

Parts Work Together

Students connect whole classroom systems to parts that belong to them.

1.5.D "examine the parts of a whole to define or model a system;"

NAME _____

DATE _____

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

1 MATCH PARTS _____

book	•	•	knob
pencil	•	•	cover
door	•	•	eraser

2 FIND A PART _____

a	page	lace	wheel
b	wheel	cover	eraser
c	lace	page	hand

HOW TO RUN THIS PAGE

Tell students that a system is a whole made of parts that work together. For example, a crayon has wax and a paper wrapper. Read every word aloud, then have students show which parts belong with each whole.

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

PART 1 • MATCH PARTS

SAY “Look at the whole things on the left and the parts on the right. Can you draw a line from each whole thing to one part that belongs to it?”

- **book** matches **cover**
- **pencil** matches **eraser**
- **door** matches **knob**

PART 2 • FIND A PART

SAY “Each row names a whole thing and shows three words. I will read the words. Can you circle the word that names a part of the whole thing?”

ROW	SAY	STUDENTS CIRCLE
a	A shoe has parts that work together. I see page, lace, wheel. Which word names a part of a shoe? Circle it.	lace
b	A bicycle has parts that work together. I see wheel, cover, eraser. Which word names a part of a bicycle? Circle it.	wheel
c	A clock has parts that work together to tell time. I see lace, page, hand. Which word names a part of a clock? Circle it.	hand

WHAT TO ACCEPT

Match book to cover, pencil to eraser, and door to knob. Circle lace, wheel, and hand, in order. Accept clear lines and circles.