

Title of Unit: Living Things

Desired Results

Standard(s)/GBAPS Grade Level Expectations

WI Model Academic Standards

Shows appreciation of books and understands how print works. (Language Development and Communication, C.EL.1)
Uses writing to represent thoughts or ideas. (Language Development and Communication , C.EL.5)
Uses observation to gather information (Scientific Thinking C.EL.1)

Teaching Strategies Gold Objectives

Use and appreciate books. (TSG 17a)
Use print concepts. (TSG 17b)
Interact during read-alouds and book conversations. (TSG 18a)
Use emergent reading skills. (TSG 18b)
Represent his/her thinking through drawing, dramatizing, graphing, or making models. (TSG 24)
Connect new observations to what he/she already knows. (TSG 24)
Show a growing ability to classify living and nonliving things. (TSG 25)
Demonstrate awareness that living things go through a growth cycle. (TSG 25)

GBAPSD Grade Level Expectations

Use text and pictures to gain information.(Literacy)
Create and share drawings and writings.(Literacy)
Demonstrate emergent literacy skills.(Literacy)
Group objects based on characteristics.(Math)
Describe characteristics of living things.(Science)

Unit Inquiry Questions

What do we learn from talking about text?(Literacy)
Why do we write?(Literacy)
How is information collected and used?(Math)
Why do living things have different needs?(Science)

Understandings:

Students will understand that...

Living things change over time.
Observations and reading are ways to gain information.

Students will know...

- Living things have life cycles.
- Demonstrate awareness that living things go through a growth cycle.
- Identify the needs of living things.
- Use content specific vocabulary.

Students will be able to...

- Use new words in discussion of a text.
- Draw or write to convey an idea.
- Connect info in a book and connect to a life experience.
- Describe and record info thru a variety of means.

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- Answer questions about the text.

- Represent his/her thinking through drawing, dramatizing, graphing or making models.
- Talk about interesting information learned from a text.
- Notice and use important information from the pictures.
- Discuss new information learned.
- Share completed writing and drawing by talking about it with the class.
- Mix in some letter-like symbols when writing.
- Use drawings or paintings or other media that reflect the subject of an informational book or something in a story or a song.
- Place objects in two or more groups based on differences in single characteristics (color size or shape).
- Group objects by one characteristic; then regroup them using a different characteristic and indicate the reason.

Academic Vocabulary

Life cycle

Habitat

Living things/nonliving things

Reproduce

Planting/harvesting

Grow

Change

Topic

Informational text

Expert words

Names of young (calf, sprout, puppy)

Assessment Evidence

Performance/Transfer Tasks

Students will be able to independently use their learning to...

You are a 4K student who is an expert in living things!
You will choose one living thing to teach an adult about.
You will need to choose a living thing to draw and write about. In your writing, you will need to show what it looks like, and tell about its habitat and what it needs to grow.

Other Evidence

Anecdotal notes (life cycle, living/nonliving)
Pre Assessment/Post Assessment
Observation Journal (plant life cycle)
Quick Check

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Rubric(s)

[Rubrics](#)

Student Self-Assessment and Reflection

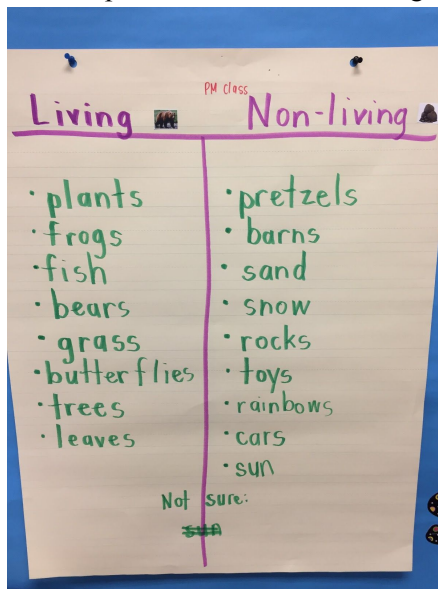
Learning Plan

Learning Activities

Week 1: Identify the needs of living things. Talk about interesting information learned from a text.

Day 1:

- Introduce the performance task as a way to kick off the unit. Tell the students what their performance task will be after we have learned about living and nonliving things.
- Read a nonfiction book about living and nonliving things.
- Chart student responses to what some living and nonliving things are (T-chart).









