

# Unit 5: Earth and Human Activity

Content Area: **Science**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **4 weeks**  
Status: **Published**

## Disciplinary Core Ideas

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1. Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do
2. Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
3. Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
4. Asking questions, making observations, and gathering information are helpful in thinking about problems.
5. Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people

LA.K.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.K.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
SCI.K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
LA.K.W.K.2	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.
LA.K.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
MA.K.K.CC	Counting and Cardinality

### **Essential Question**

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1. Where do plants and animals live?
2. How do plants and animals change?
3. What do plants and animals need?
4. How does the weather affect us at school?

### **Activity**

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Earth Day Student Notebook

Guess where I live?

Polution

The importance of trees

Reuse, recycle, reduce Student Notebook

Milk carton activity

### **Enduring Understanding**

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Ways we can take care of the Earth and the impact we have as Human's.

## **Assessment**

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1. Student Notebook Activities
2. Writing prompts
3. Participation in Activities
4. Teacher Observation

## **Materials & Resources**

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<https://mysteryscience.com>

Student Notebook

Milk Cartons

## **Accommodations and Modifications**

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- Large print textbooks
- Additional time for assignments
- Review of directions

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Use of Manipulatives
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task

- Daily check-in special education teacher
- Visual daily schedule
- Varied reinforcement procedures
- Immediate feedback
- Personalized examples