three- or five-day plan to support and develop student understanding of vocabulary and builds comprehension of specific science concepts related to Life Science.

Scripted lesson templates and sample lessons are included with *Simply Life Science*.

### Simply Life Science Lesson Format Overview—3 Day

| Day 1 | Day 2 | Day 3 |
|---|---|---|
| ▪ Anticipatory Set and predictions<br>▪ Introduce vocabulary<br>▪ Create KWL chart and Text Article<br>▪ Ask comprehension questions related to the article<br>▪ Model monitoring comprehension<br>▪ Have students summarize article<br>▪ Concept Development using chapter Activity, Project, or Experiment | ▪ Review vocabulary<br>▪ Science Journal: Vocabulary<br>▪ Review KWL chart<br>▪ Continue reading Text Article, ask comprehension questions related to the article, model monitoring comprehension, and have students summarize Text Article;<br>**OR**<br>▪ Watch a video related to the topic. Videos to support content can often be found on the internet<br>▪ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge<br>▪ Have students report in their Science Journal what they have learned about the topic during the week | ▪ Final reading of the Text Article<br>▪ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned<br>▪ Assess student learning of vocabulary for the chapter that includes identifying the word/object/picture and demonstrate comprehension of the vocabulary by selecting the word/picture/object when the definition is provided by the teacher<br>▪ End of Chapter Quiz for chapters that have them |

## Simply Life Science Lesson Format Overview—5 Day

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|
| ▪ Anticipatory Set and predictions<br>▪ Introduce vocabulary<br>▪ Create KWL chart and Text Article<br>▪ Ask comprehension questions related to the article<br>▪ Model monitoring comprehension<br>▪ Have students summarize article | ▪ Review vocabulary<br>▪ Science Journal: Vocabulary<br>▪ Review KWL chart<br>▪ Group students and have them read either the Text Article or the Easy Reader. Consider sending home a copy of the Easy Reader or Text Article for students to share with their families<br>▪ Ask comprehension questions related to the article<br>▪ Model monitoring comprehension<br>▪ Have students summarize article | ▪ Review vocabulary<br>▪ Review or complete Science Journal: Vocabulary<br>▪ Review KWL chart<br>▪ Group students and have them read either the Text Article or the Easy Reader<br>▪ Continue to probe student comprehension<br>▪ Concept Development using chapter Activity, Project, or Experiment | ▪ Review vocabulary<br>▪ Review or complete Science Journal: Vocabulary<br>▪ Review KWL chart<br>▪ Watch a video related to the topic. Videos to support content can often be found on the internet<br>▪ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge<br>▪ Have students report in their Science Journal what they have learned about the topic during the week<br>▪ Concept Development continued using chapter Activity, Project, or Experiment | ▪ Final reading of the Text Article<br>▪ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned<br>▪ Assess student learning of vocabulary for the chapter that includes identifying the word/object/picture and demonstrate comprehension of the vocabulary by selecting the word/picture/object when the definition is provided by the teacher<br>▪ End of Chapter Quiz for chapters that have them |

## HOW TO USE

Choose a Text Article from the Student Book to begin. Select either the 3-day or the 5-day lesson plan template to develop your instructional plan. Both the 3-day and 5-day lesson plan address vocabulary comprehension, article comprehension, and concept development through activities, projects, or experiments. The 5-day lesson plan provides for additional concept development activities and repeated review of concepts to further reinforce student learning. Lesson templates provide a consistent and predictable structure to lessons when they are used. The partial scripts included with the lesson templates help to minimize teacher preparation time and increase fidelity of lesson implementation. Although scripts are provided and the colored text represents what to say, they are intended to be used as a guide and do not have to be read verbatim. Lessons also provide scripted, specific feedback responses for correct and incorrect answers and considerations for accommodating student supports for tasks, if needed.

### Group Size

The lessons are designed for small group instruction with the recommendation of 2-4 students per group. However, depending on student ability levels, the group size could be larger. It is important to ensure that an appropriate lesson pace is provided, while giving all students an opportunity to respond and actively participate in the lessons. For chapters that have both a Text Article and an Easy Reader, the lesson template provides an instructional plan for each article type (e.g., Easy Reader Group Plan or Text Article Plan).

### How Often to Use

Lessons are intended to be taught daily for approximately 20-30 minutes. Depending on the lesson plan template selected, a topic may be taught for a 3- or 5-day period.

