



Read to Be Ready plans for: Kindergarten Living and Nonliving

Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. e. Distinguish between pictures and words.
- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.FL.VA.7b** With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories to gain a sense of the concepts the categories represent.
 - Make real-life connections between words and their use.
- K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- Science: K.LSI: From Molecules to Organisms: Structures and Processes

2) Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

Comprehension skill: classify & categorize

Phonics: see curriculum map

Grammar/Writing: see curriculum map

Unit Focus: Distinguishing between living and nonliving

Culminating Task: Students will sort living and non-living things and explain how they made those decisions

Text Set: Living or Nonliving by Kelli L. Hicks I am a Living Thing by Bobbie Kalman

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/resources
M O N D A Y	<p>1st reading of <u>Living or Nonliving</u> – Read through this first time with few pauses.</p> <p>In this book living things are described as needing food, water, and air to survive. Nonliving things do not need food to survive.</p>	<ul style="list-style-type: none"> o Living o Nonliving o Survive o Energy o <u>You are living if:</u> o Eat food o Breathe air o Drink water o Can move 	<p><i>Teachers – explore the cover of the book with students, reading the title as a question. Point to the two frogs and ask how they are different from one another.</i></p> <p><i>Based on what we've read, how do you know that the frog on the right is nonliving? ... the one on the left is living?</i></p> <p><i>How do you know if something is living?</i></p> <p><i>Give an example of a living thing and how you know it is living.</i></p> <p><i>Give an example of a nonliving thing and how you know it is not alive.</i></p> <p><i>*Teachers – create a t-chart with student-generated examples of living and nonliving things.</i></p>	<p>Students will create a circle map in their writing journals with the word LIVING in the center of the circle. In the outer circle they will draw or write what makes something living – eat food, breathe air, drink water, & move –</p> <p>Eat/Food drawing – breathe/nose- water/glass of water – move/walk</p> <p>Differentiation: Have students add a complete sentence using the information from the circle map.</p>	<p>**The book, <u>Living or Nonliving</u>, has extension activities inside the back cover for your advanced learners. Great for small group interactions.</p> <p>Video on living and nonliving https://www.youtube.com/watch?v=SZEUWTUiiYI</p>

T U E S D A Y	<p>2nd reading of <u>Living or Nonliving</u></p> <p>Today, emphasize the vocab cards as you find the words in the reading.</p> <p>Questions from the Discussion column are to be asked after reading each page.</p>	<ul style="list-style-type: none"> o Living o Nonliving o Survive o Energy <p>You are living if you:</p> <ul style="list-style-type: none"> o Eat food o Breathe air o Drink water o Can move 	<p>P. 4 -How does the book tell us that we can identify a living thing?</p> <p>P. 6 - <i>What is energy?</i> (Energy is what gives us strength to move and work) <i>Where do people get their energy? (food)</i></p> <p>P. 8 <i>Where do plants get their energy? (sun) Do plants move?</i></p> <p>p. 12 <i>What parts of our body help us breathe?</i> (lungs, nose)</p> <p><i>Put your hand over your nose and breathe out. What do you feel? (air) Can you see it? When you breathe in do you see the air you breathe?</i></p> <p>P. 14 <i>How does water help us stay healthy?</i> (just like with plants, if we did not have water we would not survive)</p> <p><i>What are the 4 things we know that all living things need or can do? (breathe, eat, drink, move)</i></p> <p><i>When you look at an object, what can you ask yourself to determine if it is living or not? (Does it breathe, eat, drink or move)</i></p>	<p>Draw and label a living thing and a nonliving thing</p> <p>The prompt is organized for two answers, but more than 2 responses can be listed by students under each column using the journal paper under the cut and paste area, depending on students' ability levels and time limitations.</p> <p>Differentiation - draw and label more than one living and nonliving thing. Add a sentence stating what living things need to survive.</p>	<p>Another video on distinguishing between living and nonliving things: https://www.youtube.com/watch?v=z_gPdS8Dk8s</p>
W E D N E S D A Y	<p>1st reading of <u>I am a Living Thing</u></p> <p>Read through this first time with few pauses, leaving out pages 6-9 and pages 22-24.</p> <p>In this book human <u>needs</u> are identified as water, air, food, as well as sunlight, community, a home, clothes.</p>	<ul style="list-style-type: none"> o Water o Air o Breathe o Lungs o Sunlight o Food o Energy o Community o Home o clothes 	<p><i>This book's title is I Am a Living Thing. What information did it give us to prove that we are living things? (we eat, we drink, we breathe, we move)</i></p> <p><i>So in order to live we need what things? (air, food, water)</i></p> <p><i>After reading this book what other new needs did we discover we as people have? (sunlight, community(love), homes, clothes)</i></p>	<p>Students will draw and label a picture with the <u>nonliving things</u> we, as people, need in our lives</p> <ul style="list-style-type: none"> o Air o Food o Water o Sunshine o Love o Home o Clothes <p>Guide students in a copy-cat drawing of a person in clothes, a house, the sun, water (pond or river or rain). Help them draw an arrow and then label each part of the picture to illustrate our needs.</p> <p>*This should be included as a page in writing journals as a resource for future writings.</p>	<p>This book, I Am a Living Thing, also provides enrichment possibilities - **Teachers, pages 6-9 & pages 22-24 can be used as excellent enrichment pieces. These pages introduce vocabulary such as cells, mammals, vertebrates, and life cycle.</p>

T H U R S D A Y	<p>2nd⁺ reading of <u>I am a Living Thing</u></p> <p>Explore and explain the table of contents.</p> <p>Again read the book, eliminating pages 6-9 & 22-24. Pause and point out vocab words found on the pages for more explicit instruction.</p>	<ul style="list-style-type: none"> ○ Water ○ Air ○ Breathe ○ Lungs ○ Sunlight ○ Food ○ Energy ○ Community ○ Home ○ clothes 	<p><i>What needs does the book <u>I Am a Living Thing</u> add to the needs of people? (sunshine, home, community, clothes)</i></p> <p><i>p. 10 - What are the nonliving things identified on this page? (air, water, sunshine, soil, rocks)</i></p> <p><i>Why do we need each of these nonliving things in order to survive?</i></p>	<p>Students will complete writing prompt which identifies each need and why we need it.</p> <p>*Teachers, please lead the class through this activity allowing for either printed words or illustrations in each blank.</p>	
F R I D A Y	<p>Review information from both books, using a picture walk and the vocabulary cards from both books.</p>	<p>All vocabulary cards from the two texts.</p>	<p><i>Let's review how we know if something is living or nonliving. Something is living if it..... (eats, drinks, breathes, moves)</i></p> <p><i>It is nonliving if it (does not need food, water, air)</i></p> <p><i>Can some nonliving things move? (Yes, such as a bicycle or car.)</i></p> <p><i>Does that mean they are living? Why/why not? (Not living because they don't need to eat, drink, breathe)</i></p> <p><i>When we identify whether something is living or nonliving what questions do we need to ask? (Does it need to eat, drink, or breathe in order to survive?)</i></p>	<p><u>Culminating Task:</u> Students will be asked to cut & paste 4 things beside the headings of living and nonliving, and then explain how they decided on their sorting choices.</p> <p>Differentiation: *The explanation can be written or dictated by student.</p> <p>Turtle - plant - car - laptop</p>	<p>Optional culminating activity: Students will create a diorama in a shoe box or a large drawing/painting/playdough with labeled living and nonliving objects. Example: diorama of a beach, or a classroom, or a playground.</p>