



Learning Objectives

Students will:

- identify how the pictures relate to the text in the book.
- write about their favorite kind of weather.
- understand that there are patterns in weather.

Standards

- **Reading:** With prompting and support, describe the relationship between illustrations and the text in which they appear.
- **Writing:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- **Content:** Use and share observations of local weather conditions to describe patterns over time.
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

Day 1

Task

Introductory and Lab Activities (page 161)

Summary of Student Learning Activities

Observe how rain and sun affect the land.

Day 2

Task

Before Reading (page 162)

Summary of Student Learning Activities

Take a picture walk of the book.

Day 3

Task

During Reading (page 163)

Summary of Student Learning Activities

Explain how the images help them understand the book and write about their favorite kind of weather.

Day 4

Task

After Reading (page 164)

Summary of Student Learning Activities

Label types of weather.

Day 5

Task

Activity from the Book (page 164) and **Assessments** (pages 169–170)

Summary of Student Learning Activities

Write and draw about a storm and take the assessments.

Materials

- copies of the *When It Rains* activity sheet (page 165)
- plastic shoeboxes filled with dirt
- paper cups
- paper cups with holes in the bottom
- water
- mats

Day 1

Observe how rain and sun affect the land.

Introductory Activity

Engage

1. If possible, go outside and have students lay on a mat and stare at the sky. If it is not possible to go outside, simply look at the sky from the classroom window.
2. Instruct students to quietly observe the sky for about 30 seconds. Have them then share any observations they have about what the sky looks like that day. Tell students they will learn about the weather.

Lab Activity

Explore & Explain

1. Put students in small groups. Distribute a plastic shoebox filled with dirt to each group. Instruct students to make hills and other features with the dirt.
2. Once students have made a terrain with their dirt, distribute cups with holes in the bottom and cups filled with water. Show students how to pour the water into the cup with holes so the water falls onto their landscapes. Instruct them to move the cup so that the water falls on different areas. Ask students to brainstorm the kind of weather they are modeling.
3. Have students place their boxes in a sunny location. After a day or two (or once the dirt has dried out), invite students to observe their shoeboxes to see how they have changed. Ask students to consider the new kind of weather they modeled.
4. Ask students questions about their thinking as they discuss what happened to their box.
 - *What did the water do to your shoebox? What kind of weather was this?*
 - *Does water do this in real life?*
 - *What did the sun do to your shoebox? What kind of weather was this?*
 - *How does the weather change the land?*
5. Bring the class together for instruction. Make a chart on the board to show the box before water, after water, and after sun. Ask students to direct you in drawing what happened. Explain that this happens to the land outside as well. Discuss these types of weather with students.
6. Distribute copies of the *When It Rains* activity sheet (page 165) to students. Read the directions aloud. Instruct students to draw their shoebox before it rained, after it rained, and after the sun.

Day 2

Take a picture walk of the book.

Materials

- *Changing Weather* books
- copies of the *Word Scramble* activity sheet (page 166)
- pictures of hail, showers, and storm (optional)
- sticky notes (optional)

Vocabulary Word Bank

- hail
- showers
- storm

Before Reading

Elaborate

1. Write the vocabulary words on the board. Explain to students that in this book *hail* means “rain that has turned to ice,” *showers* means “light rain,” and *storm* means “heavy rain with lightning and thunder.” **Note:** You may wish to show students pictures of these weather conditions to provide additional context.
2. Use each word in a sentence. Some examples are:
 - Large chunks of *hail* landed on the car.
 - In the afternoon, there will be light *showers*.
 - Stay inside because there is a *storm* coming.
3. Distribute copies of the *Word Scramble* activity sheet (page 166) to students. Have them work in pairs to unscramble the words.
4. Display the *Changing Weather* book for students. Read the title aloud. Ask students to share their observations about the title and the cover.
5. Take a picture walk of the book. Cover the text with your hand or with sticky notes. Invite students to explain what they think is happening on each page spread.

Materials

Xxx *Changing Weather* books

Xxx copies of the *Weather Changes* activity sheet (page 167)

Day 3

Explain how the images help them understand the book and write about their favorite kind of weather.

