

FLORIDA

# Cross-Curricular Connections

PRINTABLE  
ACTIVITIES SAMPLER



# SAVVAS SCIENCE

## EXPLORATIONS™

SAVVAS



## **Cross-Curricular Connections**

### **Printable Activities Sampler**

#### **A Note to Reviewers**

Thank you for reviewing *Florida Savvas Science Explorations*, a new program developed for today's Florida science classroom. *Florida Savvas Science Explorations* is written specifically for Florida and meets 100% of the Florida State Academic Standards for Science. We are excited to partner with you to create an exceptional Elementary Science experience for your students and teachers.

This sampler contains one Topic's worth of the Cross-Curricular Activities that are available online only on Savvas Realize®. Provided here are the online annotated teacher pages as a sampler for your review. Student pages are available online.

The Cross-Curricular Activities are designed to help you integrate social studies and math instruction into your science lessons. Activities have been aligned to the science topics you currently teach as well as to holidays. All activities should take between 10–20 minutes so they can be easily incorporated into your lessons. Each activity includes support for differentiating instruction to meet the needs of all your learners. Available online as editable Microsoft Word® documents or Google Docs®, (and social studies lessons are also available as editable PowerPoints®). All activities are available to assign, edit, and or print directly from within Savvas Realize®.

Thank you, again, for your review of *Florida Savvas Science Explorations*!

Name \_\_\_\_\_

# What Do Good Citizens Do?

You will...

- Learn that good citizens help and respect others.
- Understand that good citizens follow rules and laws.

## Steps

1. **Answer Questions** Which pictures show people doing the right thing? Which pictures show people not doing the right thing? Mark the correct answer.

A.



Answer: Doing the Right Thing

Not Doing the Right Thing

### What Do Good Citizens Do?

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Name \_\_\_\_\_

B.



Answer: Doing the Right Thing

Not Doing the Right Thing

C.



Doing the Right Thing

Answer: Not Doing the Right Thing

**2. Act It Out!** What is something you do that is kind? Do you share? Are you helpful? With a partner, show how you help and respect others. Have the class guess what you are doing!

**What Do Good Citizens Do?**

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Name \_\_\_\_\_

# Our Land and Water

## You will...

- Learn how to save or protect land and water.
- Vote to make a group decision.

## Steps

1. **Answer Questions** Which picture shows a way to protect land? Which shows a way to save water? Mark the correct answer.

A.



Answer: Protect Land

Save Water

### Our Land and Water

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Name \_\_\_\_\_

B.



Protect Land

Answer: Save Water

2. **Vote!** How can you save land or water? Read the list of ideas. Then, talk with your group members. Be respectful listeners. Vote on what to draw.

Ways to Save Water	Ways to Protect Land
Use less water in the bathtub	Plant trees or flowers
Turn off water when brushing teeth	Pick up trash or litter

What will your group draw? Sample Answer: Pick up trash or litter

**Our Land and Water**

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Name \_\_\_\_\_

**3. Draw a Poster** Show how you can save and protect land and water. Make a poster. Share it with your group.

Answer: Students' drawings will vary but should show how they can save or protect land and water.



Name \_\_\_\_\_

# Let's Make a Time Capsule!

## You will...

- Think of an artifact you would like to put into a time capsule.
- Draw the artifact.
- Share your drawing with the class.

## Steps

1. **Think** What artifact would you put into a time capsule? What is a special artifact you want to share with children in the future?

Sample Answer: I want to share my favorite toy.

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Name \_\_\_\_\_

**2. Draw Now, draw the artifact.**

Answer: Children's drawings will vary but should show the artifact they described in Step 1.

**3. Share** Finally, share your drawing with the class.

Be sure to explain what makes it special to you!

What will children in the future learn about you?

Answer: Children should share their drawing and explain why the artifact in the drawing is special to them.



