

## G1 Lessons at a Glance: Daily Supplies List

Note: additional supporting documents (including model anchor charts and any printable or downloadable files) referenced in a lesson can be found in the “Supporting Files” section for that day’s lesson.

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
<b>Day 1:</b> <b>Why Do Scientists Work in Teams?</b>	<b>Teacher needs:</b> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• “Team Roles” anchor chart</li> <li>• “Inquiry Toolbox” anchor chart</li> </ul>	<b>Each team needs:</b> <ul style="list-style-type: none"> <li>• exploratory texts/media (see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <b>Teacher needs:</b> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• “Inquiry Toolbox” anchor chart</li> <li>• “List of Outdoor Organisms” sheet copied onto chart paper</li> <li>• “Outdoor Organisms” PPT</li> </ul>	<b>Each team member needs:</b> <ul style="list-style-type: none"> <li>• pencil</li> <li>• blank sheet of paper</li> </ul> <b>Each team needs:</b> <ul style="list-style-type: none"> <li>• ziplock bag containing 20 index cards, 20 straws, and tape</li> <li>• 1 large paper plate</li> </ul> <b>Teacher needs:</b> <ul style="list-style-type: none"> <li>• 1 pkg of air-dry clay</li> <li>• fishing line or string</li> <li>• “Snail Model” mp4 (<b>teacher will need to make the “snails” the day before this lesson</b>)</li> <li>• dark plastic grocery bag</li> <li>• index cards (20 per team)</li> <li>• straws (20 per team)</li> <li>• tape (1 per team)</li> <li>• ziplock bags</li> </ul> <b>Setup:</b> see Day 1 lesson plan
<b>Day 2:</b> <b>Roly-Polies</b>	<b>Teacher needs:</b> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• class Inquiry Chart (<b>teacher will refer to pill bugs as roly-polies until Day 3!</b>)</li> <li>• Inquiry Chart model</li> </ul>	<b>Each team needs:</b> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> </ul> <b>Teacher needs:</b> <ul style="list-style-type: none"> <li>• class Inquiry Chart about roly-polies</li> <li>• exploratory text about roly-polies to model the strategy</li> </ul>	<b>Each team member needs:</b> <ul style="list-style-type: none"> <li>• hand lens</li> </ul> <b>Teacher needs:</b> <ul style="list-style-type: none"> <li>• chart paper (to make the “What we want to know about roly-polies” class list)</li> <li>• class Inquiry Chart about roly-polies</li> <li>• “Rules for Observing Roly-polies” doc</li> </ul> <b>Setup:</b> see Day 2 lesson plan

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<p><b>Day 3:</b> <b>What Do Roly-Polies Need?</b></p>	<p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• “Monitoring Comprehension” anchor chart as a model</li> <li>• exploratory text about roly-polies to model the strategy</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media (or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• “Inquiry Toolbox” anchor chart</li> <li>• “Monitoring Comprehension” anchor chart made in class today</li> <li>• class Inquiry Chart about pill bugs</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• gloves for handling pill bugs</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• “What we want to know about roly-polies” class list</li> <li>• “Pill Bug Flipbook” ppt</li> <li>• gloves</li> <li>• class pill bug habitat</li> </ul> <p><b>Setup:</b> see Day 3 lesson plan</p>
<p><b>Day 4:</b> <b>What Do Pill Bugs Eat?</b></p>	<p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• “Fix-up Strategies” anchor chart as a model</li> <li>• “Modeling Comprehension” anchor chart made in class on Day 3</li> <li>• exploratory text about pill bugs to model the strategy</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> <li>• marker(s)</li> <li>• exploratory text about pill bugs to model the strategy</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• access to class pill bug habitat</li> <li>• access to “What we want to know about roly-polies” class list</li> <li>• access to class Inquiry Chart about pill bugs</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• “What we want to know about roly-polies” class list</li> <li>• class Inquiry chart about pill bugs</li> <li>• class pill bug habitat</li> <li>• “Needs of Living Things” placards</li> <li>• chart paper</li> <li>• marker(s)</li> </ul> <p><b>Setup:</b> see Day 4 lesson plan</p>
<p><b>Day 5:</b> <b>How Do We Set up a Science Investigation?</b></p>	<p><b>Practice Day</b></p>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media (or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> <li>• marker(s)</li> <li>• exploratory text about pill bugs to model the strategy</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• “Pill Bug Investigation” journal</li> </ul> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• team mini-habitat (1 per team)</li> <li>• plastic spoons</li> <li>• gloves</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class pill bug habitat</li> <li>• gloves</li> <li>• prepared team mini-habitats</li> <li>• “Setting Up Habitats” document (see “Before the Unit Begins” section)</li> </ul> <p><b>Setup:</b> see Day 5 lesson plan</p>

