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Simply Life Science: An Introduction




Simply Life Science is a standards-based science curriculum for students with limited reading abilities, including those with an intellectual disability or autism. The curriculum includes: one **Student Book**, a **Consumable Student Workbook**, an **Easy Reader**, a **USB flash drive**, and this **Teacher's Guide**.


Curriculum Inventory


Simply Life Science Teacher's Guide includes:


-  Standards Alignment for chapter content
-  An At a Glance chart with the instructional resources available for each chapter
-  3-day and 5-day *Simply Science* Lesson Template
 - Sample 3-day and 5-day lesson for the chapter *Life Cycles*
-  Data collection forms










Simply Life Science Student Book includes:

-  Vocabulary Picture Cards
- Vocabulary Definitions
-  Symbol-supported Text Articles
-  Chapter Quizzes

 The *Easy Reader* is a companion book that provides access to instructional lesson content for students that struggle with concepts covered by the symbol-supported Text Articles. The *Easy Reader* uses simplified text and large images to provide access to lessons tied to grade-level content.

 The consumable *Simply Life Science* Student Workbook includes chapter quizzes for students to complete at the end of the unit chapters. The workbook condenses all of the student activities into a consumable option, giving students the opportunity to share their accomplishments with peers, parents, and instructional staff.

 USB flash drive includes the following for each chapter:

Articles	Projects / Experiments
<ul style="list-style-type: none"> ▪ Symbol-Supported Text Article  ▪ Easy Reader 	
Vocabulary	
<ul style="list-style-type: none"> ▪ Vocabulary picture flashcard files  ▪ Vocabulary definitions 	
Activities	Extras
<ul style="list-style-type: none"> ▪ Worksheets ▪ Quizzes  ▪ Language extension activities 	<ul style="list-style-type: none"> ▪ Text articles without symbol supports  ▪ Image libraries: Literacy Support Pictures (LSP) and photographs  ▪ Standards Alignment document  ▪ <i>Simply Life Science</i> At a Glance chart  ▪ Master Vocabulary picture flashcards and definitions for <i>Simply Life Science</i> 

Picture It files—Picture It Software is required to open these files. **IMPORTANT:** *Picture It Software* is not required to access all the content in *Simply Life Science*[™]. The Picture It files are included as a “true” extra for those who already have purchased the Picture It Software.

PixWriter[™] setups—PixWriter[™] Software is required to open and access these files.





INSTRUCTIONAL METHODS

The *Simply Life Science* curriculum provides a lesson template for planning and creating either a three- or five-day instructional plan. The lesson template helps to provide structure to lessons and ensure a systematic approach to providing instruction. Systematic instruction components are embedded in the template scripts and include the evidence-based practices described below.

Time-Delay Procedure

The time-delay procedure uses systematic prompting and prompt fading to promote the learning of a desired response with few or no errors. *Simply Life Science* lesson templates encourage the use of the time-delay procedure to teach vocabulary identification and vocabulary comprehension. During the initial round of teaching, the teacher immediately points to or provides the correct answer response for students allowing for errorless learning (0 second time-delay). Prompts are gradually faded and students are given the opportunity to respond independently (5 second time-delay). Incorrect responses are blocked and students are redirected to the correct answer.

Sample Time-Delay Script

Review the vocabulary words using the Vocabulary Flashcards found on the USB flash drive and in the Student Book. Define each of the vocabulary words using the definitions included in the Student Book. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you read the word aloud. Say, **I want you to find the words from our Text Article or Easy Reader.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

Time-Delay Procedure: Vocabulary Identification

Round 1: 0-Second Delay

Point to the Vocabulary Flashcard while saying the vocabulary word. **Show me** _____. For example, **Show me alive**. Repeat for each student in the group.

Round 2: 5-Second Delay

Ask a student to find the Vocabulary Flashcard as you say the vocabulary word. Do not point to the Vocabulary Flashcard this time. Say, **Show me** _____. Allow up to 5 seconds for the student to respond independently before prompting.

Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Now we are going to learn definitions to the vocabulary words from the Text Article or Easy Reader. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you give a definition. Say, **Now I want you to find the words when I give you the definition.** Present the vocabulary flashcards in sets of 2, 3, or 4 depending on the student's ability.

Time-Delay Procedure: Vocabulary Comprehension

Round 1: 0-Second Delay

Point to the Vocabulary Flashcard while saying the definition. **Show me the one that _____.** For example, **Show me the one that means when something is living.** Repeat for each student in the group.

