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| **Unit Title: Mammals, Reptiles and Math** | | Teachers:  Maggie Morales, Anne Reidy, Ana Santapau, Elizabeth Keppis, Michelle Pineda | Grade: 1st |
| **Unit Description:** Interpreting data using animal characteristics  **Essential Question:** How do scientists classify animals?  **Learning Objectives: What will students know and be able to do by the end of the unit.**  Children will be able to recognize reptiles and mammals by their physical structures. They also are going to be able to answer questions about the total number in each category. | | **Common Core Mathematics Standards Addressed:**   * Mathematics grade 1= Geometry, 1.G.1. Distinguish between defining attributes versus non-defining attributes. * Mathematics grade 1= Measurement and Data 1.MD. Represent and interpret data.   **Common Core Mathematics Standards Addressed:** 1MD.4 Organize, represent, and interpret data with two categories; ask and answer questions about the total number of data points, how many in each category, how many more or less are in one category than in other.  **National Science Education Standards Addressed:**  LE3.1a Compare and contrast physical characteristics in animals. Identify, describe and compare the physical structure of animals. | |
| **Day** | **Daily Lesson Summary** | **Assessment: How will you know students reached understanding**  **Content Integration: How will math and science integration take place?** | |
| Monday | The students will classify fruits in a large group, then will partner up with a peer and classify objects around the classroom. | **Assessment:** The students (in pairs) will look around the room and decide what they can sort by similar characteristics. They will take the objects to their seats and classify them. The teacher will circulate around the room to make sure the students are classifying properly.  **Content Integration:** Mathematics is the focus in the lesson; Science will be integrated the following day. (Tuesday) | |
| Tuesday | Children will discuss about animals’ physical structures and identify reptiles as group. | **Assessment:** Students will identify and represent reptile physical structure while working on inquiry stations. Children will walk around checking children's work.  **Content Integration:** Students will learn about reptiles and their characteristics and be able to represent on graphs the total number in each category. | |
| Wednesday | The students will sort and classify pictures of all different kinds of animals, searching for characteristics of mammals and reptiles | **Assessment:** The students will be able to sort and classify mammals and reptiles according to what they eat, their body covering and their habitat.  **Content Integration:** The students will learn about mammals and their characteristics and be able to sort them. | |
| Thursday | Student’s will go to the Bronx Zoo and collect data which they will use the following day in class. | **Assessment:** Proper usage of chart.  **Content Integration:** Student’s will learn Science through the experience of visualizing the differences and similarities of mammals and reptiles and will discover math through the collection of data. | |
| Friday | Students will discuss the field trip. Students will watch a video on mammals and reptiles. Students will engage in whole group discussion as well as discussion with a partner. Students will be given a test. | **Assessment:** Students will be given a test with pictures of six different animals they must draw a line to connect the animal to the correct category (reptile/mammal). Students must then select two animals and write two sentences on how they are similar and different.  **Content Integration:** Students will review characteristics of mammals and reptiles. They will create word problems using addition and subtraction. They will use the numbers they recorded and the different types of animals they listed using their charts. | |