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<p><b>Day 6:</b> <b>What Kind of Information Will I Collect?</b></p>	<p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• “Reading for Specific Information on a Website” anchor chart as a model</li> <li>• class Inquiry Chart about pill bugs</li> <li>• website about pill bugs to model the strategy</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media (or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> <li>• “Reading for Specific Information on a Website” anchor chart made in class</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• “Pill Bug Investigation” journal</li> </ul> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• team mini-habitat</li> <li>• pre-cut food choices selected by the team</li> <li>• hand lenses</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• foods selected by teams</li> <li>• camera</li> <li>• chart paper</li> <li>• marker(s)</li> </ul> <p><b>Setup:</b> see Day 6 lesson plan</p>
<p><b>Day 7:</b> <b>Why Do Living Things Need Each Other?</b></p>	<p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> <li>• “Using Internal Text Features” anchor chart as a model</li> <li>• text to model the strategy</li> <li>• chart paper</li> <li>• marker(s)</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• anchor charts used to date</li> <li>• exploratory text about pill bugs to model the strategy (optional)</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• “Pill Bug Investigation” journal</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• INTER and DEPENDENCE placards</li> <li>• “A Log’s Life” story by Wendy Pfeffer</li> </ul> <p><b>Setup:</b> see Day 7 lesson plan</p>
<p><b>Day 8:</b> <b>What Are Ecosystems?</b></p>	<p><b>Practice Day</b></p>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media (or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> <li>• exploratory text, website, or eBook about pill bugs to model the strategy (optional)</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• “Pill Bug Investigation” journal</li> </ul> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• sticky notes</li> <li>• 1 image of an environment</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• copy of the “Environments” ppt</li> <li>• chart paper with list of responses from previous day’s reading of “A Log’s Life”</li> <li>• ability to project slides 1 and 2 of the “Environments” ppt</li> </ul> <p><b>Setup:</b> see Day 8 lesson plan</p>

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<p><b>Day 9:</b> <b>Eating Out in The Garden</b></p>	<p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• class Inquiry chart about pill bugs</li> <li>• “Main Idea” anchor chart as a model</li> <li>• selected text about pill bugs to model the strategy</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> <li>• exploratory text, website, or eBook about pill bugs to model the strategy (optional)</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• “Pill Bug Investigation” journal</li> <li>• 1 image from the “Eating out in the Garden” story</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• “Eating out in the Garden” story</li> <li>• “Eating out in the Garden” images (Sun, plants, snails, robins, hawks, earthworms)</li> </ul> <p><b>Setup:</b> see Day 9 lesson plan</p>
<p><b>Day 10:</b> <b>Nature’s Recyclers: Decomposers</b></p>	<p><b>Practice Day</b></p>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• pencils</li> <li>• exploratory texts/media or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> <li>• “Inquiry Toolbox” anchor charts</li> <li>• exploratory text, website, or eBook about pill bugs to model the strategy (optional)</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• “Pill Bug Investigation” journal</li> </ul> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• 1 plate of garden litter</li> <li>• 1 bag of materials (“See, Think, Wonder” handout, goggles, gloves, hand lenses, and craft sticks or plastic spoons)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• large paper plates (or trays)</li> <li>• freshly collected garden leaf litter, rotten log, etc.</li> <li>• YouTube video on decomposers (See lesson plan.)</li> <li>• YouTube video of decomposing peach (optional; see lesson plan)</li> <li>• hand lens</li> <li>• gloves</li> <li>• goggles</li> <li>• gallon-size ziplock bags</li> <li>• craft sticks or plastic spoons</li> <li>• “See, Think, Wonder” student handout</li> <li>• “A Log’s Life” story by Wendy Pfeffer</li> </ul> <p><b>Setup:</b> see Day 10 lesson plan</p>