Round 2: 5-Second Delay

Ask a student to find the Vocabulary Flashcard as you say the definition. Say, **Show me the one that _____.** For example, **Show me the one that means when something is living.** Allow up to 5 seconds for the student to respond independently before prompting.

Reinforce correct responses or block and redirect for error correction. Shuffle the flashcards and move on to the next vocabulary word. Repeat for each student.

Least Intrusive Prompts and Specific Feedback

A system of least intrusive prompts places prompts given to students into a hierarchy from the least intrusive (or most independent) to the most intrusive (or least independent). Prior to prompting, the student should be provided the opportunity to respond independently. If an independent response does not occur, the continuum of prompts is utilized until the student elicits a response. Prompting is most effective when it is paired with specific feedback. Specific, descriptive feedback is essential for students to develop skills and to promote student success. The *Simply Life Science* lesson templates include least intrusive prompting procedures, scripts for delivering specific praise to reinforce correct student responses, and error correction procedures to prompt incorrect student responses.

LESSON FORMAT

Each *Simply Life Science* lesson template provides a three- or five-day plan to support and develop student understanding of vocabulary and builds comprehension of specific science concepts related to Life Science.

Scripted lesson templates and sample lessons are included with *Simply Life Science*.



Simply Life Science Lesson Format Overview—3 Day

Day 1	Day 2	Day 3
<ul style="list-style-type: none">▪ Anticipatory Set and predictions▪ Introduce vocabulary▪ Create KWL chart and Text Article▪ Ask comprehension questions related to the article▪ Model monitoring comprehension▪ Have students summarize article▪ Concept Development using chapter Activity, Project, or Experiment	<ul style="list-style-type: none">▪ Review vocabulary▪ Science Journal: Vocabulary▪ Review KWL chart▪ Continue reading Text Article, ask comprehension questions related to the article, model monitoring comprehension, and have students summarize Text Article; <p>OR</p> <ul style="list-style-type: none">▪ Watch a video related to the topic. Videos to support content can often be found on the internet▪ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge▪ Have students report in their Science Journal what they have learned about the topic during the week	<ul style="list-style-type: none">▪ Final reading of the Text Article▪ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned▪ Assess student learning of vocabulary for the chapter that includes identifying the word/object/picture and demonstrate comprehension of the vocabulary by selecting the word/picture/object when the definition is provided by the teacher▪ End of Chapter Quiz for chapters that have them



Simply Life Science Lesson Format Overview—5 Day

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none">▪ Anticipatory Set and predictions▪ Introduce vocabulary▪ Create KWL chart and Text Article▪ Ask comprehension questions related to the article▪ Model monitoring comprehension▪ Have students summarize article	<ul style="list-style-type: none">▪ Review vocabulary▪ Science Journal: Vocabulary▪ Review KWL chart▪ Group students and have them read either the Text Article or the Easy Reader. Consider sending home a copy of the Easy Reader or Text Article for students to share with their families▪ Ask comprehension questions related to the article▪ Model monitoring comprehension▪ Have students summarize article	<ul style="list-style-type: none">▪ Review vocabulary▪ Review or complete Science Journal: Vocabulary▪ Review KWL chart▪ Group students and have them read either the Text Article or the Easy Reader▪ Continue to probe student comprehension▪ Concept Development using chapter Activity, Project, or Experiment	<ul style="list-style-type: none">▪ Review vocabulary▪ Review or complete Science Journal: Vocabulary▪ Review KWL chart▪ Watch a video related to the topic. Videos to support content can often be found on the internet▪ Be sure to preview the selected video prior to showing it to students for appropriateness and planning purposes. Plan stopping points in the video to probe student comprehension and generalization of topic knowledge▪ Have students report in their Science Journal what they have learned about the topic during the week▪ Concept Development continued using chapter Activity, Project, or Experiment	<ul style="list-style-type: none">▪ Final reading of the Text Article▪ Complete the KWL chart with students by having them generate what they have learned; or have them place picture/symbol representations of what they have learned on the chart; or have them activate an AAC device to report what they have learned▪ Assess student learning of vocabulary for the chapter that includes identifying the word/object/picture and demonstrate comprehension of the vocabulary by selecting the word/picture/object when the definition is provided by the teacher▪ End of Chapter Quiz for chapters that have them