- Give each student a picture with a living or nonliving thing. Have them move to the space in the room designated for that category.

Day 2:

- Begin Living and Nonliving Classification Chart. Chart will list the living or nonliving thing's name. The chart will allow students to check off the things required of living things. Go over characteristics of living things from Living and Non-living Pebble Go Book.
- Living and Nonliving Classification Chart

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CLASS } Is it Living?

| | Does it <u>move</u> all by itself? | Does it <u>grow</u> and <u>change</u> ? | Does it <u>breathe</u> ? | Does it need <u>food</u> and <u>water</u> to survive? | Does it <u>repro</u> duce? |
|---|------------------------------------|---|--------------------------|---|----------------------------|
|  cat | yes | yes | yes | yes | yes |
|  clock | no | no | no | no | no |
|  cow | yes | yes | yes | yes | yes |
|  carrot | yes | yes | yes | yes | yes |
|  rock | no | no | no | no | no |
|  chicken | yes | yes | yes | yes | yes |

- Add cat and clock to the chart to start (chosen because nearly all students classified them accurately on the pre-assessment).

Day 3:

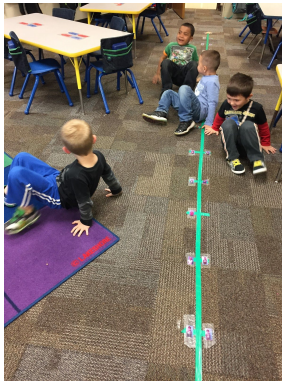
- Read Aloud - Cow (nonfiction) Before reading predict if a cow will be a living or nonliving thing.
- Add Cow to the Classification chart

Day 4:

- Read Aloud - Carrot (nonfiction) Before reading predict if a carrot will be a living or nonliving thing.
- Add Carrot to the Living/Non Living chart
- **Quick Check:** Give each student a picture with a living or nonliving thing. Have them move to the space in the room designated for that category. Have each child tell how they know their child is living or nonliving based on the characteristics from the Living/Non Living chart.

Other ideas to use throughout the week.

- Read Aloud - Chicken
- Song/Book - Are you Living?
- Dramatize movements of living things (crab).



- Sorting activity - Living/Non-living

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Week 2: Identify the needs of living things. Talk about interesting information learned from a text. Notice and use important information from the pictures. Discuss new information learned. Draw or write to convey an idea. Group objects by one characteristic; then regroup them using a different characteristic and indicate the reason.

Day 1:

- Read Aloud - Rocks (nonfiction) Before reading predict if a rock will be living or nonliving.
- Take a rock walk. Bring rocks back to the classroom to sort and compare. Students can group and regroup rocks based on common characteristics. Add rocks to the sensory table with magnifying glasses for further examination and sorting.
- Chart rocks on the Living/Nonliving Chart.

Day 2:

- Minilesson: We can use nonfiction books to learn about living things.
 - Teach: Model using pictures to read nonfiction text using a previously read nonfiction text (cow, carrot, chicken) of a living thing. “We can use the details in the pictures and the information we already know about the topic to help us read with more detail.”
 - Active Engagement: Give student partnerships a book of a living thing. Have them read the book and share interesting information that they learned from reading.
 - Share: Have students share their book. Add some to the Living/Non living Chart.
- Minilesson: We can use nonfiction books to learn about nonliving things.
 - Teach: Model using pictures to read nonfiction text using a previously read nonfiction text (rocks) of a nonliving thing.
 - Active Engagement: Give student partnerships a book of a nonliving thing. Have them read the book and share interesting information that they learned from reading.
 - Share: Have students share their book. Add some to the Living/Non living Chart.



Day 3:

- Living Things Class Book
 - Teach: Model drawing a picture of a living thing in its habitat. Write its name on the page linking to the ABC chart.
 - Active Engagement: Help add details to your drawing. Have students share their ideas for their own drawings.
 - Independent: All students will have time to draw a living thing. All pictures will be added to a class book.
 - Share: All students could hold their drawing and group together based on plant/animal, color, size, etc. (Sorting Extension)

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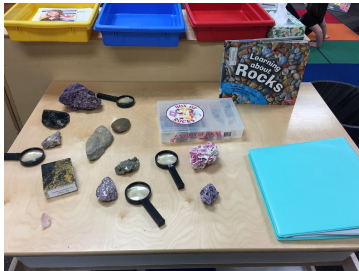


Day 4:

- Non living Things Class Book
 - Teach: Model drawing a picture of a nonliving thing. Write its name on the page linking to the ABC chart.
 - Active Engagement: Students could help you add details to your drawing. Have students share their ideas for their own drawings.
 - Independent: All students will have time to draw a nonliving thing. All pictures will be added to a class book.
 - Share: All students could hold their drawing and group together based on type,, color, size, etc. (Sorting Extension)

Other ideas to use throughout the week if time permits.