During Reading

Elaborate

1. Distribute the *Changing Weather* books to students. For the first reading, read the book aloud as students follow along. Pause periodically to remind students about what they thought of each picture during the picture walk.
2. Explain to students that the book shows one storm from start to finish. Ask students if they have seen a similar storm. Review the page spreads and explain that storms are a kind of cycle. Explain that a cycle repeats, like the seasons in a year.
3. Have students create TPR movements to show the growing and then lessening intensity of the storm in the book. Have students practice their storm movements to reinforce the idea that the storm is a cycle.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
4. Have students read in pairs for the second reading. Instruct students to take turns reading pages aloud with their partners.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.
5. After students have finished reading, invite them to share how the pictures helped them learn about changing weather.
6. Distribute copies of the *Weather Changes* activity sheet (page 167), to students. Read the directions aloud. Have students draw and write about their favorite kind of weather.
 - Help **below-level learners** and **English language learners** identify the beginning sounds of the words to help them write.
 - Challenge **above-level learners** to list at least two reasons they like the type of weather they have chosen.

Materials

- *Changing Weather* books
- copies of the *How the Weather Changed*, *Changing Weather Quiz*, and *Sunny and Rainy* activity sheets (pages 168–170)

Days 4&5

Label types of weather. Write and draw about a storm and take the assessments.

After Reading

Elaborate & Evaluate

1. Tell the class a riddle about one of the vocabulary words as students try to guess what the word is. Use the riddles below or create your own. Continue until all types of weather have been used at least once.

- *I fall when it is very cold. I am frozen. I am rain that has been turned to ice. What am I?*
- *I may fall when it is cold or warm. I may fall at the beginning or end of a storm. I am a light rain. What am I?*
- *I am loud and bright. I may wake you at night. I am heavy rain with thunder and lightning. What am I?*

2. Distribute the *Changing Weather* books and copies of the *How the Weather Changed* activity sheet (page 168) to students. Read the directions aloud. Have students label the pictures independently. Encourage them to use the book if they need help. Once students have finished, review the activity sheet with the class.

Activity from the Book

Read the Your Turn! prompt aloud from page 22 of the *Changing Weather* book. Have students write and draw about a storm.

1. A short posttest, *Changing Weather Quiz* (page 169), is provided to assess student learning from the book.
2. A data analysis activity, *Sunny and Rainy* (page 170), is provided to assess students' understanding of how to analyze scientific data. Read the directions aloud. Point to the tallies and read the labels. Explain to students that the tallies show how many rainy days there were for three months. **STEM**
3. Read each question aloud. Provide time for students to complete the assessment. You may wish to have students dictate their answers to you as needed. **Note:** You may need to preteach the skill of reading tallies before giving this assessment.
4. The Interactiv-eBook activities may be used as a form of assessment (optional).

Name: _____ Date: _____

When It Rains

Directions: Draw what happened to your shoebox.

Before Rain
After Rain
After Sun



Name: _____ Date: _____

Word Scramble

Directions: Unscramble the words below. Write them on the lines. Use the Word Bank to help you.

hail showers storm

1

hesswro

2

hlai

3

omtsr

Name: _____ Date: _____

Weather Changes

Directions: What is your favorite kind of weather? Write and draw to tell about it.

My favorite kind of weather is _____.

I like it because _____



Name: _____ Date: _____

How the Weather Changed

Directions: Look at each picture. Write the name of the kind of weather you see.



1



2



3



4

Name: _____ Date: _____

Changing Weather Quiz

Directions: Listen as the teacher reads each question and the answer choices. Fill in the bubble for the right answer.

- 1 Which of these is a cycle?
 - A a storm
 - B a game
 - C a spoon
- 2 What is rain that has turned to ice?
 - A hail
 - B clouds
 - C rain
- 3 Draw a storm.



Name: _____ Date: _____

Sunny and Rainy



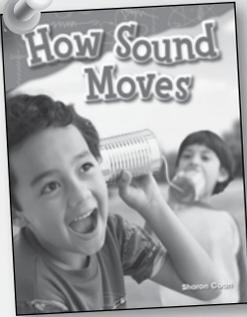
Directions: Eva wrote how many days it rained for three months. Use her tallies to answer the questions.

Month	Number of Days It Rained
May	
June	
July	

1 How many days did it rain in June? _____

2 How many days did it rain in July? _____

3 When did it rain the most? How do you know?



Learning Objectives

Students will:

- use text features to locate facts and information in the book.
- write a narrative about hearing a sound, including three sequenced events.
- investigate how vibrating materials can make sound and sound can make materials vibrate.

Standards

- **Reading:** Know and use various text features to locate key facts or information in a text.
- **Writing:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **Content:** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

Day 1

Task

Introductory and Lab Activities (page 95)

Summary of Student Learning Activities

Observe and record how sound is made.

Day 2

Task

Before Reading (page 96)

Summary of Student Learning Activities

Make predictions about the book based on the table of contents and the glossary.

