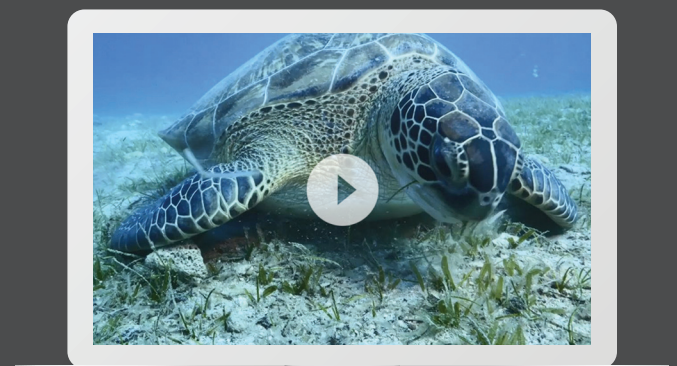
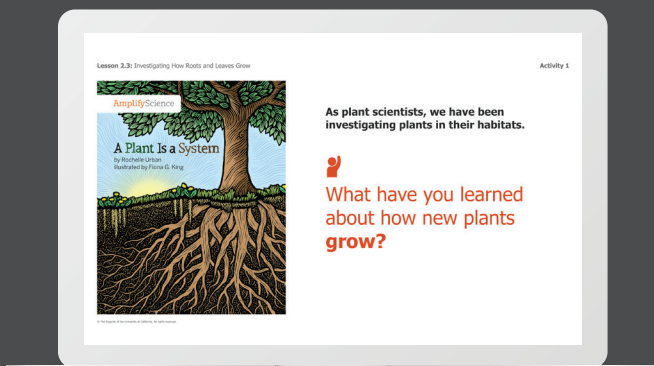
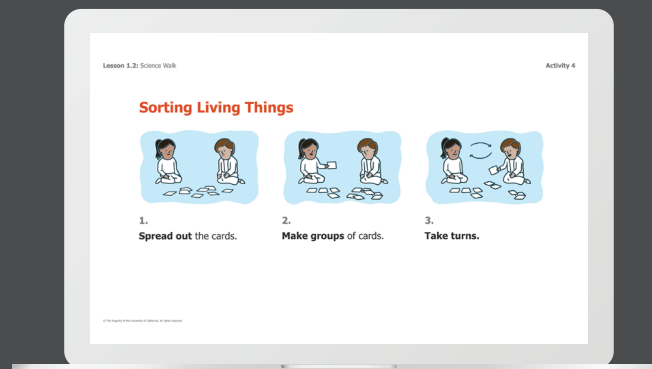


Classroom Slides





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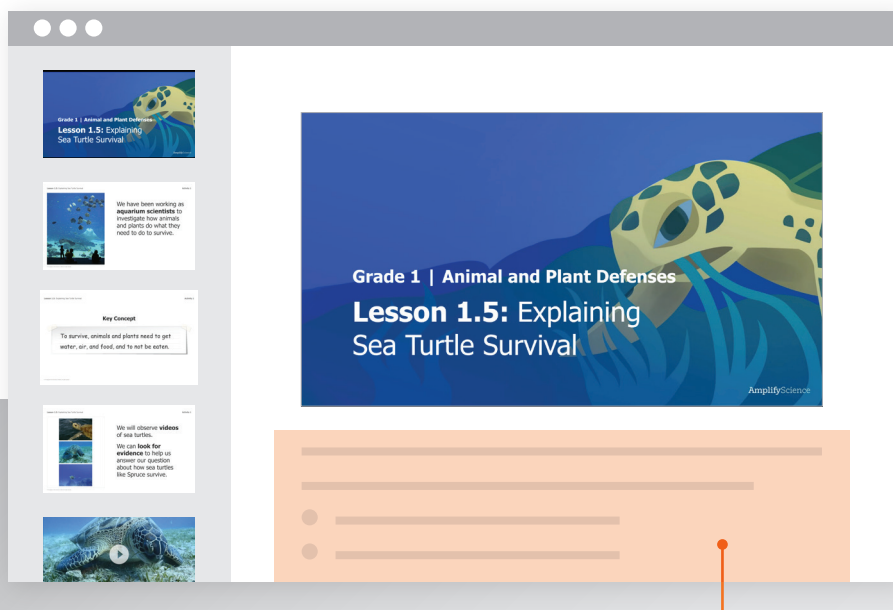
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Classroom Slides

Spending time on science should be about the science. Get there faster with Classroom Slides.

