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MS. FARLAND'S KINDERGARTEN SCIENCE CLASS

WELCOME!

Welcome to kindergarten science! My name is Ms. Nijeeia Farland I am excited to be able to explore and share the world of science with your children. This newsletter will give you an overview of what your students will learn and my teaching methods. Please feel free to contact me If you have any questions or concerns.

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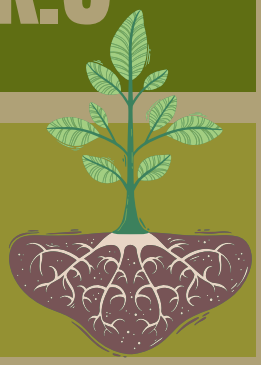
IN THIS NEWSLETTER

VA SOL SCIENCE STANDARD: K.6



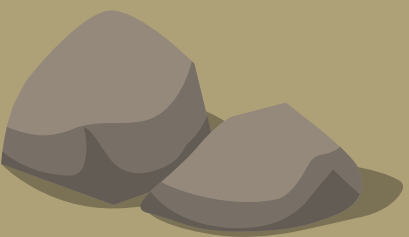
We will only focus on standard K.6 in this newsletter

The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include

a) all things can be classified as living or nonliving;

A) ALL THINGS CAN BE CLASSIFIED AS LIVING AND NONLIVING

In this lesson, students will investigate and understand the difference between living organisms and nonliving objects. The teacher will introduce and teach the following terms: living, nonliving, organisms, nutrition, food, water, air, grow. The teacher will ensure that students understand what organisms need to be considered living.



LIVING AND NONLIVING

LESSON: LIVING AND NONLIVING (5 DAYS)

- Living things need to grow, have nutrition and breathe.
- Some nonliving organisms may have characteristics of living things.
- The following vocabulary will be learned: living, nonliving, organisms, food, water, nutrition, air, grow.

ACTIVITIES INCLUDE:

- Exploring living and nonliving organisms through books and videos.
- Discussions
- Nature Walk
- Sorting game

Integrating Across The Curriculum

HEALTH AND SAFETY

Physical Health
a) Describe ways to participate regularly in physical activities inside and outside of school

NGSS

K-ESS3-. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

(nextgenscience.org)

Art and Technology

Art

K.14 The student will create drawings from observation.

K.17 The student will create artwork inspired by a variety of sources and subjects. b) Use nature as inspiration.

Technology

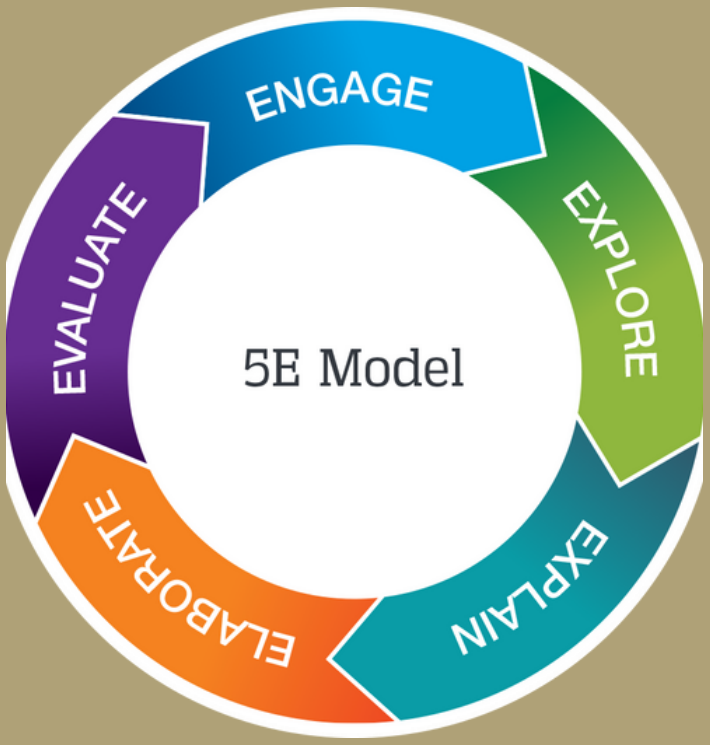
No specific standard will be addressed in the technology area. Students will use technology to learn and study content.

Why is this important?

This is important because it allows students to broaden their lens of understanding. Being able to learn across the curriculum allows students to gain skills and make connections in more areas than one. They will also be able to apply these skills to real-world situations. With cross-curricular instruction, students are able to make meaningful connections to each curricular area.

(cliweb.org)

INQUIRY-BASED LEARNING AND 5E MODEL



1) Engage:
Involves asking questions, the discourse of prior knowledge, and grabbing students' attention.

2) Explore:
Involves investigations, experiments, observing, and solving and asking questions.

3) Explain:
Involves the teacher clearing up concepts and students showing and explaining what they have learned.

4) Elaborate:
Involves further experiences that apply, elaborate, and process their newfound knowledge.

5) Evaluate:
Involves students explaining and demonstrating their understanding effectively. (sdcoe.net)

HOW WILL THESE BE USED IN THE CLASSROOM?

1) ENGAGE: STUDENTS WILL BE ASKED QUESTIONS TO REACH PRIOR KNOWLEDGE. I WILL USE VIDEOS/SONGS AND LITERATURE.
2) EXPLORE: STUDENTS WILL EXPERIMENT, INVESTIGATE, OBSERVE, RECORD DATA, AND ESTABLISH CONCLUSIONS. THIS WILL HAPPEN INDIVIDUALLY AND IN SMALL GROUPS.
3) EXPLAIN: I WILL PRESENT INFORMATION TO STUDENTS THROUGH YOUTUBE, LITERATURE, AND DISCUSSION.
4) ELABORATE: STUDENTS WILL APPLY KNOWLEDGE TO REAL-LIFE SCENARIOS AND FURTHER EXPLORATION OF INFORMATION.
5) EVALUATE: STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF THE TOPIC THROUGH A RANGE OF ASSESSMENTS.

Inquiry-Based Instruction

In my classroom, I will teach inquiry-based instruction. What is Inquiry-Based instruction? It is the type of instruction where students are at the center of their learning. Students will be encouraged to ask questions, work with others, discover new ideas, and use critical thinking to solve real world problems.

Parents Corner

Dear Parents or Guardians, Your support is essential in aiding your student's success. I hope that we can both work together to encourage and inspire each student. Below I have included additional activities and resources that you can do with your student at home. I could not do this without you guys! Thank you so much.

Activities/Experiments

- Photosynthesis Craft
- How does a leaf breathe? (Investigation activity where student observes how plants breathe by placing it in water)
- Living things recognition worksheet
- Word Wall games (Group sort and Whack-A-Mole)
- Object sort
- Picture sort board game
- Living and nonliving things scavenger hunt (teachingexpertise.com)

Youtube videos and Literature

- Living or Nonliving? (a science song for kids): https://youtu.be/LScD4x-kEbQ
- Amazing Science: Living and Nonliving things | Science for Kids https://youtu.be/b1s_HnecN0s
- Living and Nonliving (Nature Basics) by Carol K. Lindeen
- Living Things and Nonliving Things: A Compare and Contrast Book (Arbordale Collection) by Kevin Kurtz

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