Day 3

Task

During Reading (page 97)

Summary of Student Learning Activities

Use text features while reading and write a narrative about hearing a sound.

Day 4

Task

After Reading (page 98)

Summary of Student Learning Activities

Use text features to locate key ideas from the book.

Day 5

Task

Activity from the Book (page 98) and **Assessments** (pages 103–104)

Summary of Student Learning Activities

Chart loud, quiet, high, and low sounds, and take the assessments.

Day 1

Observe and record how sound is made.

Materials

- copies of the *Observing Sound* activity sheet (page 99)
- picture of ripples in a pond
- round containers such as buckets, cookie tins, or large cans
- tissues
- pencils
- scissors
- masking tape

Introductory Activity

Engage

1. Show students a picture of ripples in a pond. Have students describe the ripples. Explain that the ripples travel in waves, and that waves are a way that energy moves.
2. Have students stand shoulder-to-shoulder. Have them make a wave, similar to one you might see in a sports arena. Tell students that they will learn more about energy that travels in waves.

Lab Activity

Explore & Explain

1. Divide the class into small groups. Distribute one round container, tissues, a pencil, scissors, and masking tape to each group.
2. Model how to build a simple drum by tightly stretching tape across the top of the container. Then, demonstrate how to make the drumstick by wrapping tissue and tape around one end.
3. Allow time for students to make their drums and drumsticks. Then, have them tap their drums with their drumsticks. Tell them to place their hands on the drum immediately after they strike it.
4. Ask questions to guide students to the idea that sound moves in waves that can often be seen, heard, and felt.
 - *What did you see, hear, and feel when you tapped the drum?*
5. Distribute copies of the *Observing Sound* activity sheet (page 99) to students. Read the directions aloud. Have students draw and write what they observed during the activity and make a conclusion based on their observations. Ask students to explain how their observations to their conclusion.
 - *Why do you think this happens?*
 - *What happens if you prevent the drum from vibrating?*
6. Bring the class together for instruction. Explain that the vibrating drum created sound waves that they could hear and see on the drum. Clarify any student misconceptions and compare their observations.

Materials

- *How Sound Moves* books
- copies of the *Word Parts* activity sheet (page 100)
- chart paper

Day 2

Make predictions about the book based on the table of contents and the glossary.

Vocabulary Word Bank

- canal
- drumhead
- eardrum
- pitch
- sound wave
- vibrate
- vibrations
- volume

Before Reading

Elaborate

1. Tell students that they can often figure out the meaning of a word by looking at its parts. Guide students in looking at the word parts in the compound words *drumhead* and *eardrum* to help determine their meanings. You may wish to also discuss suffixes such as *-tion* in the word *vibrations*.
2. Distribute copies of the *Word Parts* activity sheet (page 100) to students. Read the directions aloud. Have students choose two words from the vocabulary list and complete the chart. **Note:** You may wish to choose words for students depending on their ability level.
3. Display the *How Sound Moves* books for students. Read the title of the book aloud. Show students the glossary on page 22. Point out that the words in the glossary are listed in alphabetical order, are in bold print, and are followed by their definitions. Have students make predictions about the book based on the glossary. Record these on chart paper.
4. Show students the table of contents on page 3. Discuss how the table of contents can help them find information. Point out the headings in the book. Explain that the headings match those listed in the table of contents. Have students make predictions about the text based on the headings in the table of contents and add these to the class list. **Note:** Save this list to use later in the lesson.

Materials

- *How Sound Moves* books
- copies of the *Then They Heard...* activity sheet (page 101)

Day 3

Use text features while reading and write a narrative about hearing a sound.

During Reading

Elaborate

1. Distribute the *How Sound Moves* books to students. Conduct a choral read for the first reading of the book. Point out text features, such as captions, sidebars, headings, and bold words as you read. Ask students to consider how these features help them understand the text.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
2. Have students read in pairs for the second reading. Instruct students to take turns reading page spreads aloud with their partners. Ask them to discuss which text features would be the most helpful when trying to locate information and why.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.
3. Distribute copies of the *Then They Heard...* activity sheet (page 101) to students. Read the directions aloud. Have students write a narrative about what happens when their characters hear a sound. Work as a class to brainstorm possible ideas for students' stories. Have students complete the activity independently. Ask them to justify their sequence of events as they work.
 - Encourage **above-level learners** to write narratives that include descriptive words and academic language to describe the sounds.

Days 4&5

Use text features to locate key ideas from the book. Chart loud, quiet, high, and low sounds, and take the assessments.

