

Unifying Theme: Animals 2x2

Essential Standards and Clarifying Objectives

K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.

K.L.1.1 Compare different types of the same animal to determine individual differences within a particular type of animal.

K.L.1.2 Compare characteristics of living and nonliving things in terms of their:

- Structure
- Growth
- Changes
- Movement
- Basic needs

K.P.1 Understand the positions and motions of objects and organisms observed in the environment.

K.P.1.1 Compare the relative position of various objects observed on the classroom and outside using position words such as in front of, behind, between, on top of, under, above, below, and beside.

K.P.1.2 Give examples of different ways objects and organisms move (to include falling to the ground when dropped): zigzag, round and round, back and forth, fast and slow.

Unpacking

What does this clarifying objective mean a child will know, understand and be able to do?

K.L.1.1 Students know that animals of the same type (i.e. dogs-spaniels/shepherds, birds –hawks, sparrows, fish – guppy, goldfish, etc.) have individual differences.

K.L.1.2 Students know living and nonliving things are made of parts and people give names to the parts that are different from the name of the whole object, plant or animal. Students know that the parts of living and nonliving things work best as a whole and some objects can easily be taken apart and put back together again, while other objects cannot be taken apart without damaging them (e.g., books, pencils, plants, and animals.) Students know some of the characteristics that all animals share that can be used to compare living and nonliving things. Students know that all animals, including humans, have a basic structure that is similar in all animals of the same kind.

- **Structure:** Students know that the human body has distinct structures and that they serve different functions that is similar in other animals. Students know how to describe the structure of various animals, including humans, and tell how the structures are alike and different and how each structure is used in a similar or different way.
- **Growth and Changes:** Students observe and compare how different organisms grow and develop over time. Students know that animals change as they grow. The distinct stages of growth and change are called a *life cycle*. The life cycle begins when the organism is born and begins to develop and ends when the organism dies.

- **Movement:** Students know how various animals move, noting similarities and differences.
- **Basic needs:** Students know that all animals are living things that have basic needs to stay alive. Animals need air, water, food, and shelter for protection. If an organism does not get everything that it needs to stay alive, it will die. By comparing these characteristics of several animals, students begin to classify things as living and nonliving based on these characteristics. Students know that animals, including humans, are living things that grow and develop, and need food, air, and water but nonliving things do not. At this grade level, it is appropriate to define living things as anything that is alive or has ever been alive and nonliving things as anything that is not now and has never been alive.

K.P.1.1 Students know that their senses are used to make observations and learn about their environment. Students know that the position of an object can be described by locating the object relative to another object, fixed point, or background. Students know the difference between words used to describe the location of an object or organism such as: *in front of, behind, between, on top of, under, above, below, beside* and can communicate using oral language so that all observers can agree on the position of an object or organism in relation to another object or organism.

K.P.1.2 Students know that various ways living things can move. Students know that earth pulls down on all objects and organisms. Students know how to observe, describe, and discuss all kinds of moving things – themselves, insects, birds, fish, etc. – keeping notes, drawing pictures to suggest their motion. Students know how to raise questions about the movement of various organisms to include: *Do they move in a straight line or zigzag? Is their motion fast or slow? How can you tell? How many ways does an organism move?*