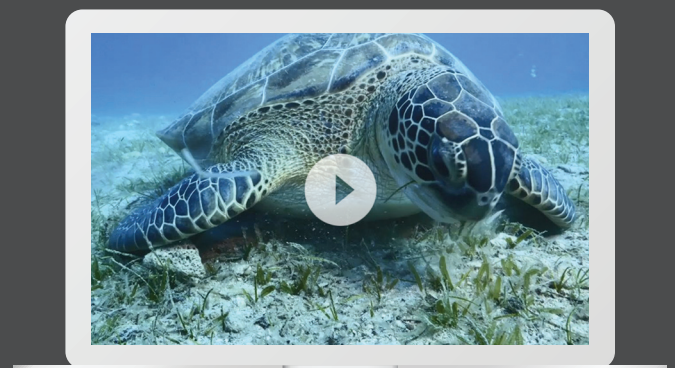
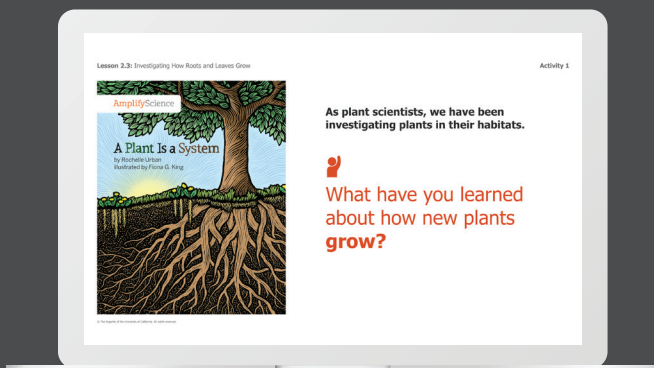
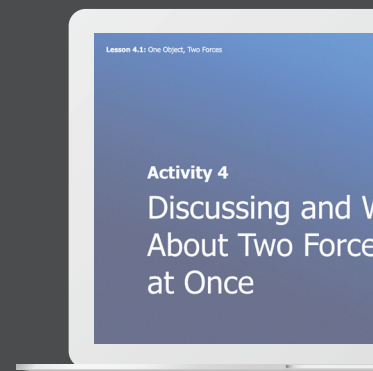
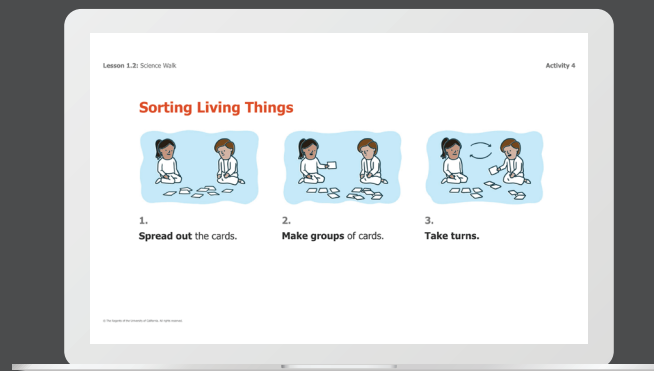