Materials

- *How Sound Moves* books
- copies of the *Sound Pictures*, *How Sound Moves Quiz*, and *How Loud Is It?* activity sheets (pages 102–104)

After Reading

Elaborate & Evaluate

1. Have students play Pictionary to review the vocabulary words. Divide the class into two teams. Have a student draw a picture to represent a vocabulary word. Have his or her team try to guess the word. Play several rounds until students are comfortable with all the words.
 - You may wish to provide **below-level learners** and **English language learners** with a list of vocabulary words to reference while playing the game.
2. Refer to the list of students' predictions from the Before Reading activity. Help students determine whether their predictions were correct. Record any additional things students have learned about sound and how it moves after reading the book.
3. Demonstrate how to use photographs to locate key ideas in the text. Explain that photographs are an important text feature that can help them understand the book better.
4. Distribute copies of the *Sound Pictures* activity sheet (page 102) to students. Have them work in pairs to identify information that can be learned from the pictures. Once students are finished, have them share what they found. Add their responses to the class list.

Activity from the Book

Read the Your Turn! prompt aloud from page 24 of the *How Sound Moves* book. Have students work in pairs to chart the sounds they hear on a typical day.

1. A short posttest, *How Sound Moves Quiz* (page 103), is provided to assess student learning from the book.
2. A data analysis activity, *How Loud Is It?* (page 104), is provided to assess students' understanding of how to analyze scientific data. Read the directions aloud. Point to the number line and read the labels and the number of decibels for each. Explain to students that the number line shows the volume of each of the activities. Explain that the smaller the number, the quieter it is. Point out that the items on the left are quieter than the items on the right. **Note:** You may need to preteach the skill of reading number lines prior to giving this assessment. **STEM**
3. The Interactiv-eBook activities may be used as a form of assessment (optional).



Name: _____ Date: _____

Observing Sound

Directions: What did you notice when you tapped your drum? Draw and write your observations.

I heard	
I saw	
I felt	
Because of my observations, I think	



Name: _____ Date: _____

Word Parts

Directions: Write a word or phrase from the box below. Write the helpful part of the word. Then, write how it helps you understand the word's meaning.

drumhead eardrum sound wave vibrations

Vocabulary Word	Helpful Word Part
<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>
<p>How does it help you?</p>	
<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>	

Vocabulary Word	Helpful Word Part
<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>
<p>How does it help you?</p>	
<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>	

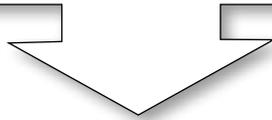


Name: _____ Date: _____

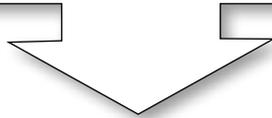
Then They Heard...

Directions: Write a story about what happens after some kids hear a sound. First, write your ideas in the chart. Then, use your ideas to write a story on a separate sheet of paper.

First, they heard _____



Then, _____



Finally, _____



Name: _____ Date: _____

Sound Pictures

Directions: Choose four pictures from the book. Write what you can learn from each picture. Then, write the page where you found it.

What I Learned	Page
<p>1 _____ _____ _____ _____ _____</p>	<p>_____ _____ _____</p>
<p>2 _____ _____ _____ _____ _____</p>	<p>_____ _____ _____</p>
<p>3 _____ _____ _____ _____ _____</p>	<p>_____ _____ _____</p>
<p>4 _____ _____ _____ _____ _____</p>	<p>_____ _____ _____</p>

Name: _____ Date: _____

How Sound Moves Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 What does the word *pitch* mean in the book?

- A a sound in an ear
- B how high or low a sound is
- C sound waves
- D a kind of throw in a baseball game

3 What kind of a sound has a high volume?

- A a loud sound
- B a quiet sound
- C a high-pitched sound
- D Volume has nothing to do with sound.