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<p><b>Day 11:</b> <b>Going on a D-Hunt</b></p>	<p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• chart paper</li> <li>• marker(s)</li> <li>• “Making Connections” anchor Chart as a model</li> <li>• exploratory text about pill bug to model the strategy</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart</li> <li>• exploratory text, website, or eBook about pill bugs to model the strategy (optional)</li> <li>• “Inquiry Toolbox” anchor chart</li> </ul>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• 1 ziplock bag with materials (each bag will contain enough hand lenses, gloves, dry-erase markers, craft sticks or plastic spoons, and “Decomposers in the Garden” picture documents for each team member)</li> <li>• goggles</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• “Decomposers in the Garden” picture doc</li> <li>• “Safety Rules for the D-Hunt” doc</li> <li>• hand lenses</li> <li>• craft sticks or plastic spoons</li> <li>• dry-erase markers</li> <li>• gloves</li> <li>• goggles</li> <li>• gallon ziplock bags</li> <li>• chart paper</li> <li>• marker(s)</li> </ul> <p><b>Setup:</b> see Day 11 lesson plan</p>
<p><b>Day 12:</b> <b>What Is Scientific Evidence?</b></p>	<p><b>Practice Day</b></p>	<p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• team Inquiry Chart</li> <li>• exploratory texts/media or a Nearpod or similar tool created by the teacher; see the “Exploratory Texts and Media” spreadsheet for ideas)</li> <li>• access to class Inquiry Chart about pill bugs and all mini-lesson anchor charts used to date</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• class Inquiry Chart about pill bugs</li> </ul>	<p><b>Each team member needs:</b></p> <ul style="list-style-type: none"> <li>• “Pill Bug Investigation” journal</li> <li>• 1 copy of the “Team CER Chart” (on 8½” x 11” paper)</li> <li>• pencil</li> </ul> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• photos of the team’s chosen food item taken by the teacher before and at the end of the investigation</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• 2 sheets of chart paper</li> <li>• copy of the “Practice CER Chart” page</li> </ul> <p><b>Setup:</b> see Day 12 lesson plan</p>
<p><b>Day 13:</b> <b>Preparing the Science Presentation (Part 1)</b></p>	<p><b>CULMINATING ACTIVITY (PART 1)</b></p> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• team Inquiry chart</li> <li>• “Pill Bug Investigation” journals</li> <li>• team CER charts</li> <li>• materials for making a poster or planning a science talk, including traditional materials (e.g., paper and writing/drawing materials; poster board; markers)</li> <li>• labeled photos of the food in the team’s pill bug mini-habitat</li> <li>• pill bug mini-habitat (optional for use in the presentation)</li> </ul> <p><b>Teacher needs:</b></p> <ul style="list-style-type: none"> <li>• copy of the “G1 Culminating Project Choices” doc</li> </ul> <p><b>Setup:</b> see Day 13 lesson plan</p>		

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<p><b>Day 14:</b>  <b>Preparing the Science Presentation (Part 2)</b></p>	<p><b>CULMINATING ACTIVITY (Part 2)</b></p> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• team Inquiry chart</li> <li>• "Pill Bug Investigation" journals</li> <li>• team CER charts</li> <li>• materials for making a poster or planning a science talk including traditional materials (e.g., paper and writing/drawing materials; poster board; markers)</li> <li>• labeled photos of the food in the team's pill bug mini-habitat</li> <li>• pill bug mini-habitat (optional, for use in the presentation)</li> </ul> <p><b>Setup:</b> see Day 14 lesson plan</p>		
<p><b>Day 15:</b>  <b>Live from the Science Conference!</b></p>	<p><b>SCIENCE CONFERENCE</b></p> <p><b>Each team needs:</b></p> <ul style="list-style-type: none"> <li>• all materials related to their presentation (poster, journal, charts, images, etc.)</li> <li>• pill bug mini-habitat (optional)</li> </ul> <p><b>Setup:</b> see Day 15 lesson plan</p>		