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SCIENCE PARENT GUIDE – UNIT 6 1111

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| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **Plants and Animals** | |
| **DESCRIPTON** | |
| In this unit, students will compare similarities and differences in groups of organisms. Students will obtain information about plants and animals through observation and investigation. Students will use data from their observations and investigations to support claims they make about the similarities and differences between plants and animals. | |
| **KEY WORDS TO KNOW** | |
| * **Animals**- living organism that breathes, moves, eats, and sleeps * **Alike**- similar, sameness * **Different**- unlike * **Similarities**- likeness, sameness * **Differences**- unlikeness, dissimilar * **Color**- Color is one of the most important things we use to describe things. Some of the colors we can see are red, blue, green, yellow, purple, and orange. * **Size**- The size of an object is how big or how small it is. * appearance- the way an object looks * **Body covering**- the outside covering of an animal, may be feathers, hairs, scales, fur, shells, skin, or armor * **Habitat**- A place where an animal finds the things it needs to live. In its habitat an animal finds food, water, and shelter. * **Movement**- motion, moving from one place to another * **Attributes-** observable features * **Identify-** to recognize * **Organisms**- plants, animals, and other living things * **Appearance**- the way someone or something looks * **Parent**- an animal or plant that produces offspring * **Baby**- offspring of an animal or plant * **Offspring**- a baby * **Physical properties**- Anything you can observe about an object by using your senses. * **Attributes**- things that belong; characteristics that help identify or describe an object | **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  **K** |

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| **Recommended Children’s Literature (Available at your local public library or Amazon).**  *The Tiny Seed. By Eric Carle*  *How a Seed Grows. By Helene Jordan*  *Oh Say Can You Seed? All About Flowering Plants. By Bonnie Worth*  *Dogs. By Seymour Simon*  *How Animals Babies Stay Safe. By Mary Ann Frasier*  *Fly Guy Presents: Insects. By Tedd Arnold* | | | |
| **Plants and Animals** | | | |
| **Important Concepts**  **Addressed in this Unit** | **Sample Problems** | | **How You Can Help Your Child** |
| **Georgia Standards of Excellence**   |  |  | | --- | --- | | **SKE2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.**  a. Construct an argument supported by evidence for how animals can be grouped according to their features.  b. Construct an argument supported by evidence for how plants can be grouped according to their features.  c. Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species. |  |   **Science and Engineering Practices**   * Obtain, evaluate and communicate information. * Construct an argument from evidence * Ask questions   **Crosscutting Concepts**   * Patterns   **Core Idea**   * Organisms * Classifying | If a rabbit had a baby, what would the earl look like? Provide evidence to support your claim.    Sort the following objects into two groups based on their similar physical attributes below:     |  |  | | --- | --- | | Group 1 | Group 2 | |  |  | | | **Interactive Learning Games**  Science Kids -  <http://www.sciencekids.co.nz/gamesactivities/plantsanimals.html>  PBS Kids –  <http://pbskids.org/games/animal/>  **Online Literature**  The Animal Kingdom –  <https://www.storyjumper.com/book/index/5765292/The-Animal-Kingdom>  Plants - <https://www.storyjumper.com/book/index/4817432/PLANTS>  **Videos**  Plants with Seeds - <http://studyjams.scholastic.com/studyjams/jams/science/plants/plant-with-seeds.htm>  Plants without Seeds –  <http://studyjams.scholastic.com/studyjams/jams/science/plants/plants-without-seeds.htm>  A variety of videos on Animals - <https://www.brainpop.com/search/?keyword=animals> |
| **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. | | |  | | |