### Identifying Vocabulary Level

When planning instructional lessons, teachers should consider leveling the vocabulary that students will be responsible for learning. The vocabulary that will be covered in a lesson can be found in the Student Book at the beginning of each chapter. When planning for Level One vocabulary, select vocabulary words that are frequently used in the Easy Reader or the Text Article the student will be reading for the week. To determine targeted vocabulary for Levels Two and Three, include vocabulary that is more abstract and that may occur less frequently in the Text Article. To help determine which level is appropriate for your students, it is recommended that teachers use the *Vocabulary Data Collection Form* to assess each student prior to beginning instruction.

### Monitoring Progress

Blank *Data Collection Forms* are provided to document student progress on vocabulary and text article comprehension. The *Vocabulary Data Collection Form* will need to be populated with vocabulary words and definitions for the text article being used. The Text Article *Comprehension Data Collection Form* will also need to be populated with the specific comprehension questions planned for the Text Article or Easy Reader being used.

### Expanding the Lessons

Additional activities that support each Text Article and/or Easy Reader are included on the USB flash drive. These activities may be selected and used to further support student learning of the concept being taught.

## GETTING STARTED

### Step 1: Select a Chapter Text Article

Begin by previewing the Text Articles included in the Student Book. Determine which Text Article you will teach first and if some students will need to access the Easy Reader companion book. If you will be using the Easy Reader companion book for the Text Article, be sure to preview it as well.

### Step 2: Preview the 3-day and 5-day Lesson Plan Samples

After previewing both lesson plan samples, determine which plan will work best for your students. You may wish to consider using the 3-day or 5-day sample lesson plan to deliver your first *Simply Life Science* lesson. If you will not be using one of the sample lesson plans, print the 3-day or 5-day Lesson Template from the USB flash drive to develop your instructional plan for the Text Article you have selected.

### Step 3: Review the activities, projects, and experiments for the Chapter Text Article

Refer to the At a Glance document included in the Teacher's Guide to preview the resources available for the Text Article you have selected. Each of the resources included on the At a Glance chart are located on the USB flash drive for further review, printing, and lesson preparation. Many of the resources included on the At a Glance chart are also available in the Student Book (Vocabulary Picture Flashcards, Vocabulary Definitions, Text Articles, and Chapter Quizzes), Easy Reader companion book, and the consumable Student Workbook (Chapter Quizzes). The projects, experiments, and some activities will need to be printed from the USB flash drive if you plan to use them with lessons. PixWriter files included on the USB flash drive will require PixWriter Software (not included) to access the files.

### Step 4: Determine individual student accommodations

The *Simply Life Science* lesson templates are designed to address the diverse needs of students with moderate-to-severe disabilities.

It is important to determine which accommodations or supports each student will need during the lessons you plan to allow for active participation. The *Simply Life Science* lesson templates provide accommodation considerations that may offer students access to learning and allow each student to demonstrate what they have learned.

### Step 5: Read and Practice the First Scripted Lesson

The *Simply Life Science* lesson templates are scripted to provide guidance on what to say and do during lessons. After completing a lesson template or using one of the sample lessons, take time to practice reading the lesson scripts out loud and using the lesson materials. Consider practicing the lesson script with another person prior to delivering the lesson to students. Practicing the lesson will help you to become more familiar with the lesson structure and increase your fluency with delivering instruction to students. As you practice the lesson, make notes on any adjustments that need to be made to the lesson for individual students as well as any additional materials and supports that will need to be included.

## Step 6: Prepare for and Teach Your First Lesson

Daily lessons will take approximately 20-30 minutes to complete. Review your current schedule to determine when you will implement *Simply Life Science* lessons during your day. After scheduling a time for daily instruction, organize and prepare the materials that will be used with the lesson. You may need to prepare or pull the following materials:

- Printed and prepared lesson plan to reference and follow for the Text Article selected
- KWL Chart or dry-erase markers to record KWL information on a whiteboard
- Objects or photographs to support student learning of vocabulary
- Printed activities, projects, and experiments that will be used for concept development
- Materials needed for projects and experiments
- Science Journals for students to record what they have learned
- Identify video for students to view related to the topic, previewed ahead of time
- Printed data collection forms for recording student progress
- Preprogrammed AAC devices to support student participation
- Printed Text Articles and Easy Readers to share with families

## Step 7: Progress Monitoring

Use the provided Simply Science *Vocabulary Data Collection Form* and Simply Science Text Article *Comprehension Data Collection Form* to document and monitor student performance related to Chapter Vocabulary and Text Article comprehension. Most Text Articles include a Chapter Quiz included on the USB flash drive, in the Student Book, and in the consumable Student Workbook. The Chapter Quizzes are another tool you can use to monitor student progress and learning related to *Simply Life Science*.