Name \_\_\_\_\_

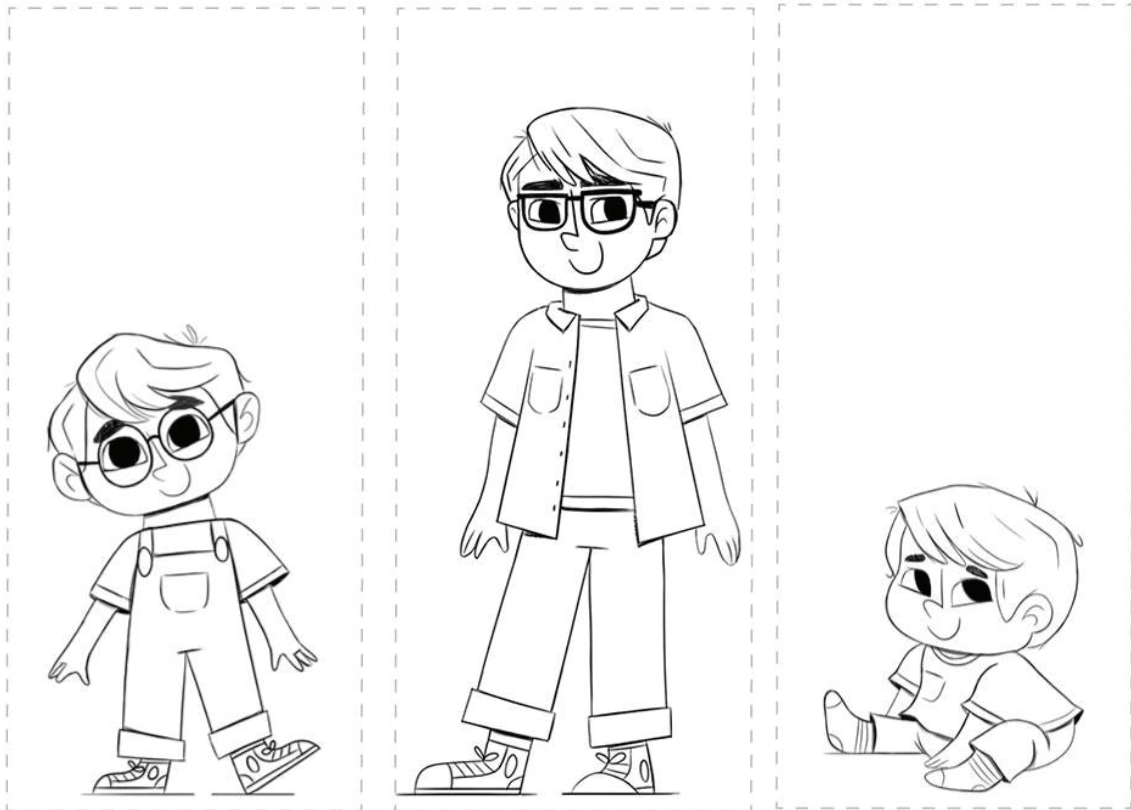
# A Timeline of Growing Up

## You will...

- Learn how to read and make timelines.
- Describe how a timeline connects events from the past, present, and future.

## Steps

1. **Color and Cut** First, color the illustrations of Alex. Then, cut out the illustrations. **Answer: Children should color the three illustrations of Alex and cut them out.**





Name \_\_\_\_\_

**2. Make the Timeline** Alex is 4 years old today. Paste the illustrations in the correct order. Remember, the past event is on the left. The future event is on the right. **Answer: Children should paste the illustration of Alex as a baby under “Past,” the illustration of Alex as a 4-year old under “Present,” and the illustration of Alex as an 8-year old under “Future.”**

