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SCIENCE PARENT GUIDE – UNIT 5 1111

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| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **Organisms and Nonliving Objects** | |
| **DESCRIPTON** | |
| In this unit, Kindergartners explore the world around them! Students will compare similarities and differences in groups of organisms. Students will perform the following science and engineering practices to help investigate organisms and nonliving objects. | |
| **KEY WORDS TO KNOW** | |
| * **alike**- When things are alike, they are the same or similar in some way. * **living**- Things that need food, water, and air to live and grow. * **nonliving**- Not needing food, water, and air and not growing. * **organisms**- plants, animals, and other living things * **objects**- things that can be seen or touched * **appearance**- the way someone or something looks * **similarities**- when things are like each other in some way * **differences**- when something is not the same or not like something else * **breathe**- bringing air into a living thing and letting it out | **AT HOME VOCABULRY STRATEGIES**  1. Read aloud with your child.  2. Use vocabulary words in daily conversations.  3. Build a word wall or window.  4. Play simple vocabulary games.  5. Relate words to real life experiences  http://1.bp.blogspot.com/-QOn2S_p5PU8/Vg5eWgC54BI/AAAAAAAAPuU/lQnA-gp1UkM/s640/vocabulary.png |



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| **Recommended Children’s Literature (Available at your local public library or Amazon).**  *Do You Know Which Ones Will Grow? By Tom Slaughter. 2011*  *What Kind of Living Thing is IT? By Bobbie Kalman. 2010*  *What is a Living Thing? By Bobbie Kalman. 1998*  *Living and Nonliving. By Angela Royston. 2008*  *What’s Alive? By Kathleen Weidner Zoefeld. 1995*  *Living Things. By Joan Chapman. 2001* | | | |
| **Organisms and Nonliving Objects** | | | |
| **Important Concepts**  **Addressed in this Unit** | **Sample Problems** | | **How You Can Help Your Child** |
| **Georgia Standards of Excellence**   |  |  | | --- | --- | | **SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.**  a. Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.  b. Develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes. |  |   **Science and Engineering Practices**   * Obtain, evaluate and communicate information. * Construct an argument from evidence * Ask questions   **Crosscutting Concepts**   * Patterns * Stability and change   **Core Idea**   * Organisms * Nonliving * Classifying | Is the object below a living or non-living thing? Provide evidence to support your claim.    Sort the following objects into living and non-living groups below:     |  |  | | --- | --- | | Living | Non-living | |  |  | | | **Interactive Learning Games**  Interactive Sites for Education -  <http://interactivesites.weebly.com/living-things.html>  IXL –  <http://www.ecosystemforkids.com/games/1st-grade/living-and-nonliving-things/organisms.html>  **Online Literature**  Living Things –  <https://www.storyjumper.com/book/index/22175358/Living-Things>  Living or Non-living - <https://www.raz-kids.com/main/BookDetail/id/3619>  **Videos**  Differences between Living and Nonliving Things - <https://www.youtube.com/watch?v=9T8RE5ujg_A>  Living and Nonliving Things - <https://www.youtube.com/watch?v=SZEUWTUi1YI> |
| **Georgia Standards of Excellence Science Standards**  **Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.** | | | | | |
| **Science and Engineering Practices**  Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.  **Crosscutting Concepts**  Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas  **Core Ideas**  Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology. | | |  | | |