



## Read to Be Ready plans for: Living or Nonliving & I Am a Living Thing (Living Things) Kindergarten

### Standards:

K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page-by-page.  
 K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. f) Write some common, frequently used words (am, and, like, the)  
 K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking ..... c) Use frequently occurring nouns and verbs when speaking and in shared language activities.  
 e) Understand and use questions words (interrogatives) when speaking and in shared language activities.  
 K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. i) Sort common objects into categories to gain a sense of the concepts the categories represent.  
 iii) Make real life connections between words and their use.  
 RI.KID.1 With prompting and support, ask and answer questions about key details in a text.  
 K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.  
 K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.  
 K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.  
 K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
 K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.  
 K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.  
 K.W.RBP.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
 K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.  
**Science Standards:** K.LS1: 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.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/resources
<b>M O N D A Y</b>	1 <sup>st</sup> reading of <u>Living or Nonliving</u> – Read through this first time with few pauses.  In this book living things are described as needing food, water, and air to survive. Nonliving things do not need food to survive.	<ul style="list-style-type: none"> <li>o Living</li> <li>o Nonliving</li> <li>o Survive</li> <li>o Energy</li> </ul> o <u>You are living if:</u> Eat food Breathe air Drink water 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, &amp; 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><b>**The book, <u>Living or Nonliving</u>, has extension activities inside the back cover for your advanced learners. Great for small group interactions.</b></p> <p>Video on living and nonliving: <a href="http://tinyurl.com/oar5cy7">http://tinyurl.com/oar5cy7</a></p>

T U E S D A Y	<p>2<sup>nd</sup> 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>		<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?</i> (breathe, eat, drink, move)</p> <p><i>When you look at an object, what can you ask yourself to determine if it is living or not?</i> (Does it breathe, eat, drink or move)</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><b>Differentiation</b> – 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: <a href="http://tinyurl.com/zknexdv">http://tinyurl.com/zknexdv</a></p>
W E D N E S D A Y	<p>1<sup>st</sup> reading of <u>I am a Living Thing</u></p> <p>Read through this first time with few pauses, <b>leaving out pages 6-9 and pages 22-24.</b></p> <p>In this book <u>human needs</u> are identified as water, air, food, as well as sunlight, community, a home, clothes.</p>	<p><b>2<sup>nd</sup> Book Words</b></p> <ul style="list-style-type: none"> <li>○ Cells</li> <li>○ Water</li> <li>○ Air</li> <li>○ Breathe</li> <li>○ Lungs</li> <li>○ Sunlight</li> <li>○ Food</li> <li>○ Energy</li> <li>○ Community</li> <li>○ Home</li> <li>○ clothes</li> </ul>	<p><i>This book’s title is <u>I Am a Living Thing</u>. What information did it give us to prove that we are living things?</i> (we eat, we drink, we breathe, we move)</p> <p><i>So in order to live we need what things?</i> (air, food, water)</p> <p><i>After reading this book what other new needs did we discover we as people have?</i> (sunlight, community(love), homes, clothes)</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"> <li>○ Air</li> <li>○ Food</li> <li>○ Water</li> <li>○ Sunshine</li> <li>○ Love</li> <li>○ Home</li> <li>○ Clothes</li> </ul> <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 -</p> <p><b>**Teachers, pages 6-9 &amp; pages 22-24 can be used as excellent enrichment pieces. These pages introduce vocabulary such as cells, mammals, vertebrates, and life cycle.</b></p>

T H U R S D A Y	<p>2nd<sup>nd</sup> 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 &amp; 22-24. Pause and point out vocab words found on the pages for more explicit instruction.</p>		<p><i>What needs does the book <u>I Am a Living Thing</u> add to the needs of people?</i> (sunshine, home, community, clothes)</p> <p>p. 10 – <i>What are the nonliving things identified on this page?</i> (air, water, sunshine, soil, rocks)</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>Studies Weekly #7 See TE on Clever</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 &amp; 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>