HOW TO USE

Choose a Text Article from the Student Book to begin. Select either the 3-day or the 5-day lesson plan template to develop your instructional plan. Both the 3-day and 5-day lesson plan address vocabulary comprehension, article comprehension, and concept development through activities, projects, or experiments. The 5-day lesson plan provides for additional concept development activities and repeated review of concepts to further reinforce student learning. Lesson templates provide a consistent and predictable structure to lessons when they are used. The partial scripts included with the lesson templates help to minimize teacher preparation time and increase fidelity of lesson implementation. Although scripts are provided and the colored text represents what to say, they are intended to be used as a guide and do not have to be read verbatim. Lessons also provide scripted, specific feedback responses for correct and incorrect answers and considerations for accommodating student supports for tasks, if needed.

Group Size

The lessons are designed for small group instruction with the recommendation of 2-4 students per group. However, depending on student ability levels, the group size could be larger. It is important to ensure that an appropriate lesson pace is provided, while giving all students an opportunity to respond and actively participate in the lessons. For chapters that have both a Text Article and an Easy Reader, the lesson template provides an instructional plan for each article type (e.g., Easy Reader Group Plan or Text Article Plan).

How Often to Use

Lessons are intended to be taught daily for approximately 20-30 minutes. Depending on the lesson plan template selected, a topic may be taught for a 3- or 5-day period.

Identifying Vocabulary Level

When planning instructional lessons, teachers should consider leveling the vocabulary that students will be responsible for learning. The vocabulary that will be covered in a lesson can be found in the Student Book at the beginning of each chapter. When planning for Level One vocabulary, select vocabulary words that are frequently used in the Easy Reader or the Text Article the student will be reading for the week. To determine targeted vocabulary for Levels Two and Three, include vocabulary that is more abstract and that may occur less frequently in the Text Article. To help determine which level is appropriate for your students, it is recommended that teachers use the *Vocabulary Data Collection Form* to assess each student prior to beginning instruction.

Monitoring Progress

Blank *Data Collection Forms* are provided to document student progress on vocabulary and text article comprehension. The *Vocabulary Data Collection Form* will need to be populated with vocabulary words and definitions for the text article being used. The *Text Article Comprehension Data Collection Form* will also need to be populated with the specific comprehension questions planned for the Text Article or Easy Reader being used.

Expanding the Lessons


Additional activities that support each Text Article and/or Easy Reader are included on the USB flash drive. These activities may be selected and used to further support student learning of the concept being taught.

GETTING STARTED


Step 1: Select a Chapter Text Article

Begin by previewing the Text Articles included in the Student Book. Determine which Text Article you will teach first and if some students will need to access the Easy Reader companion book. If you will be using the Easy Reader companion book for the Text Article, be sure to preview it as well.

Step 2: Preview the 3-day and 5-day Lesson Plan Samples

 After previewing both lesson plan samples, determine which plan will work best for your students. You may wish to consider using the 3-day or 5-day sample lesson plan to deliver your first *Simply Life Science* lesson. If you will not be using one of the sample lesson plans, print the 3-day or 5-day Lesson Template from the USB flash drive to develop your instructional plan for the Text Article you have selected.

Step 3: Review the activities, projects, and experiments for the Chapter Text Article

 Refer to the At a Glance document included in the Teacher's Guide to preview the resources available for the Text Article you have selected. Each of the resources included on the At a Glance chart are located on the USB flash drive for further review, printing, and lesson preparation. Many of the resources included on the At a Glance chart are also available in the Student Book (Vocabulary Picture Flashcards, Vocabulary Definitions, Text Articles, and Chapter Quizzes), Easy Reader companion book, and the consumable Student Workbook (Chapter Quizzes). The projects, experiments, and some activities will need to be printed from the USB flash drive if you plan to use them with lessons. PixWriter files included on the USB flash drive will require PixWriter Software (not included) to access the files.

Step 4: Determine individual student accommodations

 The *Simply Life Science* lesson templates are designed to address the diverse needs of students with moderate-to-severe disabilities.


It is important to determine which accommodations or supports each student will need during the lessons you plan to allow for active participation. The *Simply Life Science* lesson templates provide accommodation considerations that may offer students access to learning and allow each student to demonstrate what they have learned.