2 What text feature tells you the headings that are in the book?

- A captions
- B pictures
- C table of contents
- D glossary

4 Read the sentence below. Choose the best word to fill in the blank.

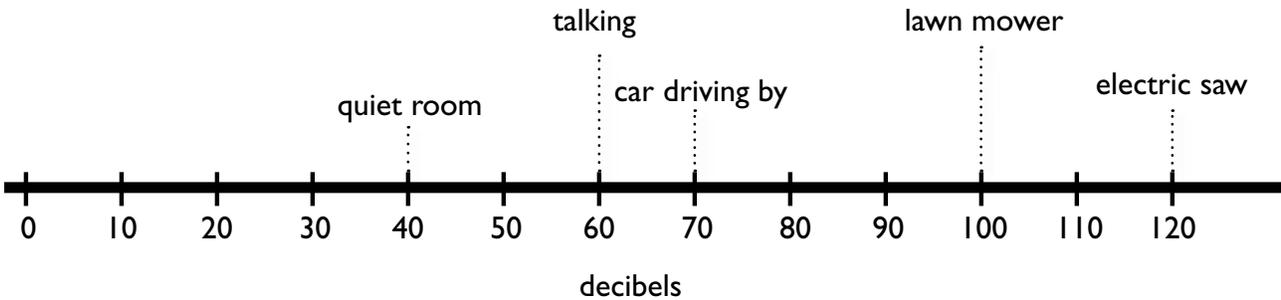
To _____ is to move back and forth quickly.

- A pitch
- B vibrate
- C quiet
- D sound

Name: _____ Date: _____

How Loud Is It? STEM

Directions: Look at the data below. It shows how loud some sounds are. Use the data to answer the questions.



1 Which sound is the quietest?

2 Which is louder, a car driving by or an electric saw? How do you know?

3 If you had a headache, would you rather be in a quiet room or near a lawn mower? Use the data to explain why.



Learning Objectives

Students will:

- identify the main idea of the book.
- complete sentences about what living things need.
- identify what living things need to survive.

Standards

- **Reading:** With prompting and support, identify the main topic and retell key details of a text.
- **Writing:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **Content:** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

<p>Day 1 Task</p> <p>Introductory and Lab Activities (page 73)</p> <p>Summary of Student Learning Activities</p> <p>Observe how plants fare with and without water.</p>	<p>Day 2 Task</p> <p>Before Reading (page 74)</p> <p>Summary of Student Learning Activities</p> <p>Make predictions about the main idea.</p>	<p>Day 3 Task</p> <p>During Reading (page 75)</p> <p>Summary of Student Learning Activities</p> <p>Identify the main idea of the book and complete sentences about living things.</p>
<p>Day 4 Task</p> <p>After Reading (page 76)</p> <p>Summary of Student Learning Activities</p> <p>Identify what living things need to survive.</p>	<p>Day 5 Task</p> <p>Activity from the Book (page 76) and Assessments (pages 81–82)</p> <p>Summary of Student Learning Activities</p> <p>Determine whether different plants have what they need and take the assessments.</p>	



Materials

- copies of the *Who Needs Water?* activity sheet (page 77)
- goldfish (or picture of a goldfish)
- two potted plants (not a succulent or cactus)

Day 1

Observe how plants fare with and without water.

Introductory Activity

Engage

1. Present students with a plant, a goldfish (or a picture of a goldfish), and a person (yourself). Ask students to spend 20 seconds silently thinking about what these different living things need to stay alive.
2. Write *plant*, *fish*, and *person* on the board. Underneath each heading, write student ideas for what each one needs to live. If there is something that they all need (such as water), write it in each column. Then, tell students that they are going to learn more about what living things need.

Lab Activity

Explore & Explain

1. Tell students that, as a class, they will be conducting an experiment. One plant will be watered every day, and another plant will not be watered at all.
2. Every day, have students take turns giving the wet plant approximately one tablespoon of water.
3. Once the dry plant is visibly wilted, bring both plants to the front of the room and ask students to discuss what happened in small groups.
4. Ask students questions about their thinking as they talk about the plants. Use the questions to guide students to the idea that without water, living things cannot survive:
 - Which plant looks better to you?
 - Why do you think it is doing better?
 - What do you think would happen if we watered the dry plant?
 - What does this tell you about what living things need?
5. Bring the class together and have volunteers from each group share their thoughts about the experiment. Write *with water* and *without water* on the board. Under *with water* invite students to guide you in drawing the plant that was watered every day. Under *without water*, ask students to help you draw the wilted plant. Add descriptive words the students use next to each drawing.
6. Lead a class discussion about living things. Explain to students that all living things need water. Help students identify examples of living things.
7. Distribute copies of the *Who Needs Water?* activity sheet (page 77) to students. Read the directions aloud. Have students circle the pictures of things that need water.



Day 2

Make predictions about the main idea.

