### 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.

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<thead>
<tr>
<th>LESSON</th>
<th>MINI-LESSON</th>
<th>INQUIRY CIRCLES</th>
<th>SCIENCE INVESTIGATION</th>
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<tbody>
<tr>
<td>Day 1: Why Do Scientists Work in Teams?</td>
<td>Teacher needs: • &quot;Team Roles&quot; anchor chart • &quot;Inquiry Toolbox&quot; anchor chart</td>
<td>Each team needs: • exploratory texts/media (see the &quot;Exploratory Texts and Media&quot; spreadsheet for ideas) Teacher needs: • chart paper • marker(s) • &quot;Inquiry Toolbox&quot; anchor chart • &quot;List of Outdoor Organisms&quot; sheet copied onto chart paper • &quot;Outdoor Organisms&quot; PPT</td>
<td>Each team member needs: • pencil • blank sheet of paper Each team needs: • ziplock bag containing 20 index cards, 20 straws, and tape • 1 large paper plate Teacher needs: • 1 pkg of air-dry clay • fishing line or string • &quot;Snail Model&quot; mp4 (teacher will need to make the &quot;snails&quot; 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</td>
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<td>Day 2: Roly-Polies</td>
<td>Teacher needs: • chart paper • marker(s) • class Inquiry Chart (teacher will refer to pill bugs as roly-polies until Day 3!) • Inquiry Chart model</td>
<td>Each team needs: • pencils • team Inquiry Chart Teacher needs: • class Inquiry Chart about roly-polies • exploratory text about roly-polies to model the strategy</td>
<td>Each team member needs: • hand lens Teacher needs: • 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</td>
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| **Day 3:** What Do Roly-Polies Need? | Teacher needs:  
• chart paper  
• marker(s)  
• “Monitoring Comprehension” anchor chart as a model  
• exploratory text about roly-polies to model the strategy | Each team needs:  
• 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)  
• “Inquiry Toolbox” anchor chart  
• “Monitoring Comprehension” anchor chart made in class today  
• class Inquiry Chart about pill bugs | Each team member needs:  
• gloves for handling pill bugs  
Teacher needs:  
• “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:  
• 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:  
• 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)  
• class Inquiry Chart about pill bugs | Each team needs:  
• 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:  
• “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:  
• 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)  
• class Inquiry Chart about pill bugs  
• marker(s)  
• exploratory text about pill bugs to model the strategy | Each team member needs:  
• pencil  
• “Pill Bug Investigation” journal  
Each team needs:  
• team mini-habitat (1 per team)  
• plastic spoons  
• gloves  
Teacher needs:  
• 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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| **Day 6:** What Kind of Information Will I Collect? | Teacher needs:  
- 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 | Each team needs:  
- 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) | Each team member needs:  
- pencil  
- “Pill Bug Investigation” journal |
| **Day 7:** Why Do Living Things Need Each Other? | Teacher needs:  
- class Inquiry Chart about pill bugs  
- “Using Internal Text Features” anchor chart as a model  
- text to model the strategy  
- chart paper  
- marker(s) | Each team needs:  
- 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 | Each team member needs:  
- pencil  
- “Pill Bug Investigation” journal |
| **Day 8:** What Are Ecosystems? | Practice Day | Each team needs:  
- 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) | Each team member needs:  
- pencil  
- “Pill Bug Investigation” journal |
| | | Teacher needs:  
- class Inquiry Chart about pill bugs  
- exploratory text about pill bugs to model the strategy (optional) | Each team needs:  
- sticky notes  
- 1 image of an environment |
| | | Each team member needs:  
- pencil  
- “Pill Bug Investigation” journal | Teacher needs:  
- 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 |
| | | | Setup: see Day 8 lesson plan |

Setup: see Day 6 lesson plan

Teacher needs:  
- anchor charts used to date  
- exploratory text about pill bugs to model the strategy (optional)

Teacher needs:  
- chart paper  
- INTER and DEPENDENCE placards  
- “A Log’s Life” story by Wendy Pfeffer

Setup: see Day 7 lesson plan
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<td><strong>Day 9: Eating Out in The Garden</strong></td>
<td>Teacher needs: • chart paper • marker(s) • class Inquiry chart about pill bugs • &quot;Main Idea&quot; anchor chart as a model • selected text about pill bugs to model the strategy</td>
<td>Each team needs: • pencils • team Inquiry Chart • exploratory texts/media or a Nearpod or similar tool created by the teacher; see the &quot;Exploratory Texts and Media&quot; spreadsheet for ideas</td>
<td>Each team member needs: • pencil • &quot;Pill Bug Investigation&quot; journal • 1 image from the &quot;Eating out in the Garden&quot; story</td>
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<td>Teacher needs: • class Inquiry Chart about pill bugs • exploratory text, website, or eBook about pill bugs to model the strategy (optional)</td>
<td>Teacher needs: • class Inquiry Chart about pill bugs • &quot;Inquiry Toolbox&quot; anchor charts • exploratory text, website, or eBook about pill bugs to model the strategy (optional)</td>
<td>Teacher needs: • &quot;Eating out in the Garden&quot; story • &quot;Eating out in the Garden&quot; images (Sun, plants, snails, robins, hawks, earthworms) Setup: see Day 9 lesson plan</td>
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<td><strong>Day 10: Nature's Recyclers: Decomposers</strong></td>
<td>Practice Day</td>
<td>Each team needs: • pencils • team Inquiry Chart • pencils • exploratory texts/media or a Nearpod or similar tool created by the teacher; see the &quot;Exploratory Texts and Media&quot; spreadsheet for ideas</td>
<td>Each team member needs: • pencil • &quot;Pill Bug Investigation&quot; journal</td>
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| Day 11: Going on a D-Hunt | Teacher needs:  
- chart paper  
- marker(s)  
- “Making Connections” anchor Chart as a model  
- exploratory text about pill bug to model the strategy | Each team needs:  
- 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  
- “Inquiry Toolbox” anchor chart | Each team needs:  
- 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  
- “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:  
- pencils  
- team Inquiry Chart  
- exploratory text, website, or eBook about pill bugs to model the strategy (optional)  
- “Inquiry Toolbox” anchor chart | Each team member needs:  
- “Pill Bug Investigation” journal  
1 copy of the “Team CER Chart” (on 8½” x 11” paper)  
- pencil  
- photos of the team’s chosen food item taken by the teacher before and at the end of the investigation | Teacher needs:  
- 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:  
- 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)  
- copy of the “G1 Culminating Project Choices” doc  
<p>| Setup: see Day 13 lesson plan |</p>
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<td>Day 14: Preparing the Science Presentation (Part 2)</td>
<td>CULMINATING ACTIVITY (Part 2)</td>
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<td>Each team needs:</td>
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<td></td>
<td>• team Inquiry chart</td>
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<td></td>
<td>• &quot;Pill Bug Investigation&quot; journals</td>
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<td>• team CER charts</td>
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<td>• materials for making a poster or planning a science talk including traditional materials (e.g., paper and writing/drawing materials; poster board; markers)</td>
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<td>• labeled photos of the food in the team’s pill bug mini-habitat</td>
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<td>• pill bug mini-habitat (optional, for use in the presentation)</td>
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<td>Setup: see Day 14 lesson plan</td>
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<td>Day 15: Live from the Science Conference!</td>
<td>SCIENCE CONFERENCE</td>
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<td>Each team needs:</td>
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<td>• all materials related to their presentation (poster, journal, charts, images, etc.)</td>
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<td>• pill bug mini-habitat (optional)</td>
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<td>Setup: see Day 15 lesson plan</td>
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