- Sorting rocks at the carpet as whole group or in sensory table



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Week 3: Living things have life cycles. Demonstrate awareness that living things go through a growth cycle. Identify the needs of living things. Describe and record info thru a variety of means. Represent his/her thinking through drawing, dramatizing, graphing or making models.

Day 1:

- Plant carrot and bean seeds.
- Model page in observation journal.
 - Draw picture.
 - Write the number of the observation day.
 - Eventually, write the height.
- Read Aloud The Life Cycle of a Carrot.

Day 2:

- Fill out the Life Cycle Chart for a carrot.
- Nature walk observation during outside time.
 - Notice how living things are growing and changing around us.

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- Focus on language skills
- Read Aloud - Life Cycle (cow)
- Chart 3 phases on the Life Cycle Chart.

Day 3:

- Read Aloud - Life Cycle (chicken)
- Chart 3 phases on the Life Cycle Chart.
- Observation of carrot and bean seeds - observation journal



Other ideas to use throughout the week if time permits.

- Life Cycle Puzzles
- 3 sectioned paper for drawing life cycles in art area



- Pebble Go - Life Cycle Books

Nonfiction Reading Goals:

- What does this picture teach you about ____? “This is teaching me that ____.”
- You can look at the picture and tell what you see.
- Encourage the child to name more things they see and provide language models for full sentences.
- You can think about what you know about the topic to say more on each page.

Week 4: Living things have life cycles. Demonstrate awareness that living things go through a growth cycle. Identify the needs of living things. Describe and record info thru a variety of means. Represent his/her thinking through drawing, dramatizing, graphing or making models. Identify the needs of living things. Share completed writing and drawing by talking about it with the class. Mix in some letter-like symbols when writing. Use drawings or paintings or other media that reflect the subject of an informational book or something in a story or a song.

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Preparation Ideas for the Performance Task:

- Day before the performance task - introduce it again and show excellent example and poor example. Generate discussion about how to choose a topic you know a lot about (need to grow, what it looks like, habitat).
- Have a chart with the 3 things they have to teach about as a reminder during the performance task.

Day 1:

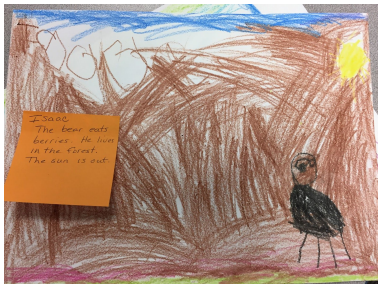
- Miniesson: We can use nonfiction books to learn about the life cycles of living things.
 - Teach: Model using pictures to read nonfiction text using a previously read nonfiction text (life cycle texts).
 - Active Engagement: Give student partnerships a life cycle book. Have them read the book and share interesting information that they learned from reading.
 - Share: Have students share their book. Add some to the Life Cycle Chart.

Day 2:

- Miniesson: We can use nonfiction books to learn about the life cycles of living things.
 - Teach: Model using pictures to read nonfiction text using a previously read nonfiction text (life cycle texts).
 - Active Engagement: Give student partnerships a life cycle book. Have them read the book and share interesting information that they learned from reading.
 - Share: Have students share their book. Add some to the Life Cycle Chart.

Day 3:

- Performance Task



- Post-Assessment

Day 4:

- Celebration - Share!

Materials/Resources

- Living and Nonliving (Carol Lindeen)
- Are you living? (Laura Purdie Salas)
- Life Cycle of a Carrot (Pebble Plus)
- Cow (Pebble Plus)
- Cows and Their Calves (Pebble Plus)
- Chickens (Pebble Plus)
- The Life Cycle of a Chicken - Colleen Sexton
- From Egg to Chick

Differentiation Strategies

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| |
| Technology and Information Literacy Integration |
| Pebble Go! |
| College and Career Readiness <i>(What careers can be linked to this content?)</i> Farming |