Materials

- *What Do Living Things Need?* books
- copies of the *What Will It Be?* activity sheet (page 78)
- half-sheets of paper

Vocabulary Word Bank

- protection
- space

Before Reading

Elaborate

1. Write the vocabulary words on the board. Explain the meaning of each word and provide examples.
2. Put students in small groups. Distribute half sheets of paper to each group. On one side, have students write the word *protection* and draw a picture that will help them remember its meaning. On the other side, have them write *space* and draw a picture to help them remember its meaning.
3. Invite students to show their pictures to the class. Have students keep their papers to reference during the unit.
4. Show the class the *What Do Living Things Need?* book. Read the title aloud and describe the front cover. Flip through a few pages of the book and show students the pictures. Ask them to consider what the book might be about. Explain that this is the main idea. Tell them that the cover and pictures should give them clues.
5. Distribute copies of the *What Will It Be?* activity sheet (page 78) to students. Read the directions aloud. Ask students to share their predictions with you.
 - Have **below-level learners** and **English language learners** dictate their labels to you. Write what they dictate and then have them trace over your words.
 - Challenge **above-level learners** to write their predictions as sentences.



Materials

- *What Do Living Things Need?* books
- copies of the *What They Need* activity sheet (page 79)

Day 3

Identify the main idea of the book and complete sentences about living things.

During Reading

Elaborate

1. Distribute the *What Do Living Things Need?* books to students. Read the book aloud as students follow along. Pause after each page spread to discuss the specific living things on the pages and answer any questions students may have.
2. Remind students of their predictions about the main idea from the *Before Reading* activity. Have students discuss whether their predictions were correct.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
3. Have students read in pairs for the second reading. Instruct students to take turns reading pages with their partners.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.
4. After students have finished reading, ask them what the book is mainly about. Guide students to understand that the main idea is that living things need many things to live. Help them list examples from the book that support this idea.
5. Distribute copies of the *What They Need* activity sheet (page 79) to students. Read the directions aloud. Have students use the words in the Word Bank to complete the sentences.
 - Have **below-level learners** and **English language learners** use the beginning sounds of each word to determine which words match the pictures.
 - Have **above-level learners** write their own sentences about what living things need.



Materials

- *What Do Living Things Need?* books
- copies of the *Needs in Nature*, *What Do Living Things Need? Quiz*, and *How Much Water?* activity sheets (pages 80–82)

Days 4&5

Identify what living things need to survive. Determine whether different plants have what they need and take the assessments.

After Reading

Elaborate & Evaluate

1. Read aloud the sentence frames below to help students review the vocabulary words. Instruct them to complete the sentence with the correct vocabulary word. You may wish to use vocabulary words from other units of study to extend the activity.
 - > Some animals have tough shells for _____.
 - > Animals need _____ to move.
 - > Animals may change colors for _____.
 - > Plants need _____ to grow.
2. Distribute the *What Do Living Things Need?* books and copies of the *Needs in Nature* activity sheet (page 80) to students. Read the directions aloud. Model for students how to label an image by drawing a line toward it. Assist students as needed. Encourage them to use the book's text and pictures if they need help.

Activity from the Book

Read the Your Turn! prompt aloud from page 22 of the *What Do Living Things Need?* book. Have students look at plants and decide whether or not they have everything they need.

1. A short posttest, *What Do Living Things Need? Quiz* (page 81), is provided to assess student learning from the book.
2. A data analysis activity, *How Much Water?* (page 82), is provided to assess students' understanding of how to analyze scientific data. Read the directions aloud. Point to the chart and read the labels beside each bar. Explain to students that the chart shows how much water the plant needed in different months. **STEM**
3. Read each question aloud. Provide time for students to complete the assessment. You may wish to have students dictate their answers to you as needed. **Note:** You may need to preteach the skill of reading bar graphs before giving this assessment
4. The Interactiv-eBook activities may be used as a form of assessment (optional).



Name: _____ Date: _____

Who Needs Water?