Past	Present	Future



Name \_\_\_\_\_

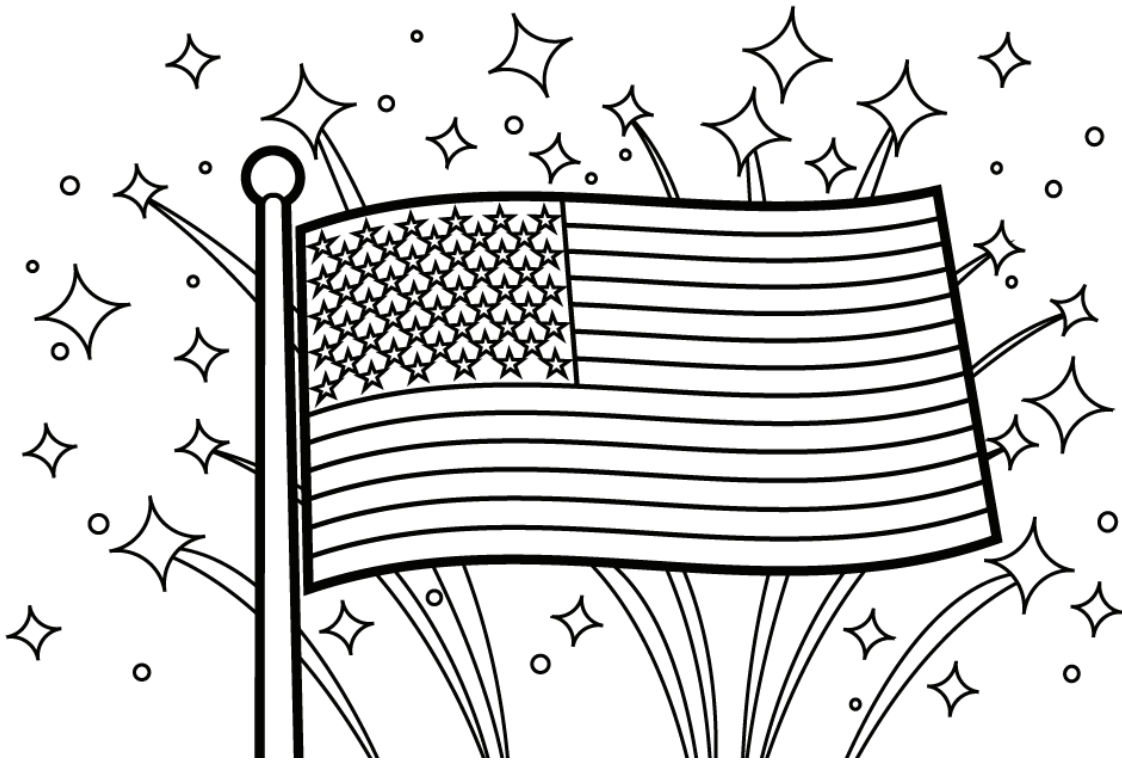
# Celebrate Constitution Day!

## You will...

- Color the American flag.
- Make a poster for Constitution Day.
- Share your poster with your classmates.

## Steps

- 1. Color the Flag** Constitution Day honors our country's system of government. Our flag is a symbol for our country. It stands for our freedom. Color the American flag.



**Celebrate Constitution Day!**

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Name \_\_\_\_\_

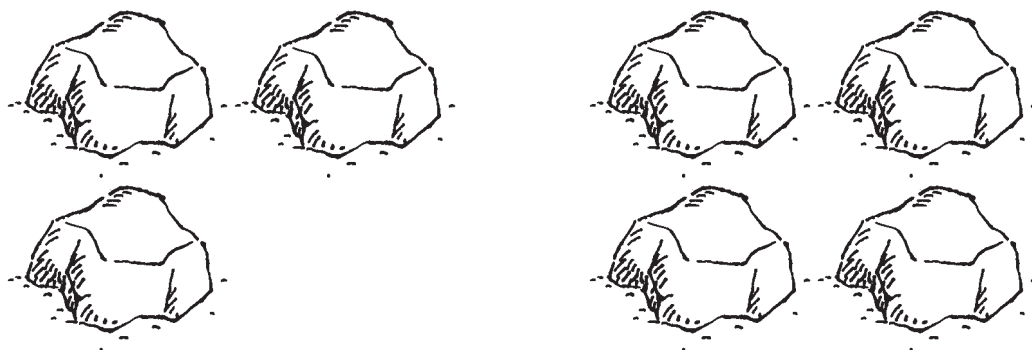
- 2. Draw Your Poster** Make a poster to celebrate Constitution Day. Think about the facts you learned.

Answer: Students' drawings will vary but should show how they would celebrate Constitution Day.

- 3. Share!** Now, share your poster with your classmates. Celebrate Constitution Day!