# Standards Alignment

| Standard | How **Simply Science™** Aligns with National & State Standards |
|---|---|
| Develops an understanding of the characteristics of organisms | ▪ Learns about living and nonliving things (Ch. 1)<br>▪ Learns about different animals and their environments (Ch. 3, Ch. 4)<br>▪ Understands that different environments support different living organisms (Ch. 4)<br>▪ Understands their local environments and the animals that are living in their neighborhoods (Ch. 1, Ch. 4)<br>▪ Understands the basic needs for an organism's survival (Ch. 1, Ch. 5)<br>▪ Uses descriptive vocabulary to identify animals (Ch. 3)<br>▪ Understands an animal's interaction with their environment (Ch. 4)<br>▪ Classifies animals into two or more categories (Ch. 1, Ch. 3, Ch. 4)<br>▪ Understands baby animals resemble their parents (Ch. 2)<br>▪ Identifies animals when they hear them described (Ch. 3) |
| Develops an understanding of populations and ecosystems | ▪ Learns about populations of species. Also learns that the species (in a given area) compose an ecosystem (Ch. 4)<br>▪ Investigates the wide variety of animals within a species (Ch. 3)<br>▪ Learns that different environments support the needs of different living organisms (Ch. 4)<br>▪ Understands that habitats are found within ecosystems (Ch. 4)<br>▪ Learns how individuals of a species work together to survive (Ch. 3, Ch. 4) |

## Standards Alignment continued...

| Standard | How **Simply Science™** Aligns with National & State Standards |
|---|---|
| Develops an understanding of the characteristics of organisms | ▪ Learns all plants and animals have basic needs (Ch. 6)<br>▪ Learns that owners need to provide pets with basic needs (Ch. 6)<br>▪ Learns that wild animals have the same needs as pets, but must meet their needs without help (Ch. 6)<br>▪ Understands that animals need certain resources for energy and growth (Ch. 8)<br>▪ Knows animals eat plants and/or other animals for food (Ch. 8)<br>▪ Identifies vegetables, fruits, grains and meats (Ch. 8)<br>▪ Understands and identifies producers and consumers in the food chain (Ch. 8)<br>▪ Learns that patterns of animal behavior are related to survival (Ch. 9)<br>▪ Understands that body characteristics enable a living thing to survive (Ch. 9)<br>▪ Knows that different animal groups have names (herd, pack, flock, etc.) (Ch. 6) |
| Understands biological evolution and diversity of life | ▪ Knows there are many different kinds of animals within a species (Ch. 6)<br>▪ Knows that some animals on Earth have completely disappeared (Ch. 7)<br>▪ Understands endangered, threatened, and extinct as it relates to plants and animals (Ch. 7)<br>▪ Knows that an animal's appearance or characteristics evolve over time (Ch. 9)<br>▪ Knows animals have different mechanisms (camouflage, defenses) to help them survive (Ch. 9)<br>▪ Understands migration and hibernation (Ch. 9)<br>▪ Understands animal's behavior is related to their environment and changes in the environment (Ch. 7)<br>▪ Identifies environmental influences that affect an organism's development and/or survival (Ch. 7) |

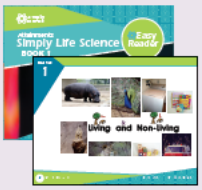
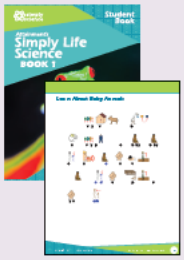
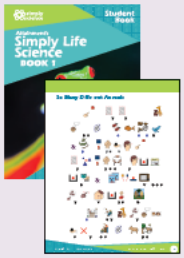
## Standards Alignment continued...

