

Unit/Topic Title: **Living Things**

Trimester: **3rd**

Estimated Time (When): **March**

Standard(s) 2. Life Science	
Prepared Graduates: <ul style="list-style-type: none"> ➤ Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction. 	
Grade Level Expectation: Preschool	
Preschool Learning and Development Expectation: <ul style="list-style-type: none"> • Recognize that living things have unique characteristics and basic needs that can be observed and studied. 	
Indicators of Progress	Examples of High-Quality Teaching and Learning Experiences
<p><i>By the end of the preschool experience (approximately 60 months/5 years old), students may:</i></p> <ul style="list-style-type: none"> • Observe, describe and discuss living things. (2.1.a) • Observe similarities and differences in the needs of living things. (2.1.b) • Identify differences between living and 	<p><i>Supportive Teaching Practices/Adults May:</i></p> <ul style="list-style-type: none"> • Provide opportunities for children to engage with live animals and plants along with toy/stuffed animals and plans and photographs/pictures throughout the classroom. • Read books about living and nonliving things, inquire about how we know if something is living or not. • Display worm farms, bird feeders, caterpillar/butterfly habitat, fish tank for observation. • Watching the fish, observe and discuss the movement of the gills, explaining this is how fish breathe under water. • Provide opportunities for children to use different materials (technology, journals, drawings, etc.) to observe living things.

<p>nonliving things. (2.1.f)</p>	<p>Examples of Learning/Children May:</p> <ul style="list-style-type: none"> • Match photographs of different habitats to the things that occupy them (i.e., worms live in the ground; fish live in water). • Sequence a series of photographs/pictures of a plant's growth. • Recognize that living things require water, air, food.
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Essential Vocabulary:

- Characteristics of living and non-living things, types of living things, basic needs, habitats
- General science terms such as explore, observe/notice, describe/tell, question, investigate, guess predict, if...then

Assessments:

MyTeaching Strategies GOLD™

- 11. Demonstrates positive approaches to learning -- 11a.-11e.
- 13. Demonstrates classification skills
- 25. Demonstrates knowledge of the characteristics of living things

Instructional Resources:

MyTeaching Strategies GOLD

- [Progressions from Objectives for Development and Learning: Birth through Third Grade](#)
- [Alignment of Objectives for Development & Learning: Birth Through Third Grade with 2020 Colorado Academic Standards Preschool](#) pages, 48-54
- *The Creative Curriculum for Preschool* tools and resources (Curriculum Books, Units of Study, Intentional Teaching Cards, Book Discussion Cards, Mighty Minutes, Etc.)
 - Chapters 1-3 in Volume 5: Science and Technology, Social Studies & The Arts
 - Possible Unit of Study: Trees

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