

# Unit: Science-5.3

Content Area: **Science**  
Course(s):  
Time Period: **Trimester 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

---

Students will be able to identify plants and animals as living things. Students will be able to identify living things as those that grow and need food, air and water to live.

They will be able to identify similarities and differences among living and non living things and be familiar with the life cycle of living things.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

---

The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

SCI.PK.5.3.1	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
SCI.PK.5.3.2	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).
SCI.PK.5.3.3	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).
SCI.PK.5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).

## **Transfer**

---

### **Essential Questions**

---

- What do living things need?
- What is a life cycle?
- What is a living thing?

### **Essential Understandings**

---

- A life cycle is the time between the birth and death of a living being
- Living things need air food and water to survive
- Plants and animals are living things

### **Students Will Know**

---

- Living things grow and change with time
- Plants and animals are both living things
- That living things need food, air and water to survive

### **Students Will Be Skilled At**

---

- Describing the attributes of habitats and living and non living things
- Describing the attributes of living things
- Exploring and comparing the physical characteristics of living things in their environment
- Recording information about changes in the environment and living things

### **Evidence/Performance Tasks**

---

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges

- complete sequencing activities of the life cycles of living things (butterfly, frog)
- label parts of a flower
- Observe the growth of a bean sprout
- point to attributes of habitats and living and non living things

## Learning Plan

---

- Encourage children to explore available outdoor habitats (e.g., the trees or a patch of ground outside the classroom) and to participate in caring responsibly for living things during and outside of school time (e.g., fish tank, plants, hermit crabs, ladybugs, butterflies).
- Facilitate children's observations of similarities and differences (e.g., discussing the physical needs of a bird and a dog) in the needs of various living things and their observations of differences between living and nonliving things (e.g., classifying living and nonliving things found in water or on land).
- Provide opportunities for children to investigate changes in living things over time (e.g., the life cycles of plants or mealworms)
- Provide opportunities for children to observe and investigate the characteristics of plants and animals in their natural habitats and in the classroom over time.

## Suggested Strategies for Modifications

---

This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Allow for extra time and practice
- Incorporate accommodations and modifications of the students' IEPs
- Incorporate multi-sensory strategies
- Provide 1:1 time and assistance
- Repeat directions and provide multiple examples
- Use visuals