Step 5: Read and Practice the First Scripted Lesson

The *Simply Life Science* lesson templates are scripted to provide guidance on what to say and do during lessons. After completing a lesson template or using one of the sample lessons, take time to practice reading the lesson scripts out loud and using the lesson materials. Consider practicing the lesson script with another person prior to delivering the lesson to students. Practicing the lesson will help you to become more familiar with the lesson structure and increase your fluency with delivering instruction to students. As you practice the lesson, make notes on any adjustments that need to be made to the lesson for individual students as well as any additional materials and supports that will need to be included.










Step 6: Prepare for and Teach Your First Lesson

 Daily lessons will take approximately 20-30 minutes to complete. Review your current schedule to determine when you will implement *Simply Life Science* lessons during your day. After scheduling a time for daily instruction, organize and prepare the materials that will be used with the lesson. You may need to prepare or pull the following materials:

 KWL



-  ▪ Printed and prepared lesson plan to reference and follow for the Text Article selected
-  ▪ KWL Chart or dry-erase markers to record KWL information on a whiteboard
-  ▪ Objects or photographs to support student learning of vocabulary
-  ▪ Printed activities, projects, and experiments that will be used for concept development
-  ▪ Materials needed for projects and experiments
-  ▪ Science Journals for students to record what they have learned
-  ▪ Identify video for students to view related to the topic, previewed ahead of time
 - Printed data collection forms for recording student progress
 - Preprogrammed AAC devices to support student participation
 - Printed Text Articles and Easy Readers to share with families

Step 7: Progress Monitoring

Use the provided *Simply Science Vocabulary Data Collection Form* and *Simply Science Text Article Comprehension Data Collection Form* to document and monitor student performance related to Chapter Vocabulary and Text Article comprehension. Most Text Articles include a Chapter Quiz included on the USB flash drive, in the Student Book, and in the consumable Student Workbook. The Chapter Quizzes are another tool you can use to monitor student progress and learning related to *Simply Life Science*.

Standards Alignment



Standard

How **Simply Science™** Aligns with National & State Standards

Develops an understanding of the characteristics of organisms

- Learns about living and nonliving things (Ch. 1)
- Learns about different animals and their environments (Ch. 3, Ch. 4)
- Understands that different environments support different living organisms (Ch. 4)
- Understands their local environments and the animals that are living in their neighborhoods (Ch. 1, Ch. 4)
- Understands the basic needs for an organism's survival (Ch. 1, Ch. 5)
- Uses descriptive vocabulary to identify animals (Ch. 3)
- Understands an animal's interaction with their environment (Ch. 4)
- Classifies animals into two or more categories (Ch. 1, Ch. 3, Ch. 4)
- Understands baby animals resemble their parents (Ch. 2)
- Identifies animals when they hear them described (Ch. 3)

Develops an understanding of populations and ecosystems

- Learns about populations of species. Also learns that the species (in a given area) compose an ecosystem (Ch. 4)
- Investigates the wide variety of animals within a species (Ch. 3)
- Learns that different environments support the needs of different living organisms (Ch. 4)
- Understands that habitats are found within ecosystems (Ch. 4)
- Learns how individuals of a species work together to survive (Ch. 3, Ch. 4)



Standards Alignment continued...

Standard

How **Simply Science™** Aligns with National & State Standards

Develops an understanding of the characteristics of organisms

- Learns all plants and animals have basic needs (Ch. 6)
- Learns that owners need to provide pets with basic needs (Ch. 6)
- Learns that wild animals have the same needs as pets, but must meet their needs without help (Ch. 6)
- Understands that animals need certain resources for energy and growth (Ch. 8)
- Knows animals eat plants and/or other animals for food (Ch. 8)
- Identifies vegetables, fruits, grains and meats (Ch. 8)
- Understands and identifies producers and consumers in the food chain (Ch. 8)
- Learns that patterns of animal behavior are related to survival (Ch. 9)
- Understands that body characteristics enable a living thing to survive (Ch. 9)
- Knows that different animal groups have names (herd, pack, flock, etc.) (Ch. 6)

Understands biological evolution and diversity of life

- Knows there are many different kinds of animals within a species (Ch. 6)
- Knows that some animals on Earth have completely disappeared (Ch. 7)
- Understands endangered, threatened, and extinct as it relates to plants and animals (Ch. 7)
- Knows that an animal's appearance or characteristics evolve over time (Ch. 9)
- Knows animals have different mechanisms (camouflage, defenses) to help them survive (Ch. 9)
- Understands migration and hibernation (Ch. 9)
- Understands animal's behavior is related to their environment and changes in the environment (Ch. 7)
- Identifies environmental influences that affect an organism's development and/or survival (Ch. 7)