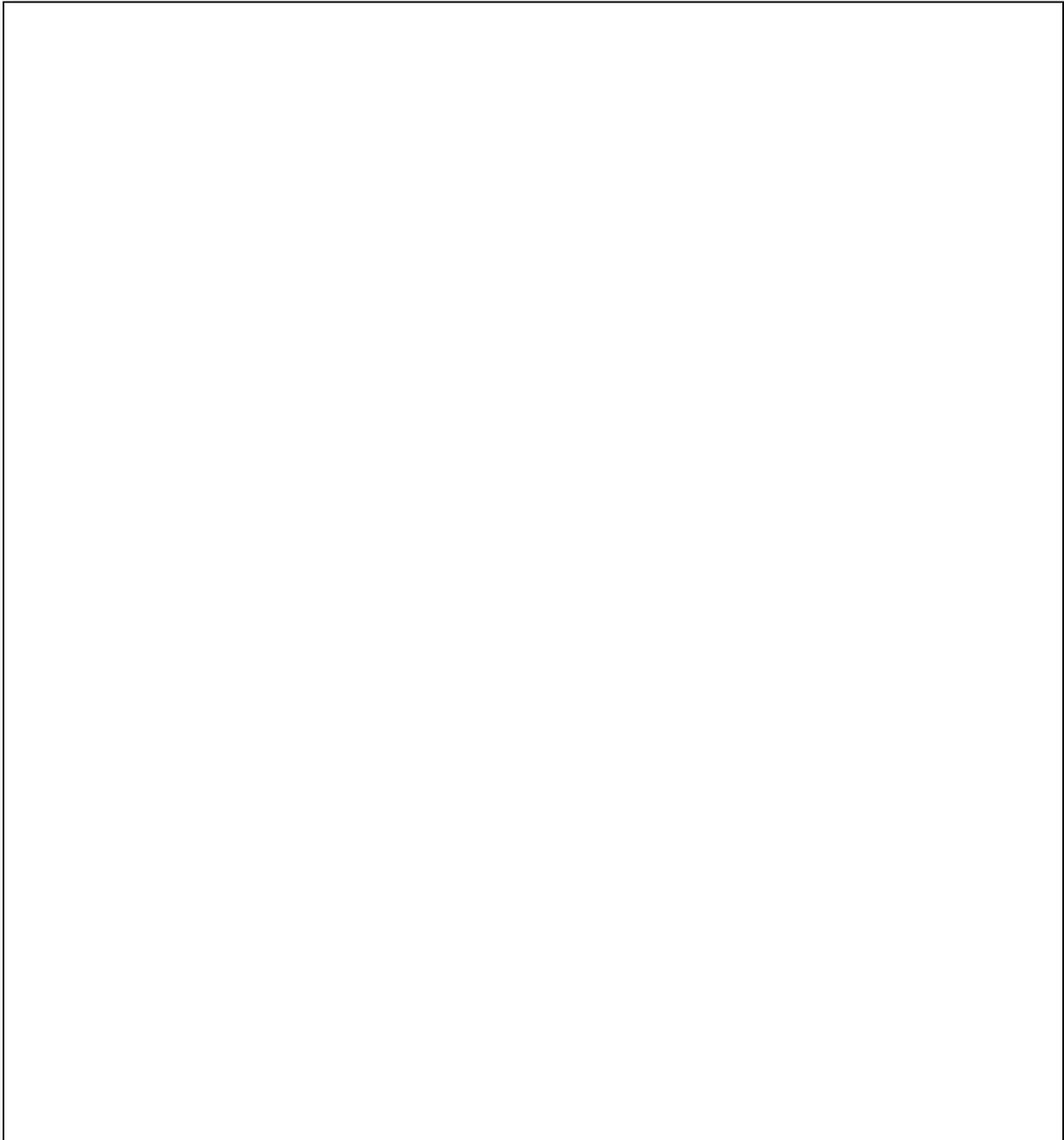
Directions: Circle the things below that need water to live.



Name: _____ Date: _____

What Will It Be?

Directions: What do you think the book will be about? Draw a picture and label it.





Name: _____ Date: _____

What They Need

Directions: Complete the sentences below. Use the words in the Word Bank to help you.