| Standard | How **Simply Science™** Aligns with National & State Standards |
|---|---|
| Understands the relationship between organisms and their physical environments | ▪ Knows all living things depend on one another (Ch. 8, Ch 10)<br>▪ Understands the organization of food chains and food webs (Ch. 8)<br>▪ Knows that all animals depend on plants for food and energy (Ch. 8)<br>▪ Knows the availability of food affects animal behavior and affects what an ecosystem can support (Ch. 9)<br>▪ Knows everything (predation, disease, humans) can change environments and affect species survival (Ch. 7)<br>▪ Identifies environmental changes in their local area (Ch. 7)<br>▪ Knows what they can do to help species survive and protect endangered animals and plants (Ch. 7)<br>▪ Understands why people need diversity of plants and animals(Ch. 10) |
| Understands the nature of scientific inquiry | ▪ Knows to use their senses to make observations about living things, nonliving objects, and events (Ch. 11-14)<br>▪ Names the 5 senses (Ch. 11-15)<br>▪ Understands how we use our 5 senses (Ch. 11-14) |
| Understands the fundamental concepts of growth and development | ▪ Knows the names and locations of some body parts (Ch 11-15)<br>▪ Understands how the human body changes as people age (Ch 12) |

## Standards Alignment continued...

| Standard | How **Simply Science™** Aligns with National & State Standards |
|---|---|
| Understands the structure and function of cells and organisms | ▪ Knows people have distinct structures that serve specific functions (Ch. 11-15)<br>▪ Knows senses detect internal and external cues (Ch. 11-15)<br>▪ Knows about nerve cells (Ch 11-15)<br>▪ Knows about organs (Ch 11-15)<br>▪ Knows about the nervous system (Ch 11-14, Ch. 15)<br>▪ Knows the brain can process and store information (Ch. 15)<br>▪ Knows the brain needs vitamins and minerals (Ch. 15)<br>▪ Knows the basic functions of the brain (Ch. 11-15)<br>▪ Knows the anatomy of eye, ear, nose, skin, tongue (Ch 11-14)<br>▪ Knows skin is a defense against germs (Ch 13) |
| Knows how to maintain and promote personal health | ▪ Understands body systems work together (Ch. 14, 15)<br>▪ Understands that skin is a defense against germs entering the body (Ch. 13)<br>▪ Knows how to protect eyes, hearing, skin, and brain from injury (Ch. 11, 12, 13, 15) |

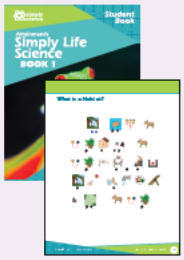
# At a Glance

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| **Living & Nonliving** | | | | | |
| "What Does Alive Mean?" | Living and Nonliving  | Living/Nonliving | | Flashcard sort: Living & Nonliving flashcards | Picture cards<br>Definition |
| **Baby Animals** | | | | | |
| "Learn About Baby Animals"  | What Do Baby Animals Like? | Baby Animals<br>Write About Lamb Sequence | Make a cottonball lamb | Match: Baby to Adult<br>Sequence: Making a Lamb<br>Match: Graphic & Photo<br>Comprehension: Baby Animals Fill-in<br>Quiz: Baby Animals | Picture cards<br>Definition |
| **Variety of Animals** | | | | | |
| "So Many Different Animals"  | Look at the Animals | Same/Different: Lion - Elephant<br>Same/Different: Dolphin - Hippo<br>Same/Different: Cow - Zebra<br>Pet Store<br>Aquarium, Aquarium-16 | An Insect Collection<br>Field Trip: Pet Store and Aquarium - photos of different ones | Sort: by attributes (long tails, furry)<br>Sort: Animals into habitats<br>Inferences: Guess What I'm Thinking Of<br>Class book: We Learn Describing Words | Picture cards<br>Definition |

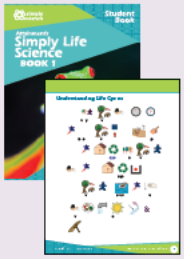
## At a Glance continued...