Standard

How *Simply Science*™ Aligns with National & State Standards

Understands the relationship between organisms and their physical environments

- Knows all living things depend on one another (Ch. 8, Ch 10)
- Understands the organization of food chains and food webs (Ch. 8)
- Knows that all animals depend on plants for food and energy (Ch. 8)
- Knows the availability of food affects animal behavior and affects what an ecosystem can support (Ch. 9)
- Knows everything (predation, disease, humans) can change environments and affect species survival (Ch. 7)
- Identifies environmental changes in their local area (Ch. 7)
- Knows what they can do to help species survive and protect endangered animals and plants (Ch. 7)
- Understands why people need diversity of plants and animals(Ch. 10)

Understands the nature of scientific inquiry

- Knows to use their senses to make observations about living things, nonliving objects, and events (Ch. 11-14)
- Names the 5 senses (Ch. 11-15)
- Understands how we use our 5 senses (Ch. 11-14)

Understands the fundamental concepts of growth and development

- Knows the names and locations of some body parts (Ch 11-15)
- Understands how the human body changes as people age (Ch 12)





Standards Alignment continued...

Standard

How **Simply Science™** Aligns with National & State Standards

Understands the structure and function of cells and organisms

- Knows people have distinct structures that serve specific functions (Ch. 11-15)
- Knows senses detect internal and external cues (Ch. 11-15)
- Knows about nerve cells (Ch 11-15)
- Knows about organs (Ch 11-15)
- Knows about the nervous system (Ch 11-14, Ch. 15)
- Knows the brain can process and store information (Ch. 15)
- Knows the brain needs vitamins and minerals (Ch. 15)
- Knows the basic functions of the brain (Ch. 11-15)
- Knows the anatomy of eye, ear, nose, skin, tongue (Ch 11-14)
- Knows skin is a defense against germs (Ch 13)

Knows how to maintain and promote personal health

- Understands body systems work together (Ch. 14, 15)
- Understands that skin is a defense against germs entering the body (Ch. 13)
- Knows how to protect eyes, hearing, skin, and brain from injury (Ch. 11, 12, 13, 15)



TA
Articles

ER
Easy Readers

PW
PixWriter™
Word Banks

PE
Projects /
Experiments

PA
Activities

VC
Vocabulary

Living & Nonliving

"What Does Alive Mean?"



Living and Nonliving



Living/Nonliving

Flashcard sort:
Living & Nonliving
flashcards

Picture cards
Definition



Baby Animals

"Learn About Baby Animals"



What Do Baby Animals Like?



Baby Animals
Write About
Lamb Sequence

Make a
cottonball lamb

Match: Baby to Adult
Sequence: Making
a Lamb

Picture cards
Definition



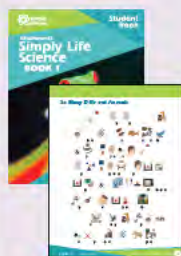
Match: Graphic
& Photo

Comprehension:
Baby Animals Fill-in

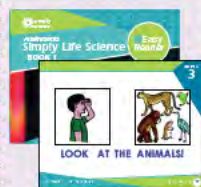
Quiz: Baby Animals

Variety of Animals

"So Many Different Animals"



Look at the Animals



Same/Different:
Lion - Elephant

An Insect Collection

Sort: by attributes
(long tails, furry)

Picture cards
Definition



Same/Different:
Dolphin - Hippo

Field Trip: Pet Store
and Aquarium
- photos of
different ones

Sort: Animals into
habitats

Inferences: Guess
What I'm Thinking Of

Same/Different:
Cow - Zebra

Pet Store

Aquarium,
Aquarium-16

Class book: We Learn
Describing Words



At a Glance continued...



Articles



Easy Readers



PixWriter™
Word Banks



Projects /
Experiments



Activities



Vocabulary

"Biodiversity"



Internet search

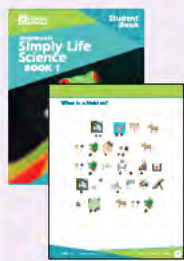
Picture cards

Definition



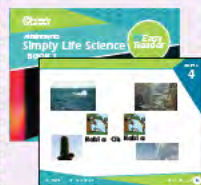
Habitat

"What is a
Habitat?"



