



First Graders Become Stewards of Their Watershed

A project of Tami Jimenez

Watershed Classroom

CA Curriculum Standards Addressed:

LS1.A Structure and Function: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

LS1.B Growth and Development of Organisms: Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

LS1.D: Information Processing: Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.

LS3.A Inheritance of Traits: Young animals are very much, but not exactly, like their parents.

LS3.B Variation of Traits: Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

ESS1. A The Universe and its Stars: Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1- ESS1-1)

ESS1.B Earth and the Solar System: Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

Social Studies Standards:

Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

Understand the ways in which American Indians and immigrants have helped define Californian and American culture.

Reading Standard:

1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

1.2 Identify the main topic and retell key details of a text.

Teacher and students will read River Legends stories and have discussions around our theme. Students will compare and contrast the document from 2001 about Thompson Creek. I plan on gathering reading material about the native and non-native plants near Thompson Creek. A few native plants near Thompson Creek were used by Native Americans. For example, the coyote bush. I will bring in literature about conservationists and ecology. Plus, I will bring in non-fiction for research of local animals.

Writing Standard:

1.7 Participate in shared research and writing projects.

1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Languages Standards:

1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

RI.1.10 With prompting and support, read informational texts appropriately complex for grade.