

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ People are living things that grow and change.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What do people need to live?</li> <li>▪ How do people grow and change during their lifetime?</li> <li>▪ What are the characteristics of people?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ People need food, water, air, shelter, space, and care to live.</li> <li>▪ People develop in a cycle: baby, child, adult.</li> <li>▪ People have arms, legs, feet, a body, a head, facial features (eyes, nose, mouth), and hair.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ living, grow, change, needs, cycle, baby, child, adult, characteristics, observe</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify what people need to live.</li> <li>▪ Sequence the stages of human growth.</li> <li>▪ Identify and name body parts.</li> <li>▪ Ask questions and make observations about people.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Science</u></p> <p>B. The Skills and Traits of Scientific Inquiry and Technological Design</p> <p>B1. Skills and Traits of Scientific Inquiry</p> <p>Students conduct and communicate results of simple investigations.</p> <p>a. Ask questions and make observations about objects, organisms, and events in the environment.</p> <p>A. Unifying Themes</p> <p>A3. Constancy and Change</p> <p>Students observe that in the physical setting, the living environment, and the technological world some things stay the same.</p> <p>a. Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same.</p> <p>E. The Living Environment</p> <p>E3. Cells</p> <p>Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay safe.</p> <p>b. List the basic things that most organisms need to survive.</p> <p>E4. Heredity and Reproduction</p> <p>Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents.</p> <p>a. Give examples of how organisms are like their parents and not like them.</p>

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Sort and classify people according to characteristics.</li><li>▪ Label basic body parts.</li><li>▪ Sequence the stages of growth pictures.</li><li>▪ Draw self-portraits and surround them with items that are needed for survival.</li><li>▪ Complete a body puzzle.</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Self-portrait in fall and spring.</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>The Growing Up Tree</u> by Vera Rosenberry</li><li>○ <u>Quick as a Cricket</u> – Audrey Wood</li><li>○ <u>Ruby In Her Own Time</u> – Jonathan Emmett</li><li>○ <u>Russell Sprouts</u> – Johanna Hurwitz</li><li>○ <u>“Wait For Me!” Said Maggie McGee</u> – Jean Van Leeuwen</li><li>○ <u>When I Was Five</u> – Arthur Howard</li></ul></li></ul>