Habitat, Oh
Habitat

Poem: "My
Backyard"



Your Backyard
Habitats Answers

Animal Research
Questions

Checklist: Your
Backyard

Habitat Flip
Reference Book

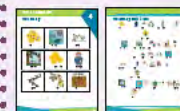
Sort: Animals into
Photos of Habitats

Comprehension:
Animals and their
habitats

Quiz: Habitat Q&A

Picture cards

Definition



"What is an
Ecosystem?"



Wintertime
Migration and
Hibernation



Humpback Goes
North - retell

Humpback Goes
North - tell about

Migration

Partner Reports:
Each on a habitat
within same
ecosystem

Comprehension:
Match habitat to
Ecosystem





Picture cards

Definition

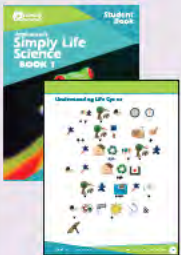




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<p>Articles</p>	<p>Easy Readers</p>	<p>PixWriter™ Word Banks</p>	<p>Projects / Experiments</p>	<p>Activities</p>	<p>Vocabulary</p>
<p>"Some Habitats are Managed by People"</p> 		<p>Worm Habitat</p> <p>Worm Journal Setup</p>	<p>Making a Worm Habitat</p>	<ul style="list-style-type: none"> Sequence: Sentences for Worm Habitat Sequence: Photos for Worm Habitat Writing: Keeping a Worm Journal 	<p>Picture cards</p> <p>Definition</p> 
<p>"A Micro-world: The Beehive"</p> 		<p>Learn About Bees</p> <p>Beehive Quiz Answer Setup</p>		<ul style="list-style-type: none"> Draw a Beehive Quiz: Beehive Quiz Beehive quiz: answer choices - pictures Beehive quiz: answer choices - sentences Vocabulary: Match picture with definition 	<p>Picture cards</p> <p>Definition</p> 

Life Cycles

<p>"Understanding Life Cycles"</p> 	<p><u>Everything Grows</u></p> 	<p>Plant Life Cycle</p> <p>Plant Life Cycle - 16 space setup</p>		<ul style="list-style-type: none"> Worksheet: Life cycle of a Chick Worksheet: Life cycle of a Flower 	<p>Picture cards</p> <p>Definition</p> 
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At a Glance continued...



Articles



Easy Readers



PixWriter™
Word Banks



Projects /
Experiments



Activities



Vocabulary

"Your Life Cycle"



Your Family Tree
Home project:
My Life

Sequence: Photos of
person growing up

Picture cards
Definition



"Life Cycles
of Animals"



Butterfly Life
Cycle

Life cycle scramble

Picture cards
Definition



Pets - Wild

"Our Pets"



Easy Pets Need



Liked Pet Store
My Pet
Pet Care
Pet Store Easy

Internet Pet Search

Recipe: Doggie
Treats
Pet Care

Picture cards
Definition



"Wild Animals"



Wild Animals
Are Free



Animal Lists
Pets or Wild?
Predicting
Zoo

Animals Sleep
Fill-in Groups
Pets Wild Poster
Predict directions
for PixWriter
Predicting
Quiz: Pets Wild

Picture cards
Definition



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TA
Articles

ER
Easy Readers









PW
PixWriter™
Word Banks

PE
Projects /
Experiments

AC
Activities

V
Vocabulary

Endangered

<p>"Endangered Means Hope"</p> 	<p><u>Easy Protect</u></p> 	<p>Birdfeeder Sequence</p>	<p>Making a birdfeeder Birdfeeder sentences Peanut butter treats for birds</p>	<p>Matching vocabulary Matching sentence</p>	<p>Picture cards Definition</p> 
<p>"Protecting Wildlife"</p> 		<p>Opinion Hunt Opinion Learn More Opinion Newspaper Protect Quiz Answers T-shirt Stencil sequence Why Protected Answers Wordbank</p>	<p>Stencil sequence Animal stencils T-shirt directions</p>	<p>Interview an animal Partner match Your opinion Quiz: Protect Wildlife Quiz: Protect sentence</p>	<p>Picture cards Definition</p> 
<p>"Why Do Species Become Endangered?"</p> 	<p><u>Easy Thrive</u></p> 	<p>Habitat destruction Your Town report</p>	<p>Think About Your Town</p>	<p>Class book directions Class book pages Quiz: Yes or No</p>	<p>Picture cards Definition</p> 



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At a Glance continued...