Classroom Slides





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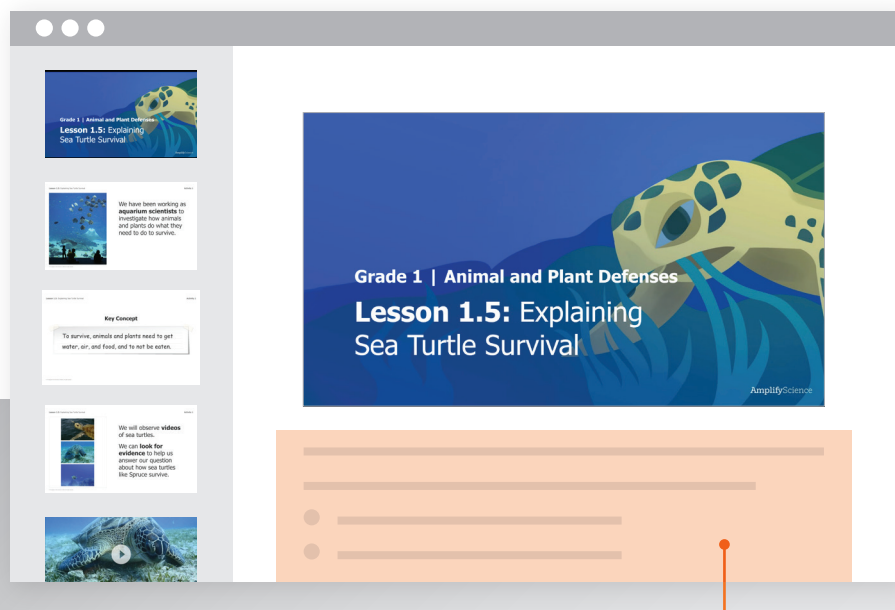
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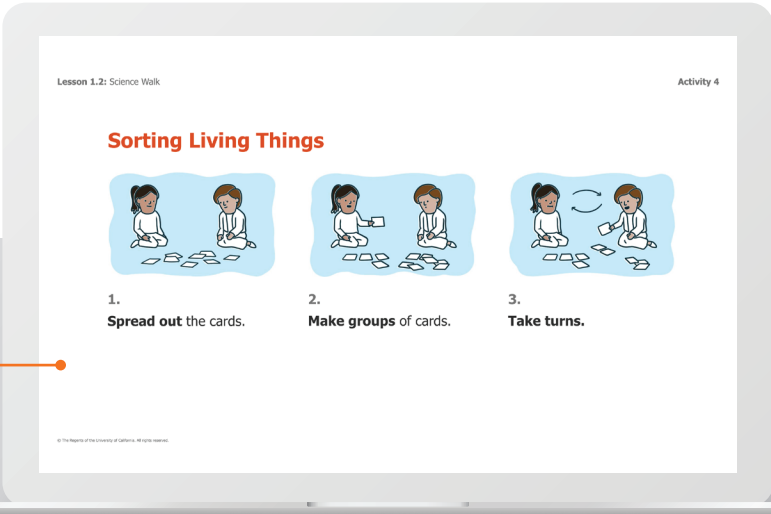
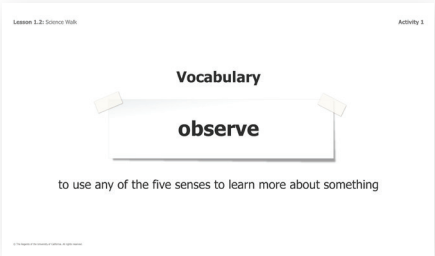
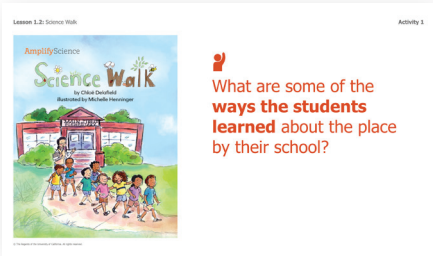
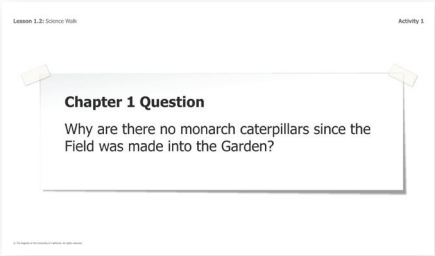
Classroom Slides are:

- **Available offline**, which means no more sweating unreliable internet connections.
- **Streamlined for easy lesson delivery**, including lesson visuals, activity instructions and transitions, animations, investigation setup videos, technology support, and more.
- **Fully editable**, allowing you to incorporate your own flavor, flair, and favorite resources, such as Mystery Science.



The Notes section of most slides includes suggested teacher talk, teacher actions, potential student responses, and assessment supports. The first slide of each file includes links to relevant resources in the digital Teacher's Guide.

Needs of Plants and Animals



Hands-on activity supports

Many slides give you and your students visual cues about how to work through a hands-on activity.


Animal and Plant Defenses

Grade 1 | Animal and Plant Defenses

Lesson 1.5: Explaining Sea Turtle Survival

Lesson 1.5: Explaining Sea Turtle Survival

Activity 1



We have been working as **aquarium scientists** to investigate how animals and plants do what they need to do to survive.