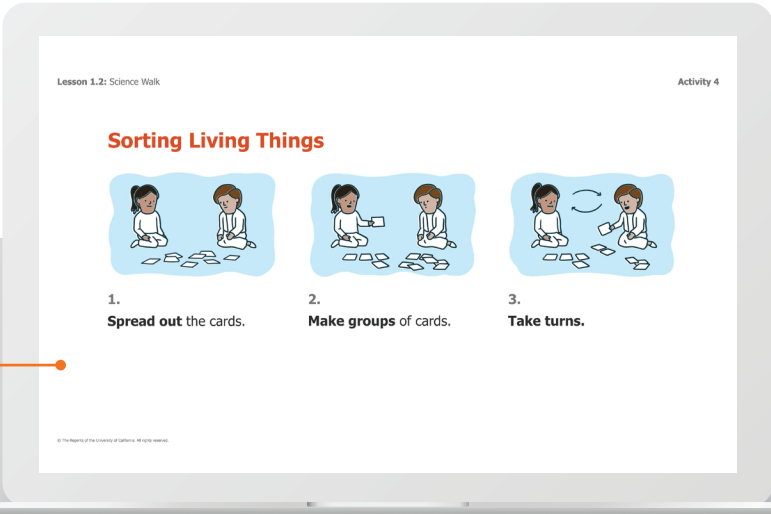
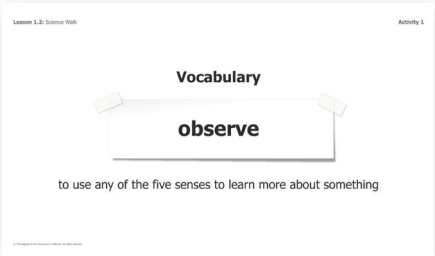
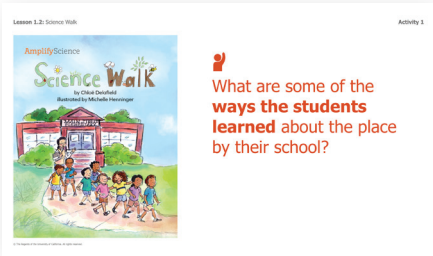
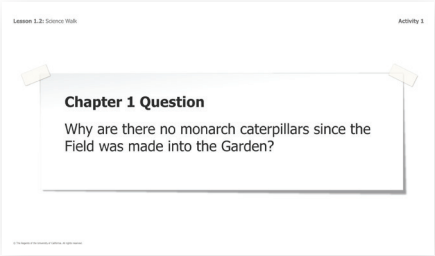
Classroom Slides are:

- **Downloadable and editable**, allowing you to save your modifications.
- **Clearly sequenced, engaging, and easy to follow** to help you bring the rich storylines and 3-D instruction to life.
- **Easy to use with time-saving supports** such as lesson visuals, activity instructions and transitions, animations, investigation setup videos, technology support, and more!



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.