Articles



Easy Readers



PixWriter™
Word Banks



Projects /
Experiments



Activities



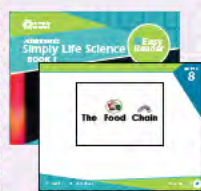
Vocabulary

Food Chain

"The Food Chain"



Easy Food Chain



Animals Eat
Food Chain
Wordbank

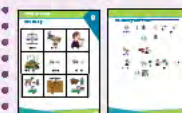
Concentration cards

Picture cards

Food chain game cards

Definition

Making a food chain



Food chain possibilities

Pocket chart

Cards Foods I
Ate Chart

Quiz: Food Chain

"The Food Web"



African Web

African Food Web

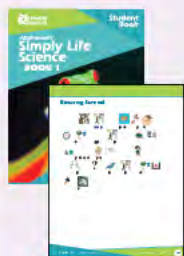
Picture cards

Definition



Character - Adaptations

"Ensuring Survival"



Easy Characteristics



New Animals
Animal Characteristics
Easy Character Rewrite

A New Animal

Picture cards

Characteristics
Classify Game

Definition

Characteristic Pairs

Quiz: Chapter 4



THIS CONTENT IS AVAILABLE ON THE FLASH DRIVE ONLY



TA
Articles

ER
Easy Readers


PW
PixWriter™
Word Banks

PE
Projects /
Experiments

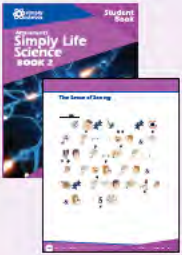

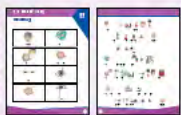
AC
Activities

V
Vocabulary

Interdependence

<p>"Depend"</p> 	<p><u>People Need Animals and Plants</u></p> 	<p>Animals Help Us</p> <p>Bracelet</p> <p>Wordbank</p> <p>Farmers Raise</p> <p>Favorite Food</p>		<p>Animals Help</p> <p>Humans Bracelet</p> <p>Bracelet sentence strips</p> <p>Class book directions</p> <p>Class book pages</p> <p>Farm animals sort</p> <p>Quiz: Chapter 5</p>	<p>Picture cards</p> <p>Definition</p> 
<p>"Hide-and-Seek"</p> 	<p><u>Easy Enemies</u></p>	<p>Hiding From Enemies</p>	<p>Internet Search</p>	<p>What Would Happen?</p>	<p>Picture cards</p> <p>Definition</p> 

Sight

<p>"The Sense of Seeing"</p> 	<p><u>Sight</u></p> 	<p>Sight chapter retell</p> <p>Easy Sight retell</p> <p>Depth Perception 1</p> <p>Depth Perception 2</p> <p>Eye color report</p>	<p>Depth Perception 2</p> <p>Survey (eye color)</p> <ul style="list-style-type: none"> Survey chart Sentences survey result <p>Class book</p>	<p>Depth Perception 1</p> <p>Quiz: Sight chapter</p>	<p>Picture cards</p> <p>Definition</p> 
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At a Glance continued...



Articles



Easy Readers



PixWriter™
Word Banks



Projects /
Experiments



Activities



Vocabulary

"Parts of the Eye"



Sight chapter 2
retell
Color experiment
Sorting

Do You Know
Your Colors?
Sorting Objects

Find the Pairs
▪ Find the pairs
cards
Quiz: Sight chapter 2

Picture cards
Definition



Hearing

"The Sounds
Around Us"



Listen and Hear

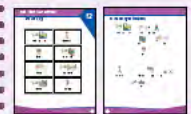


Hearing chapter
retell
Easy Hearing
retell
Can't See
Write About
Spinning
Write About
Eardrum

Match the Sounds
▪ Match pictures

I Can't See You, But I
Can Hear You
Spinning in gym
class
Just like your
eardrum
What do you hear?
▪ What hear cards
Quiz: Hearing
chapter

Picture cards
Definition



Touch

"Touching"
"What is Under?"



