Parts That Help

Students use spoken observations to explain how body parts help living things.

1.5 "Use information from observations to explain how various external features help living things survive, grow, and meet their needs."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a

swim	**dig**	**climb**

b

see	**smell**	**hear**

2 WRITE IT

leaves	
shell	

ANSWER KEY

Parts That Help

GRADE 1 · 1.5

HOW TO RUN THIS PAGE

Read each observation and question aloud. Listen for students to explain how the named feature helps, using something they heard in the observation. Record any support you give separately from their answers.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "Listen to each observation. Tell me how the body part helps, then circle one word."

ROW	SAY	STUDENTS CIRCLE
a	I saw a fish move its fins back and forth as it went through water. What did its fins help it do? Tell how you know, then circle one word.	**swim**
b	I saw a rabbit turn its long ears toward a quiet sound and hop away. What did its ears help it do? Tell how you know, then circle one word.	**hear**

PART 2 · WRITE IT

SAY "In the first box, think about a plant whose wide leaves face a bright window: what do the leaves take in to help it grow? In the second box, think about a turtle that pulls its head into its hard shell when a fox comes close: how does its shell help it? Write one word in each box, then tell me how each part helps."

- Box 1 (beside leaves): **light**
- Box 2 (beside shell): **safe**

WHAT TO ACCEPT

Circle swim and hear. Accept light or sun for leaves, and safe or hide for shell; listen for an explanation that connects each feature to the observation.