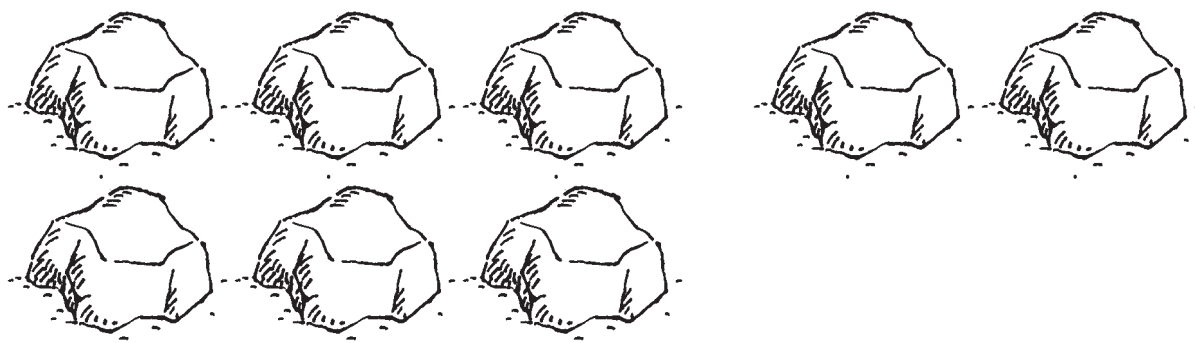
# Rocks

1



$$3 + 4 = 7$$

2



$$6 + 2 = 8$$

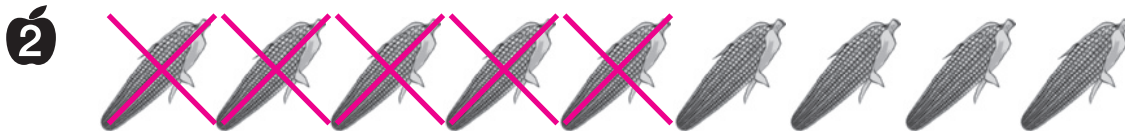
**Directions** Say: *Did you know that rocks do not have babies because they are not living things?* Have students listen to each story, add the groups of rocks, and then write an equation to show the addition. Say: ★ *Tyler has 3 rocks. He finds 4 rocks at the beach. How many rocks does Tyler have in all?* ② *Allison has 6 rocks. Her sister gives her 2 rocks. How many rocks does Allison have in all?* **Extension** Have students listen to the story, draw a picture to show what is happening, and then write an equation. *Jessie has some rocks inside a box. She has 4 rocks outside the box. She has 9 rocks in all. How many rocks are inside the box?*

# Animal Needs



6 take away 3 is 3.

$$\begin{array}{c} \text{---} \\ 6 \\ \text{---} \\ \text{---} \\ \text{---} \end{array} - \begin{array}{c} \text{---} \\ 3 \\ \text{---} \\ \text{---} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ 3 \\ \text{---} \\ \text{---} \\ \text{---} \end{array}$$



9 take away 5 is 4.

$$\begin{array}{c} \text{---} \\ 9 \\ \text{---} \\ \text{---} \\ \text{---} \end{array} - \begin{array}{c} \text{---} \\ 5 \\ \text{---} \\ \text{---} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ 4 \\ \text{---} \\ \text{---} \\ \text{---} \end{array}$$



4 take away 1 is 3.