Lesson 1.5: Explaining Sea Turtle Survival


Activity 1

Key Concept

To survive, animals and plants need to get water, air, and food, and to not be eaten.

Lesson 1.5: Explaining Sea Turtle Survival

Activity 1



We will observe **videos** of sea turtles.


We can **look for evidence** to help us answer our question about how sea turtles like Spruce survive.

Lesson 1.5: Explaining Sea Turtle Survival

Activity 1

Survival Role-Play Movement Routine




1. I will name a **living thing** and one of its needs.
2. **Visualize the structures** that living thing has.
3. **Use your body** to show how that living thing uses its structures.



Lesson 1.5: Explaining Sea Turtle Survival

Activity 1

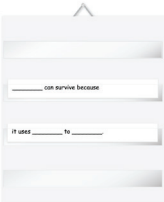
Shared Listening

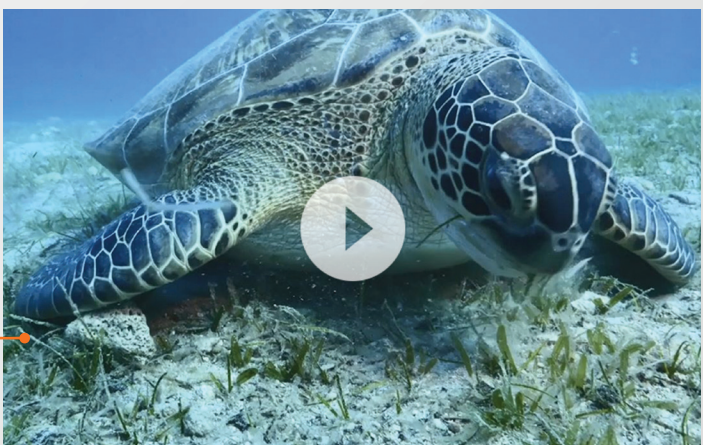
1. **Partner A** shares.
Partner B listens.
2. **Partner B** repeats.
I heard you say . . .
3. **Partners** switch.

Lesson 1.5: Explaining Sea Turtle Survival

Activity 2



Remember, scientific explanations use the word **because** to connect **what happens** to **why it happens**.



Videos

Many Classroom Slides include embedded videos.

Plant and Animal Relationships

Grade 2 | Plant and Animal Relationships

Lesson 2.3: Investigating How Roots and Leaves Grow



Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 1

A Plant Is a System
by Rochelle Urban
Illustrated by Peter G. Hoag

As plant scientists, we have been investigating plants in their habitats.

What have you learned about how new plants grow?



Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 1

Vocabulary

system

a group of parts that work together

Lesson 2.3: Investigating How Roots and Leaves Grow

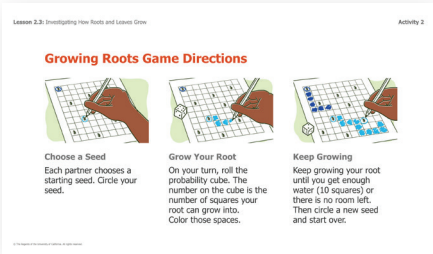
Activity 2

Growing Roots Game Directions

Choose a Seed
Each partner chooses a starting seed. Circle your seed.

Grow Your Root
On your turn, roll the probability cube. The number on the cube is the number of squares your root can grow into. Color those spaces.

Keep Growing
Keep growing your root until you get enough water (10 squares), or there is no room left. Then circle a new seed and start over.

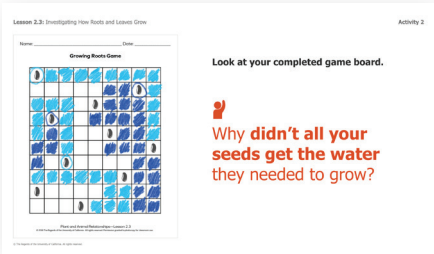


Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 2

Look at your completed game board.

