

**Strand 3: Life Science**  
**Topic: Organization of Living Things**  
**Standard 2.**

**SCIENCE**

**KINDERGARTEN**

| <p><b>Standard 2:</b> All students will use classification systems to describe groups of living things; will compare and contrast differences in the life cycles of living things; will investigate and explain how living things obtain and use energy; will analyze how parts of living things are adapted to carry out specific functions.</p> |   |   |   |
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| <b>Benchmarks</b>   | <b>Benchmark 1.</b><br><br>Explain characteristics and functions of observable body parts in a variety of animals.  | <b>Benchmark 2.</b><br><br>Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics.   | <b>Benchmark 3.</b><br><br>Describe the cycles of familiar organisms.   |
| <b>Performance Indicators</b>   | <p><b>Students will:</b></p> <p>Explain how different body parts of animals help them to survive in their environment (fur, feathers, skin, claws, beaks).</p> <p>Recognize that different animals have similar body coverings.</p> | <p><b>Students will:</b></p> <p>Recognize that plants are living things and have characteristics that make them different from each other and from other living things.</p> <p>Recognize similarities in plants and animals.</p> <p>Identify animals as living things.</p> <p>Recognize that different animals have similar body coverings.</p> | <p><b>Students will:</b></p> <p>Recognize life cycle stages (egg, larva, pupa, and adult) of familiar animals.</p> <p><i>An animal goes through a series of growth and developmental stages called its life cycle.</i></p>  |
| <b>Suggested Resources/ Lessons</b>   |   | <p><u>Unit B Plants</u><br/>           Lessons 1, 3, 4, 5, 7<br/>           Big Book, Links</p> <p><u>Unit A Animals</u><br/>           Lessons 1-6<br/>           Picture Cards<br/>           Library books, posters, Big Books, Links<br/>           Music track 1, 2</p>  | <p><u>Plants</u> Big Book pg. 24<br/>           Lesson 6, activity cards, links</p> <p><u>Animals</u> Big Book pgs. 12-13<br/>           Lesson 7<br/>           Activity cards<br/>           Picture cards<br/>           Links<br/>           Library books<br/>           Posters<br/>           Big Book: <u>Tiny Seed</u><br/>           Music Track 4<br/>           Posters/pictures of life cycle<br/>           Butterfly gardens</p> |
| <b>Assessment</b>   |   | <p>Are plants living things?<br/>           Are animals living things?<br/>           Tell me how plants and animals are alike.<br/>           Unit assessment</p>  | <p>Child will draw/cut out and sequence life cycle. (journal, art project)<br/>           Unit assessment<br/>           Point to and identify egg, larva, pupa and adult on a poster.</p>  |