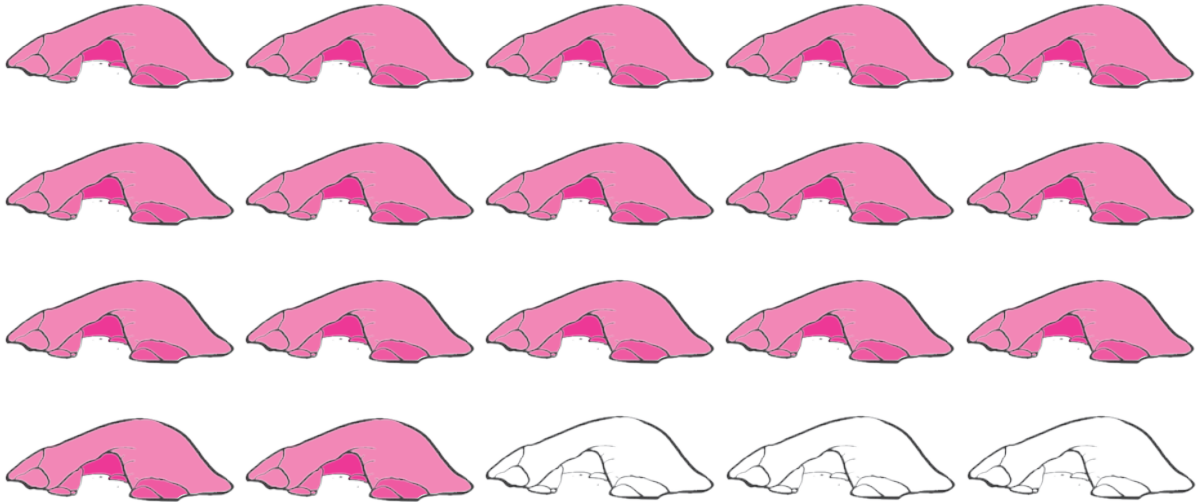
$$\begin{array}{c} \text{---} \\ 4 \\ \text{---} \\ \text{---} \\ \text{---} \end{array} - \begin{array}{c} \text{---} \\ 1 \\ \text{---} \\ \text{---} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ 3 \\ \text{---} \\ \text{---} \\ \text{---} \end{array}$$

**Directions** Say: *Animals have different kinds of needs. They need food, water and shelter for survival.* ★–✎ Have students use counters to model the problem, mark Xs to subtract, and then write an equation to find the difference.

**Extension** Have students listen to the story, draw a picture to show what is happening, and then write an equation that tells how many are left. Say: *There are 9 puddles of water. The sun dried up 3 puddles. There are 6 puddles left.*

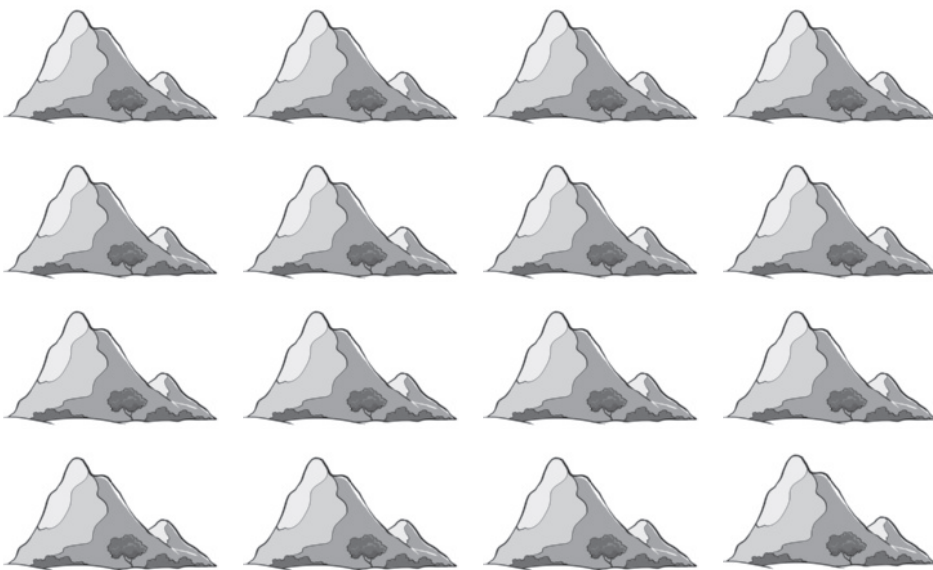
# Shelters

1



Check students' coloring.

2



16 counters

1616

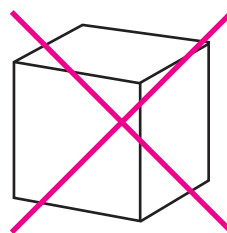
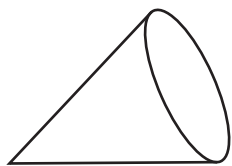
**Directions** Say: *Did you know that all living things need shelter in order to survive, no matter how big or small they are?* Have students: 1 count and color 17 caves; 2 count the ant hills, draw a group of counters with the same number, and then practice writing the number that tells how many counters. **Extension** Draw a group of 16 animal homes and another group of 17 animal homes. Then have them practice writing the numbers that tell how many.