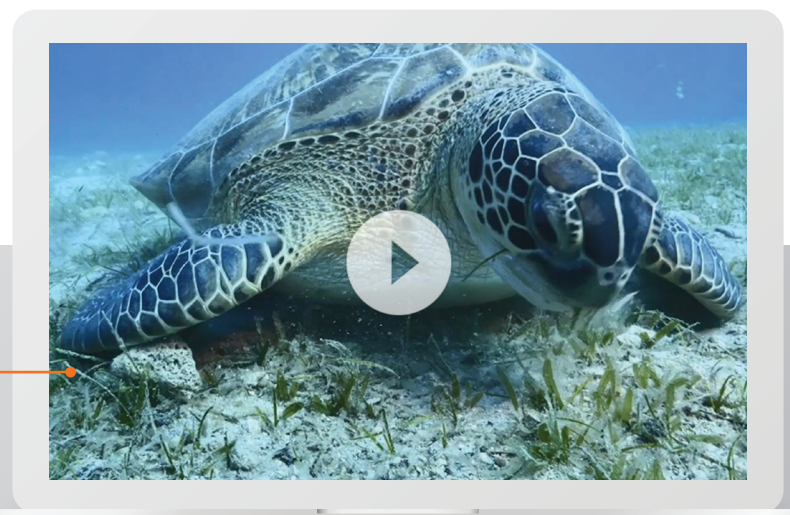
Lesson 1.5: Explaining Sea Turtle Survival

Activity 2

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

_____ can survive because _____

It uses _____ to _____



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



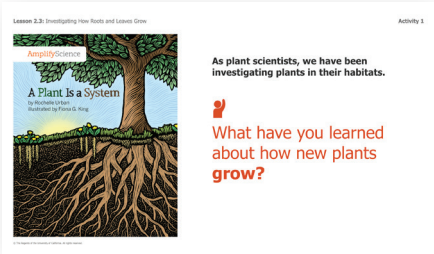
Lesson 2.3: Investigating How Roots and Leaves Grow

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

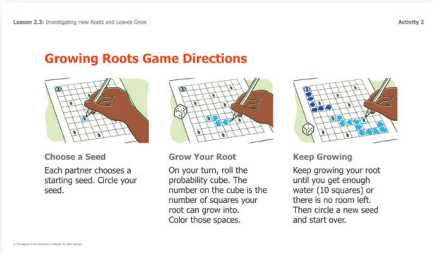
Activity 2

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.

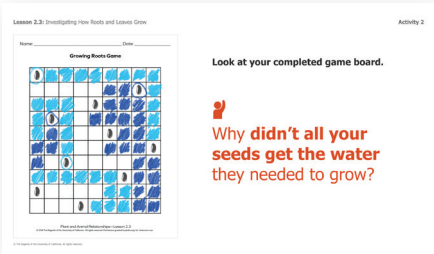


Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 2

Look at your completed game board.

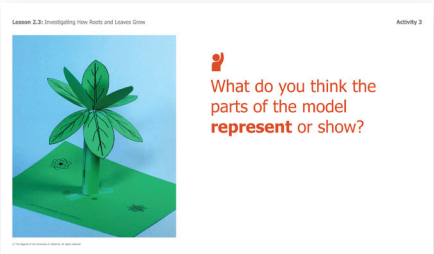
Why didn't all your seeds get the water they needed to grow?



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

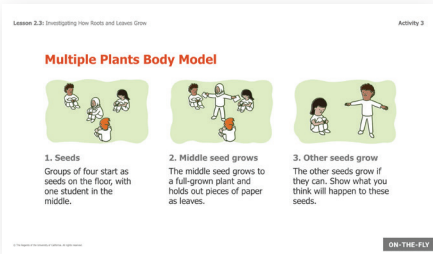
Activity 3

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.