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "Biodiversity" | | | Internet search | | Picture cards<br>Definition |

### Habitat

| | | | | | |
|---|---|---|---|---|---|
| "What is a Habitat?"  | Habitat, Oh Habitat<br>Poem: "My Backyard" | Your Backyard Habitats Answers | Animal Research Questions | Checklist: Your Backyard<br>Habitat Flip Reference Book<br>Sort: Animals into Photos of Habitats<br>Comprehension: Animals and their habitats<br>Quiz: Habitat Q&A | Picture cards<br>Definition |
| "What is an Ecosystem?" | Wintertime Migration and Hibernation | Humpback Goes North - retell<br>Humpback Goes North - tell about<br>Migration | Partner Reports: Each on a habitat within same ecosystem | Comprehension: Match habitat to Ecosystem | Picture cards<br>Definition |

*THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY*

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "Some Habitats are Managed by People" | | Worm Habitat<br><br>Worm Journal Setup | Making a Worm Habitat | Sequence: Sentences for Worm Habitat<br><br>Sequence: Photos for Worm Habitat<br><br>Writing: Keeping a Worm Journal | Picture cards<br><br>Definition |
| "A Micro-world: The Beehive" | | Learn About Bees<br><br>Beehive Quiz Answer Setup | | Draw a Beehive<br><br>Quiz: Beehive Quiz<br><br>Beehive quiz: answer choices - pictures<br><br>Beehive quiz: answer choices - sentences<br><br>Vocabulary: Match picture with definition | Picture cards<br><br>Definition |
| **Life Cycles** | | | | | |
| "Understanding Life Cycles"  | Everything Grows | Plant Life Cycle<br><br>Plant Life Cycle - 16 space setup | | Worksheet: Life cycle of a Chick<br><br>Worksheet: Life cycle of a Flower | Picture cards<br><br>Definition |

*THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY*

## At a Glance continued...

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "Your Life Cycle" | | | Your Family Tree<br>Home project: My Life | Sequence: Photos of person growing up | Picture cards<br>Definition |
| "Life Cycles of Animals" | | Butterfly Life Cycle | | Life cycle scramble | Picture cards<br>Definition |

### Pets - Wild

| | | | | | |
|---|---|---|---|---|---|
| "Our Pets" | Easy Pets Need | Liked Pet Store<br>My Pet<br>Pet Care<br>Pet Store Easy | Internet Pet Search | Recipe: Doggie Treats<br>Pet Care | Picture cards<br>Definition |
| "Wild Animals" | Wild Animals Are Free | Animal Lists<br>Pets or Wild?<br>Predicting<br>Zoo | | Animals Sleep<br>Fill-in Groups<br>Pets Wild Poster<br>Predict directions for PixWriter<br>Predicting<br>Quiz: Pets Wild | Picture cards<br>Definition |

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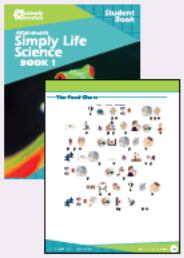
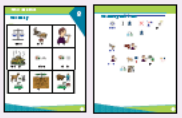
## Endangered

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "Endangered Means Hope" | Easy Protect | Birdfeeder Sequence | Making a birdfeeder<br>Birdfeeder sentences<br>Peanut butter treats for birds | Matching vocabulary<br>Matching sentence | Picture cards<br>Definition |
| "Protecting Wildlife" | | Opinion Hunt<br>Opinion Learn<br>More Opinion<br>Newspaper<br>Protect Quiz Answers<br>T-shirt Stencil sequence<br>Why Protected Answers Wordbank | Stencil sequence<br>Animal stencils<br>T-shirt directions | Interview an animal<br>Partner match<br>Your opinion<br>Quiz: Protect Wildlife<br>Quiz: Protect sentence | Picture cards<br>Definition |
| "Why Do Species Become Endangered?" | Easy Thrive | Habitat destruction<br>Your Town report | Think About Your Town | Class book directions<br>Class book pages<br>Quiz: Yes or No | Picture cards<br>Definition |

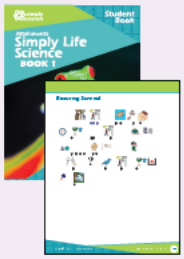
*THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY*

## At a Glance continued...

## Food Chain

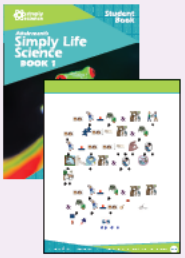
| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "The Food Chain"  | Easy Food Chain | Animals Eat<br>Food Chain Wordbank | | Concentration cards<br>Food chain game cards<br>Making a food chain<br>Food chain possibilities<br>Pocket chart<br>Cards Foods I Ate Chart<br>Quiz: Food Chain | Picture cards<br>Definition  |
| "The Food Web" | | African Web | | African Food Web | Picture cards<br>Definition |