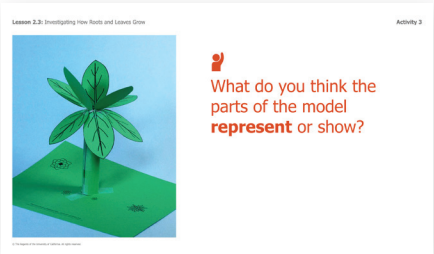
Why didn't all your seeds get the water they needed to grow?



Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 3

What do you think the parts of the model represent or show?



Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 3

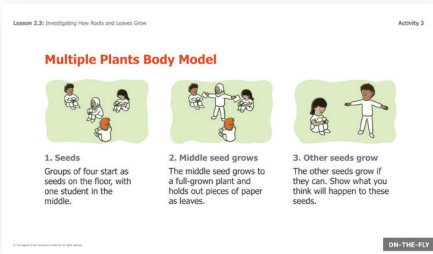
Multiple Plants Body Model

1. Seeds
Groups of four start as seeds on the floor, with one student in the middle.

2. Middle seed grows
The middle seed grows to a full-grown plant and holds out pieces of paper as leaves.

3. Other seeds grow
The other seeds grow if they can. Show what you think will happen to these seeds.

ON-THE-FLY



Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 1

A Plant Is a System

Directions:

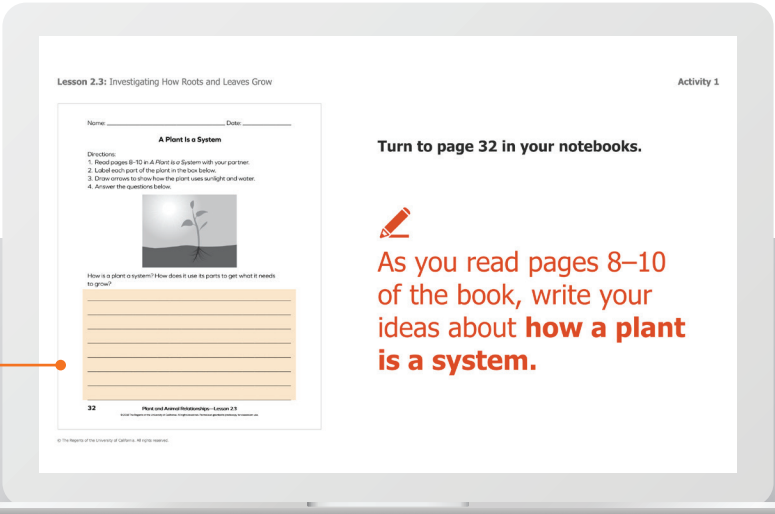
- Read pages 8–10 in *A Plant Is a System* with your partner.
- Label each part of the plant in the box below.
- Draw arrows to show how the plant uses sunlight and water.
- Answer the questions below.

Turn to page 32 in your notebooks.

As you read pages 8–10 of the book, write your ideas about how a plant is a system.

