

**Winslow Township School District**  
**Grade K Science**  
**Unit 3: Life Science: Habitats**

**Overview:** In this unit of study, students develop an understanding of what humans need to survive and the relationship between their needs and where they live. Students will demonstrate grade-appropriate proficiency in asking questions and defining problems, and in obtaining, evaluating, and communicating information.

Overview	Standards for Science	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 3</u></a>   <b>Life Science: Habitats</b></p>	<ul style="list-style-type: none"> <li>● <b>K-LS1-1</b></li> <li>● <b>K-ESS2-2</b></li> <li>● <b>K-ESS3-1</b></li> <li>● <b>WIDA 1,4</b></li> </ul>	<ul style="list-style-type: none"> <li>● Communicating solutions with others, orally or in written form, using models and drawing</li> <li>● Communicating solutions that will reduce the impact of humans on the land, water, air, and or other living things in the local environment</li> <li>● Asking questions based on observations to find more information about the natural and/or designed world</li> <li>● Define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>● Ask questions, make observations, and gather information about a situation that people want to change in order to define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul>	<ul style="list-style-type: none"> <li>● What do plants and animals need to live and grow?</li> <li>● Where do plants and animals live and why do they live there?</li> <li>● How can animals and plants change their habitat?</li> </ul>
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>● Humans can change their environments to meet their needs</li> <li>● Asking questions, making observations, and gathering information are helpful in thinking about problems. Before designing and engineering a solution, it is important to clearly understand the problem</li> <li>● Earth materials consists of solid rocks, soils.</li> </ul>		

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<b>Curriculum Unit 3</b>	<b>Standards</b>		<b>Pacing</b>	
			<b>Days</b>	<b>Unit Days</b>
<b>Unit 3: Life Science: Habitats</b>	<b>K-LS1-1</b>	Use observations to describe patterns of what plants and animals need to survive.	10	36
	<b>K-ESS2-2</b>	Construct an argument supported by evidence for how plants and animals (including) humans) can change the environment to meet their needs.	10	
	<b>K-ESS3-1</b>	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	10	
	Assessment, Re-teach and Extension		6	

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Unit 3 Grade K		
Disciplinary Core Ideas	Indicator #	Indicator
<p><b>LS1.C: Organization for Matter and Energy Flow in Organisms</b>            All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)</p> <p><b>ESS2.E: Biogeology</b>            Plants and animals can change their environment. (KESS2-2)</p> <p><b>ESS3.C: Human Impacts on Earth Systems</b>            Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)</p> <p><b>ESS3.A: Natural Resources</b>            Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)</p>	<b>K-LS1-1</b>	Use observations to describe patterns of what plants and animals need to survive.
	<b>K-ESS2-2</b>	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
	<b>K-ESS3-1</b>	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

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Unit 3 Grade K	
• Assessment Plan	
<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Independent &amp; group work/projects</li> <li>• Teacher and/or book series provided quizzes, tests, and a performance task to assess student mastery</li> <li>• Homework monitor and assess class work</li> <li>• Benchmark assessments</li> <li>• Teacher Observations</li> <li>• Performance Task</li> </ul>	<ul style="list-style-type: none"> <li>• Short Constructed Responses</li> <li>• Students pretend to be a biologist and will plan, design and build a model of what a habitat would look like for an animal of their choice. In their model, students will show important structures of their animal, what their habitat would look like, an example of what they eat as well as a plant that would live in the type of habitat they created.</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• HSP Science Teacher Manual</li> <li>• Lab Explorations</li> <li>• Big Books pg.</li> <li>• Leveled Readers</li> <li>• Songs on CD</li> <li>• Activity book</li> <li>• Vocab activities</li> <li>• vocab cards</li> <li>• Group discussions</li> <li>• Manipulatives</li> <li>• SMARTboard / Mimio Technology</li> <li>• Google Applications (Documents, Forms, Spreadsheets, Presentation)</li> <li>• Linkit</li> <li>• Readworks website</li> <li>• <a href="#">NJ Department of Education</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will discuss the ways people make life easier. Then they will discuss how these choices can hurt the environment. Then they will work together to create a poster to communicate how to minimize the effect on air, water, land, or living things.</li> <li>• Read-Aloud Lesson: Where Do Polar Bears Live? Students identify and recall characteristics that allow polar bears to survive in the extremely cold Arctic environment.</li> <li>• Students will create a <a href="#">poster</a> highlighting the 5 R's.</li> <li>• <a href="#">Recycling and Composting</a>: Students will learn about the value renewable resources hold for our society and the broader community of living things. They expand their understanding of two important conservation activities we can engage in: recycling and composting.</li> </ul>

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Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p><b>9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> <p><b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p><b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p><b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource.</p> <p><b>9.4.2.IML.2:</b> Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</p> <p><b>9.4.2.IML.3:</b> Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 &amp; 9.4:  <b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a>  <b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>	

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**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grade K WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in science studies in student’s home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

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**ELA Standards:**

**RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K- ESS2-2)

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2), (K- ESS3-3)

**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K- LS1-1)

**Math Standards:**

**K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-LS1-1)

**Integration of Computer Science and Design Thinking NJSL 8**

**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**8.1.2.DA.3:** Identify and describe patterns in data visualizations.

**8.1.2.DA.4:** Make predictions based on data using charts or graphs.

**8.2.2.ITH.1:** Identify products that are designed to meet human wants or needs.

**8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.