## Character - Adaptations

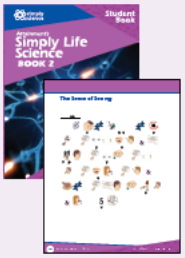
| | | | | | |
|---|---|---|---|---|---|
| "Ensuring Survival"  | Easy Characteristics | New Animals<br>Animal Characteristics<br>Easy Character Rewrite | | A New Animal<br>Characteristics Classify Game<br>Characteristic Pairs<br>Quiz: Chapter 4 | Picture cards<br>Definition |

*THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY*

## Interdependence

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "Depend"  | People Need Animals and Plants | Animals Help Us<br>Bracelet Wordbank<br>Farmers Raise<br>Favorite Food | | Animals Help<br>Humans Bracelet<br>Bracelet sentence strips<br>Class book directions<br>Class book pages<br>Farm animals sort<br>Quiz: Chapter 5 | Picture cards<br>Definition |
| "Hide-and-Seek" | Easy Enemies | Hiding From Enemies | Internet Search | What Would Happen? | Picture cards<br>Definition |

## Sight

| | | | | | |
|---|---|---|---|---|---|
| "The Sense of Seeing"  | Sight | Sight chapter retell<br>Easy Sight retell<br>Depth Perception 1<br>Depth Perception 2<br>Eye color report | Depth Perception 2<br>Survey (eye color)<br>▪ Survey chart<br>▪ Sentences survey result<br>Class book | Depth Perception 1<br>Quiz: Sight chapter | Picture cards<br>Definition |

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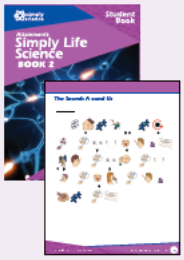
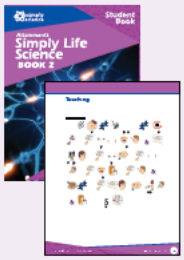
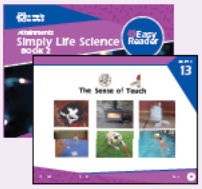
## At a Glance continued...

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "Parts of the Eye" | | Sight chapter 2 retell<br>Color experiment<br>Sorting | Do You Know Your Colors?<br>Sorting Objects | Find the Pairs<br>▪ Find the pairs cards<br>Quiz: Sight chapter 2 | Picture cards<br>Definition |

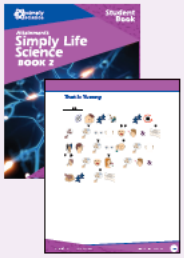
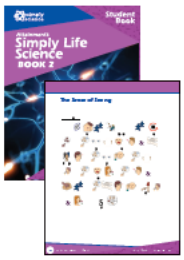
### Hearing

| | | | | | |
|---|---|---|---|---|---|
| "The Sounds Around Us"  | Listen and Hear | Hearing chapter retell<br>Easy Hearing retell<br>Can't See<br>Write About Spinning<br>Write About Eardrum | Match the Sounds<br>▪ Match pictures | I Can't See You, But I Can Hear You<br>Spinning in gym class<br>Just like your eardrum<br>What do you hear?<br>▪ What hear cards<br>Quiz: Hearing chapter | Picture cards<br>Definition |

### Touch

| | | | | | |
|---|---|---|---|---|---|
| "Touching"<br>"What is Under?"  | The Sense of Touch  | Touch chapter 1 retell<br>Easy Touch retell 36 space<br>Easy Touch retell 16 space<br>Write about Gloves | Mystery Feely Bag<br>▪ Mystery flashcards<br>Working with Gloves<br>▪ Glove experiment<br>▪ Glove chart | Making a class book<br>Activity: Texture Chart<br>▪ Texture chart pictures | Picture cards<br>Definition |

*THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY*

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "Your Skin" | | Touch chapter 2 retell<br><br>Sensitive experiment | Sensitive Skin<br>▪ Sensitive answers<br>▪ Sensitive questions | Label the anatomy of the skin<br><br>Quiz: Touch chapter | Picture cards<br><br>Definition |
| **Taste and Smell** | | | | | |
| "That is Yummy!"  | | Taste Smell chapter retell<br><br>Saliva report<br><br>Write About Tongue Map<br><br>Sight Taste report | Does Saliva Help You Taste?<br>▪ Saliva experiment<br>▪ Saliva questions<br>▪ Saliva answers<br><br>Tongue Map<br>▪ Tongue Map chart<br><br>Is Smell Important to Taste?<br><br>Does Sight Impact Your Sense of Taste?<br><br>Air Freshener | Smell and Match<br>▪ Smell cards<br><br>Quiz: Taste Smell chapter<br><br>Game: Think Fast<br>▪ Sense-Object cards<br><br>What Would It Be Like?<br><br>Charting the Senses<br>▪ Charting the Senses chart | Picture cards<br><br>Definition |
| "Summary of Senses"  | <u>Five Senses</u> | Easy Reader retell<br><br>Hearing experiment<br><br>Touch experiment<br><br>Vision experiment | What Would It Be Like? | Game: Think Fast<br>▪ Sense-Obect cards<br><br>Charting the Senses<br>▪ Charting the Senses chart | Picture cards<br><br>Definition |

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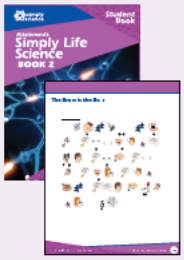
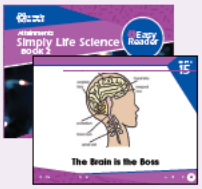
## At a Glance continued...

## The Brain & Nervous System

| Articles | Easy Readers | PixWriter™ Word Banks | Projects / Experiments | Activities | Vocabulary |
|---|---|---|---|---|---|
| "The Brain is the Boss"  | <u>The Brain</u>  | Brain chapter retell<br><br>Easy Brain retell<br><br>How Nerves Connect<br><br>Natural history trip<br><br>Quiz answers | Is a Computer a Brain?<br><br>Computer-Brain sentences<br><br>Emotions Collage | See How Nerves Connect<br><br>Charades<br>▪ Charades cards<br><br>Understanding Idioms<br>▪ Idiom sentences<br>▪ Idioms explained<br><br>Quiz: Brain chapter | Picture cards<br><br>Definition |

## Extras Included on Flash Drive

- Master Vocabulary for all units
- Photographs and graphics included in units
- PixWriter files on both Mac and Windows platforms. PixWriter Software required.
- Files of Picture It text articles in both Mac and Windows platforms. Picture It files require the Picture It Software to access; software is not included. Text Articles are included and accessible in PDF format.
- All chapter lessons in text .pdf

# Simply Science: Lesson Template—3 Day

**Unit:**_____

**Chapter Title:**_____

**Text Article:**_____

**Easy Reader** (not all chapters will have one):_____

_____

**Concept Statement:**_____

*Teacher-created statement—Big idea of the chapter

**Student Learning Objectives:** (included in the Standards Alignment Document)

_____

_____

**Teacher-Created Standards-Based Objectives:**_____

_____

**Vocabulary** (Photographs are located on the flash drive; object representation and word cards are provided by the teacher):

**Level 1:**_____(object representation/photographs)

**Level 2:**_____(photographs/picture cards)

**Level 3:** _____(picture/word cards)

**Text Article/Easy Reader Comprehension Questions:**

| Page # | Comprehension Questions |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Materials:**
*PixWriter Setups (requires PixWriter Software), Picture Images, Projects, Experiments, and Activities are located on the Simply Science flash drive

**Articles:**_____(Text Article)

and_____(Easy Reader)

**Vocabulary Cards and Vocabulary Definitions:**_____

_____

_____

_____

**PixWriter Setups:**_____

_____

**Projects/Experiments:**_____

_____

**Activities/Quiz:**_____

_____

**Picture Images:**_____

_____

**Blank Science Journal for each student to record vocabulary and report what they learned.**
This could be a blank spiral notebook, a blank composition notebook, or several pages of printer paper bound together.

**KWL Chart**

**Video Link Related to Topic:** _____

**Optional Materials:**_____

_____

**Photo Cards:**_____

_____

**Object Representations:**_____

**Preprogrammed AAC Device with Concept Statement:**_____

**Additional copies of article for students to take home and share with their families**