32

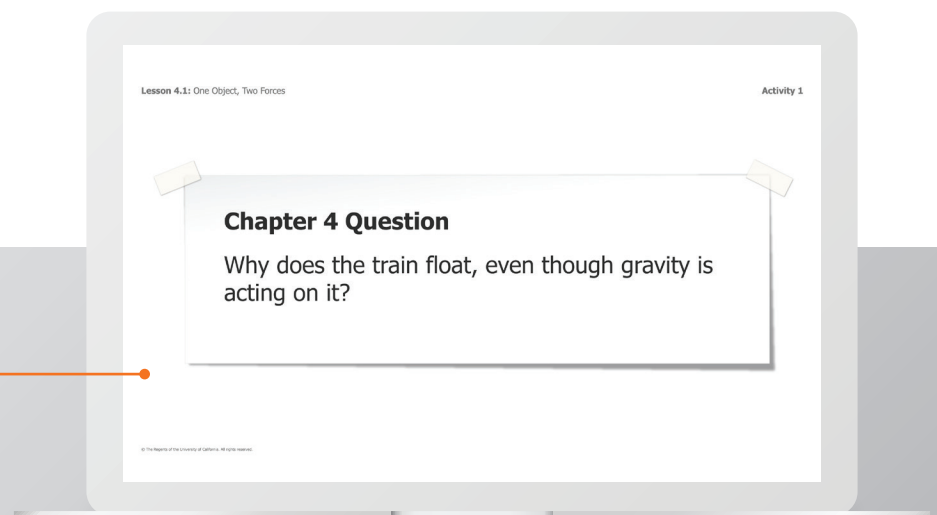
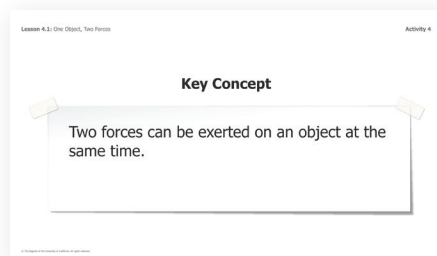
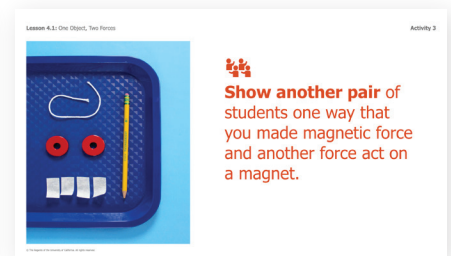
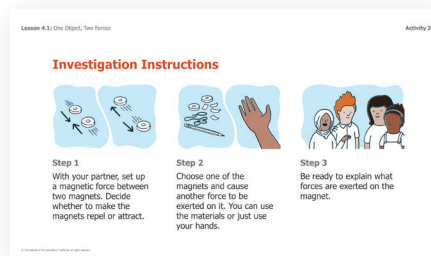
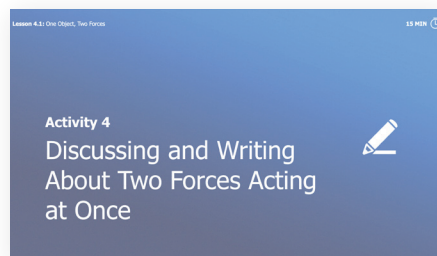
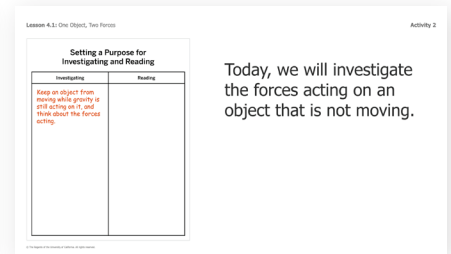
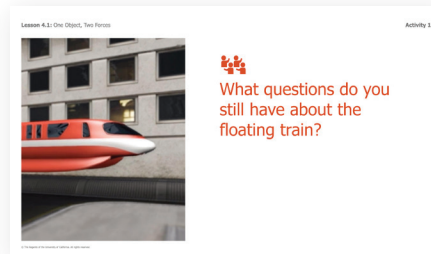
Plant and Animal Relationships – Lesson 2.3



Student Investigation Notebook

Notebook pages are referenced on the slides, and students can clearly see where to focus.