homes

food

protection

water

1

Living things need

_____.

2

Living things need

_____.

3

Living things need

_____.

4

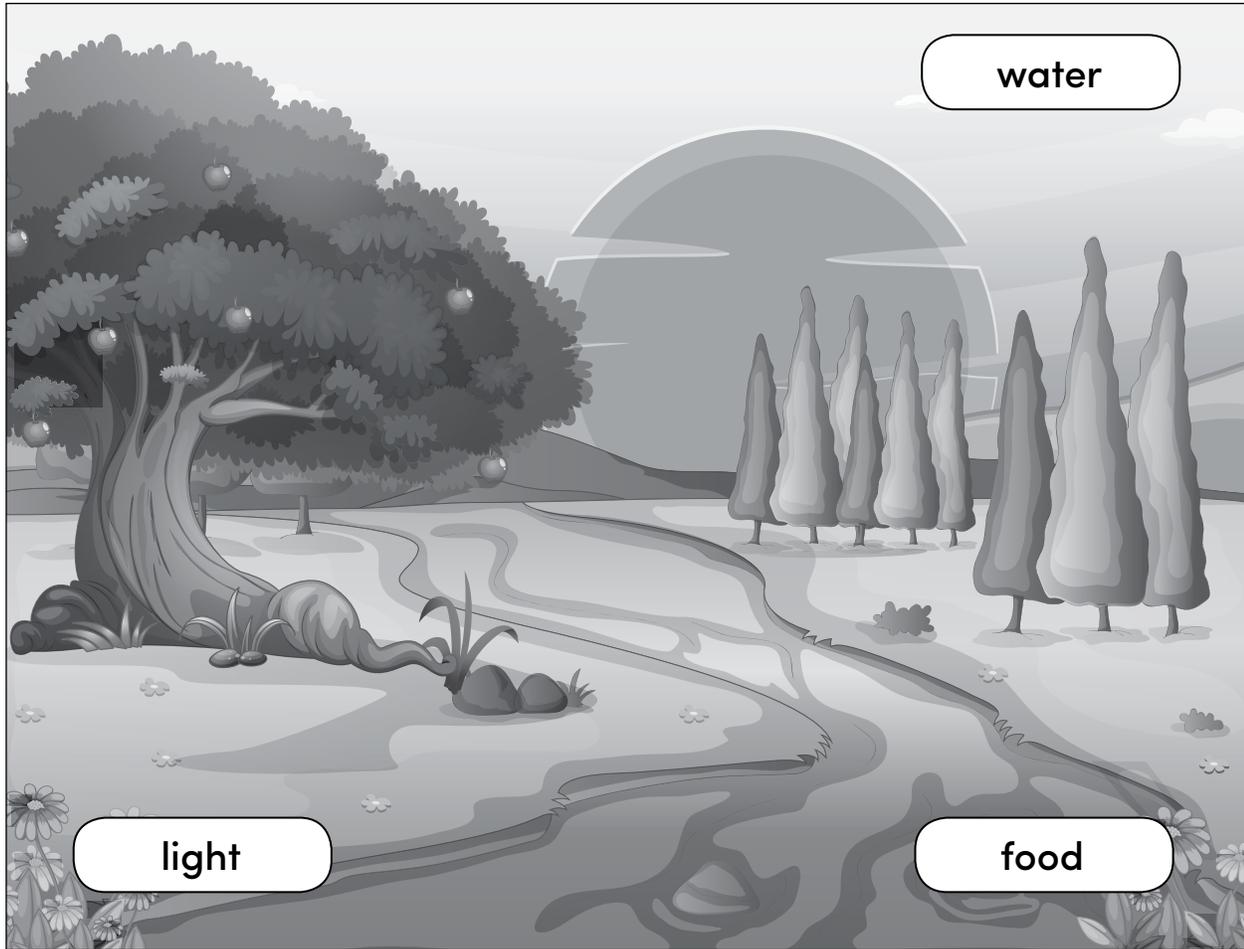
Living things need

_____.

Name: _____ Date: _____

Needs in Nature

Directions: Read the words below. Draw a line from each word to the matching part of the picture.



Do more! Can you see any more things that living things need? Label them in the picture.



Name: _____ Date: _____

What Do Living Things Need? Quiz

Directions: Listen as the teacher reads each question and the answer choices. Fill in the bubble for the right answer.

- 1 What is something that living things need?
 - A the sun
 - B a rock
 - C a pencil
- 2 What was the main idea of the book?
 - A Living things need food.
 - B Living things need many things to live.
 - C Living things need soil.
- 3 Draw something on the left that has lots of space. Then, draw something on the right that has protection.

Space	Protection

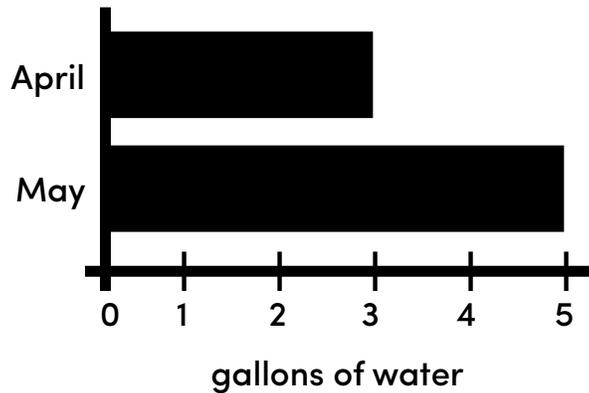


Name: _____ Date: _____

How Much Water?

STEM

Directions: Sandra takes care her flowers. She waters them when they get dry. She wrote how much water she gave them in April and in May. Use her chart to answer the questions.



1 How many gallons of water did the plants need in April?

_____ gallons

2 How many gallons of water did the plants need in May?

_____ gallons

3 When did the plants need more water? How do you know?