The Sense
of Touch



Touch chapter 1
retell
Easy Touch retell
36 space
Easy Touch retell
16 space
Write about
Gloves

Mystery Feely Bag
▪ Mystery flashcards
Working with Gloves
▪ Glove experiment
▪ Glove chart

Making a class book
Activity: Texture Chart
▪ Texture chart
pictures

Picture cards
Definition



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T A	E R	P W	P E	P A	V
Articles	Easy Readers	PixWriter™ Word Banks	Projects / Experiments	Activities	Vocabulary
"Your Skin"		Touch chapter 2 retell Sensitive experiment	Sensitive Skin <ul style="list-style-type: none"> Sensitive answers Sensitive questions 	Label the anatomy of the skin Quiz: Touch chapter	Picture cards Definition



Taste and Smell

"That is Yummy!"		Taste Smell chapter retell Saliva report Write About Tongue Map Sight Taste report	Does Saliva Help You Taste? <ul style="list-style-type: none"> Saliva experiment Saliva questions Saliva answers Tongue Map <ul style="list-style-type: none"> Tongue Map chart Is Smell Important to Taste? Does Sight Impact Your Sense of Taste? Air Freshener	Smell and Match <ul style="list-style-type: none"> Smell cards Quiz: Taste Smell chapter Game: Think Fast <ul style="list-style-type: none"> Sense-Object cards What Would It Be Like? Charting the Senses <ul style="list-style-type: none"> Charting the Senses chart 	Picture cards Definition
"Summary of Senses"	Five Senses	Easy Reader retell Hearing experiment Touch experiment Vision experiment	What Would It Be Like?	Game: Think Fast <ul style="list-style-type: none"> Sense-Obect cards Charting the Senses <ul style="list-style-type: none"> Charting the Senses chart 	Picture cards Definition



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At a Glance continued...



Articles



Easy Readers



PixWriter™
Word Banks



Projects /
Experiments



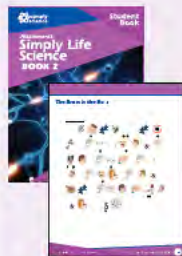
Activities



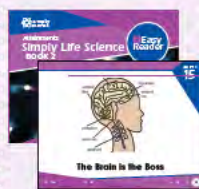
Vocabulary

The Brain & Nervous System

"The Brain is the Boss"



The Brain



Brain chapter retell

Easy Brain retell

How Nerves Connect

Natural history trip

Quiz answers

Is a Computer a Brain?

Computer-Brain sentences

Emotions Collage

See How Nerves Connect

Charades

▪ Charades cards

Understanding Idioms

▪ Idiom sentences

▪ Idioms explained

Quiz: Brain chapter

Picture cards

Definition



Extras Included on Flash Drive

- Master Vocabulary for all units
- Photographs and graphics included in units
- PixWriter files on both Mac and Windows platforms. PixWriter Software required.
- Files of Picture It text articles in both Mac and Windows platforms. Picture It files require the Picture It Software to access; software is not included. Text Articles are included and accessible in PDF format.
- All chapter lessons in text .pdf

Simply Science: Lesson Template—3 Day



 Unit: _____

 Chapter Title: _____


 Text Article: _____


 Easy Reader (not all chapters will have one): _____

 Concept Statement: _____

*Teacher-created statement—Big idea of the chapter

 Student Learning Objectives: (included in the Standards Alignment Document)

 Teacher-Created Standards-Based Objectives: _____

 Vocabulary (Photographs are located on the flash drive; object representation and word cards are provided by the teacher):

Level 1: _____ (object representation/photographs)

Level 2: _____ (photographs/picture cards)

Level 3: _____ (picture/word cards)

 Text Article/Easy Reader Comprehension Questions:

Page #	Comprehension Questions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Materials:

*PixWriter Setups (requires PixWriter Software), Picture Images, Projects, Experiments, and Activities are located on the Simply Science flash drive



Articles: _____ (Text Article)

and _____ (Easy Reader)



Vocabulary Cards and Vocabulary Definitions: _____



PixWriter Setups: _____



Projects/Experiments: _____



Activities/Quiz: _____



Picture Images: _____



Blank Science Journal for each student to record vocabulary and report what they learned.

This could be a blank spiral notebook, a blank composition notebook, or several pages of printer paper bound together.



KWL Chart



Video Link Related to Topic: _____



Optional Materials: _____

Photo Cards: _____

Object Representations: _____



Preprogrammed AAC Device with Concept Statement: _____



Additional copies of article for students to take home and share with their families