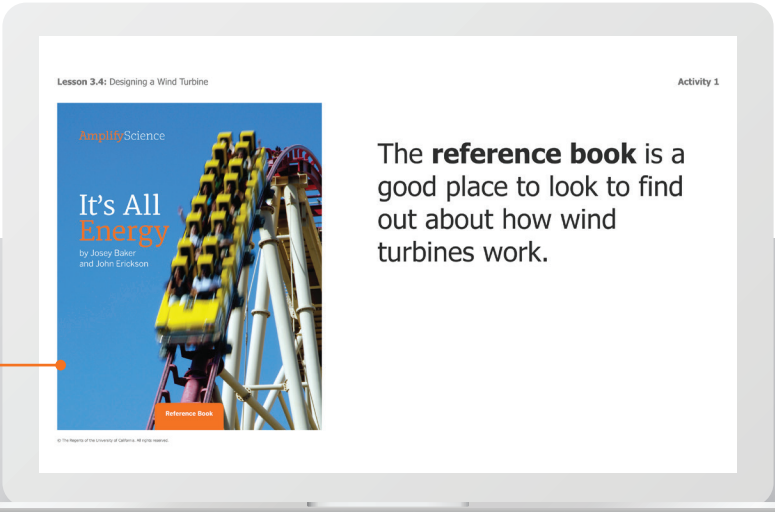
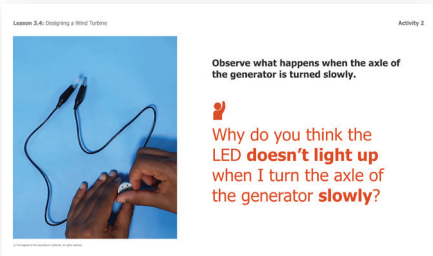
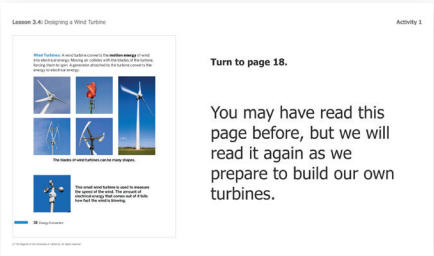
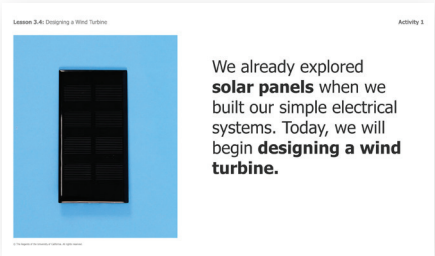
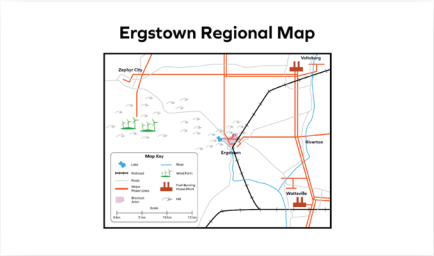
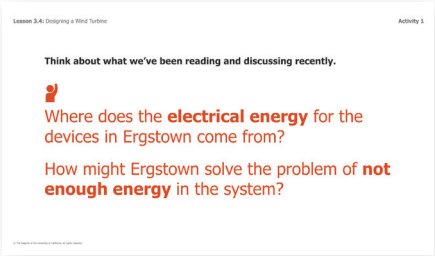
Balancing Forces



Classroom Wall

Classroom Wall materials are referenced, making it easier to understand when to post a chapter question, key concept, or vocabulary word.

Energy Conversions



Student Books

All Student Books are introduced and Read Aloud pages are displayed.


Patterns of Earth and Sky

Grade 5 | Patterns of Earth and Sky

Lesson 3.2: Modeling Earth's Orbit




Lesson 3.2: Modeling Earth's Orbit Activity 1



What **yearly pattern** did we observe in the Sim during our last lesson?

Lesson 3.2: Modeling Earth's Orbit Activity 1




To investigate why the stars we see change throughout the year, we will add to the Mount Nose Model by making **constellation posters**.

Lesson 3.2: Modeling Earth's Orbit Activity 1

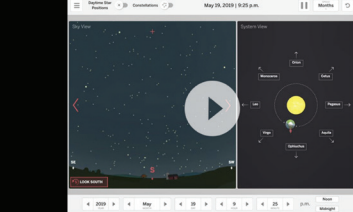
Constellation	Group
Orion	1
Cetus	2
Pegasus	3
Aquila	4
Ophiuchus	5
Virgo	6
Leo	7
Monoceros	8

Each group will make a poster. We need eight posters, **one poster for each constellation** named in System View of the Sim.

Lesson 3.2: Modeling Earth's Orbit Activity 1



Read about your constellation in the reference book, looking for information to include on your poster.




Lesson 3.2: Modeling Earth's Orbit Activity 2

Mount Nose Model with Constellations

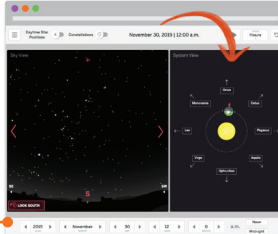
Stand near your poster and spread out to form a big ring around the ball that represents the sun.

The ring represents Earth's orbit around the sun. The posters represent **constellations** in different directions.

Each person's head represents **Earth** at a different position in its orbit around the sun. Your **nose** represents Mount Nose (a mountain on Earth).



Lesson 3.2: Modeling Earth's Orbit Activity 2



Let's start building our model, using **System View** as a guide.