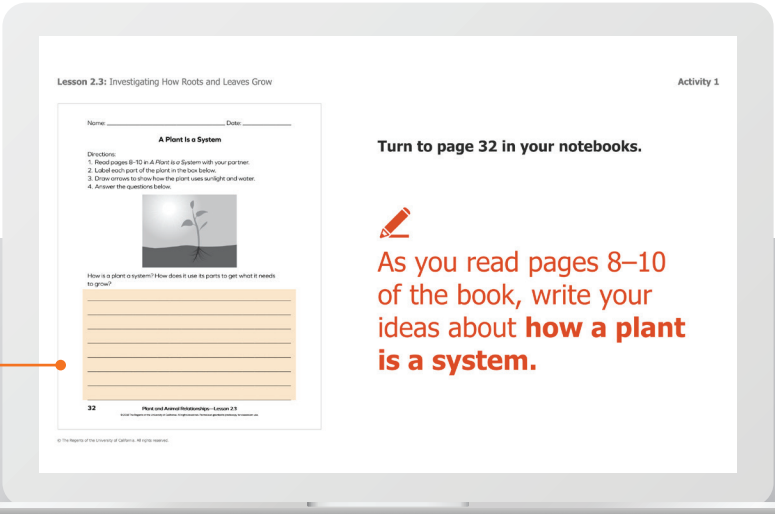


Lesson 2.3: Investigating How Roots and Leaves Grow

Activity 1

Turn to page 32 in your notebooks.

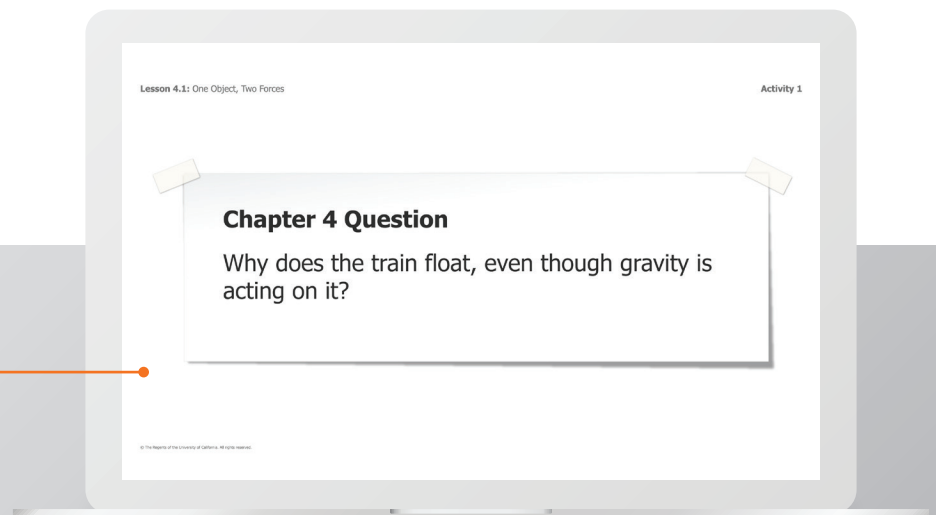
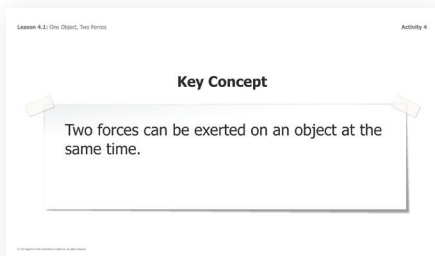
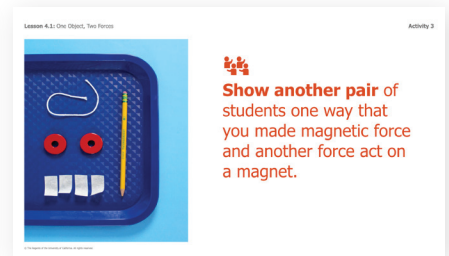
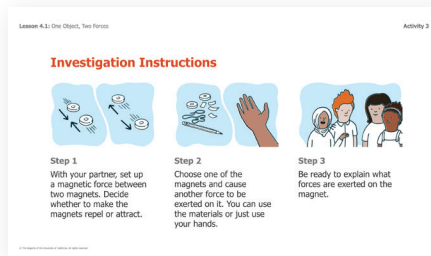
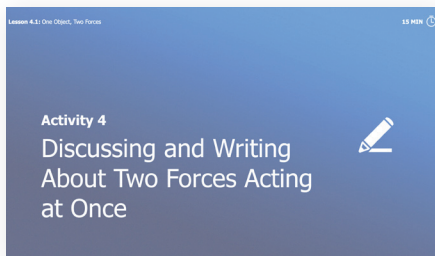
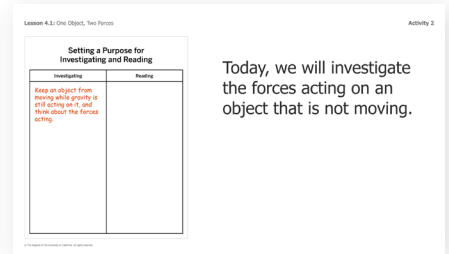
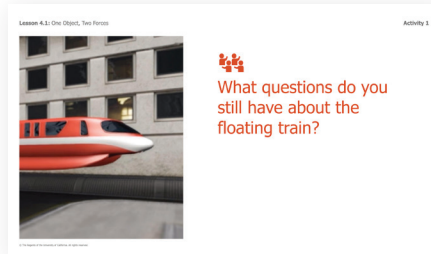
As you read pages 8–10 of the book, write your ideas about **how a plant is a system.**



