

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

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

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

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

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

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