When your group is called, come put your poster up.

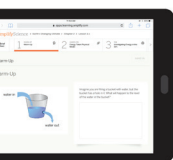
Sims and digital modeling tools

Support for using technology is included right where you need it most.

Earth's Changing Climate

Lesson 2.1: Introduction to Energy Entering and Leaving

ACTIVITY 1: WARM-UP



Warm-Up


- Navigate to the *Earth's Changing Climate* unit.
- Click on **Chapter 2: Energy Entering and Leaving Earth's System**.
- Click on **Lesson 2.1: Introduction to Energy Entering and Leaving**.

This activity can also be completed on page 33 of your Investigation Notebook.

Press Activity 1 and complete the **Warm-Up**.

Lesson 2.1: Introduction to Energy Entering and Leaving

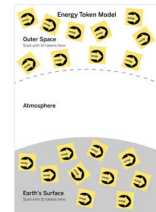
ACTIVITY 2: HANDS-ON



Earlier, you thought about the water level in a bucket as water enters and leaves. This is similar to energy entering and exiting the Earth system.

Lesson 2.1: Introduction to Energy Entering and Leaving

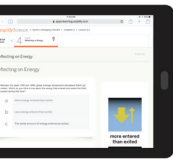
ACTIVITY 2: HANDS-ON



Today, we will use an Energy Token Model to help answer the Investigation Question, **How can the amount of energy absorbed by Earth's surface change?**

Lesson 2.1: Introduction to Energy Entering and Leaving

ACTIVITY 4: CLASS



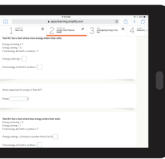
Reflecting on Energy

- Press Activity 4, Reflecting on Energy.
- Answer the questions.
- Press **HAND IN** when finished.

This activity can also be completed on page 39 of your Investigation Notebook.

Lesson 2.1: Introduction to Energy Entering and Leaving

ACTIVITY 2: HANDS-ON




Run Tests #2 and #3.
Record your results.
Press **HAND IN** when you have finished.

This activity can also be completed on pages 35–36 of your Investigation Notebook.

Lesson 2.1: Introduction to Energy Entering and Leaving


ACTIVITY 2: HANDS-ON



In the Sim, energy enters and exits the Earth's system.
Notice the yellow arrows showing energy entering and exiting.

Lesson 2.1: Introduction to Energy Entering and Leaving

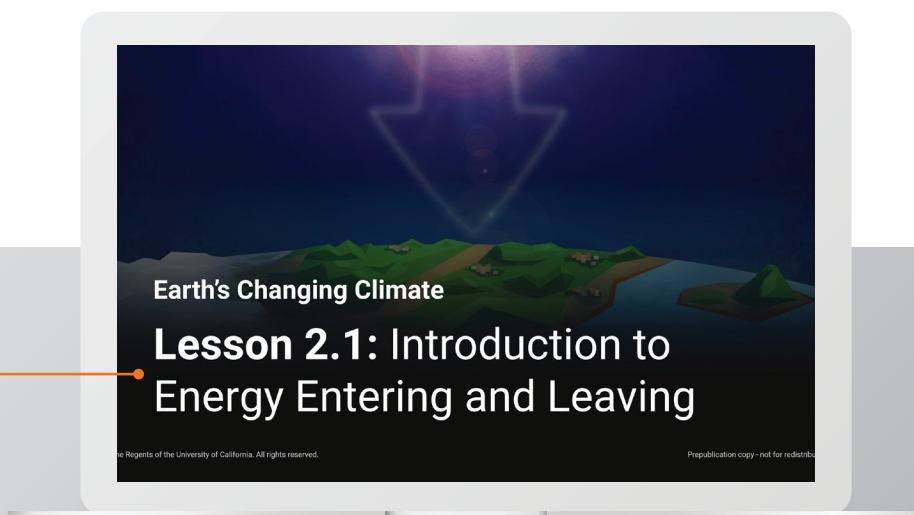
ACTIVITY 2: HANDS-ON



Have you found any evidence that would help answer the Investigation Question, **How can the amount of energy absorbed by Earth's surface change?**

Coming soon!

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