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

Grade 4 | Energy Conversions

Lesson 3.4: Designing a Wind Turbine



Lesson 3.4: Designing a Wind Turbine

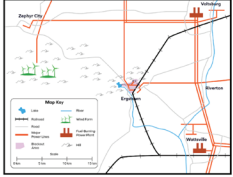
Activity 1

Think about what we've been reading and discussing recently.

Where does the **electrical energy** for the devices in Ergstown come from?

How might Ergstown solve the problem of **not enough energy** in the system?

Ergstown Regional Map




Possible Solutions for Increasing Energy Input

1. Install new solar panels. 2. Install new wind converters.



Lesson 3.4: Designing a Wind Turbine


Activity 1



We already explored **solar panels** when we built our simple electrical systems. Today, we will begin **designing a wind turbine**.

Lesson 3.4: Designing a Wind Turbine

Activity 1




Turn to page 18.

You may have read this page before, but we will read it again as we prepare to build our own turbines.

Lesson 3.4: Designing a Wind Turbine

Activity 2

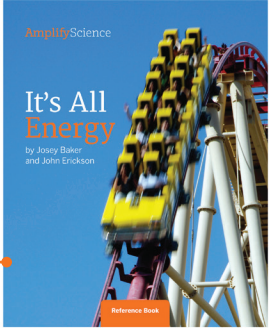


Observe what happens when the axle of the generator is turned slowly.

Why do you think the LED **doesn't light up** when I turn the axle of the generator **slowly**?

Lesson 3.4: Designing a Wind Turbine

Activity 1



The **reference book** is a good place to look to find out about how wind turbines work.

Student Books

All Student Books are introduced and pages read aloud 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

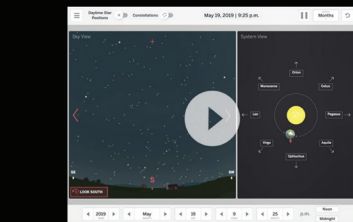
Each group will make a poster. We need eight posters, **one poster for each constellation** named in System View of the Sim.

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.

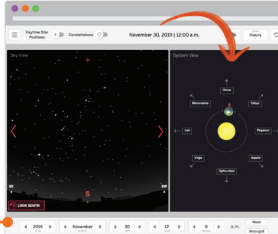
The ring represents Earth's orbit around the sun. The posters represent **constellations** in different directions.

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.

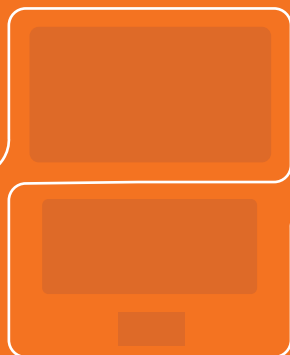
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