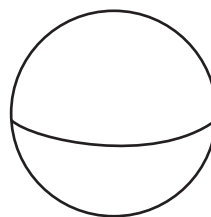
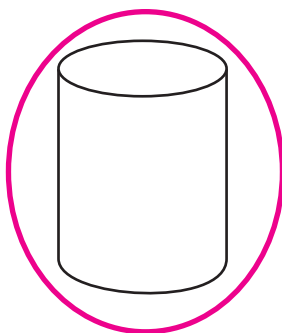
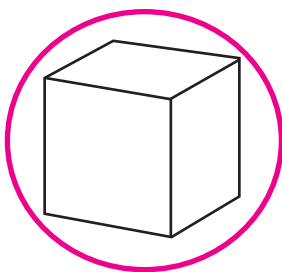
Name \_\_\_\_\_

# Roll, Stack, Slide

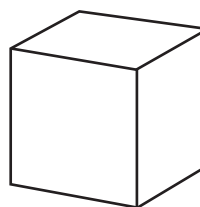
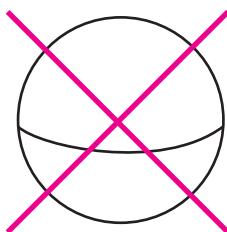
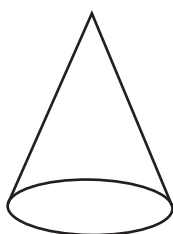
1



2



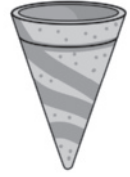
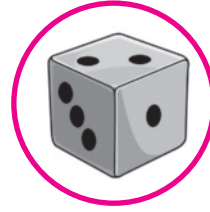
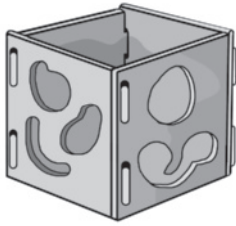
3



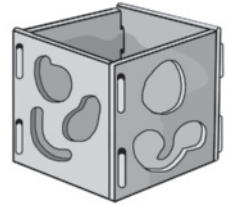
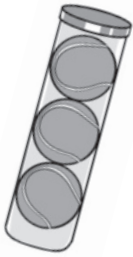
**Directions** Say: *Did you know that scientists can sort objects by how they move? Solid figures can be sorted by how they move, too. They can roll, stack, or slide.* Have students: 1 mark an X on the solid figure that does NOT roll; 2 circle each of the solid figures that can be stacked; 3 mark an X on the solid figure that does NOT slide.  
**Extension** Have students draw 3 objects that can be found in the classroom: 1 that rolls, 1 that stacks, and 1 that slides.

# Objects in the Environment

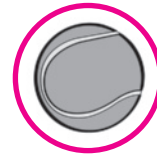
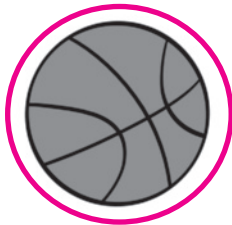
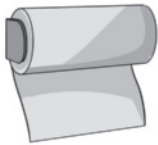
1



2



3



**Directions** Say: *Did you know that most everyday objects are 3-D figures? Some trashcans and vases are cylinders. Soccer and golf balls are spheres. What other everyday objects can you think of?* Have students: 1 and 2 look at the 3-D figure on the left, and then circle the object on the right that is the same 3-D figure; 3 circle the 4 objects that are the same 3-D figure, and then name the 3-D figure. **Extension:** Have students draw two objects that are NOT cylinders.



# FLORIDA

# SAVVAS SCIENCE

## EXPLORATIONS™



The mangrove tree crab finds itself at home in mangrove trees along the coasts of Florida. While this crab is an omnivore, it eats almost exclusively mango tree leaves. This behavior is due to the fact that the crab uses the mangrove tree for protection from predators as well as a food source. How do living things ensure survival within their environment? Explore the needs of living things in Topic 4 as well as other phenomena from our living world with *Savvas Science Explorations!*

GRADE 1

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