

RANCHO EL CHORRO OUTDOOR SCHOOL

THE WORLD AROUND ME KINDERGARTEN

Lesson Goal: To learn about the world we live in by studying the movement of water, how animals are grouped by their characteristics, and how people and animals use their senses.

Learning Objectives:

- Students will explore nature using their senses.
- Students will understand and demonstrate how animals are grouped.
- Students will understand the importance of water movement in a community.

ACTIVITIES:

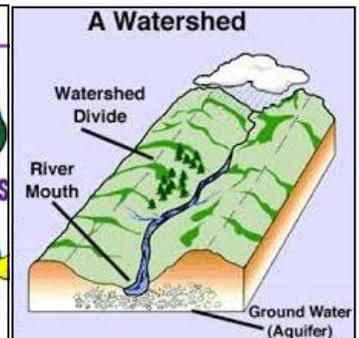
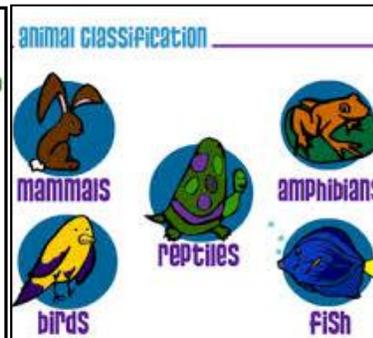
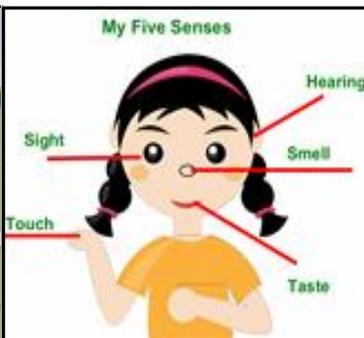
1. Students will practice using their senses as they hike along Pennington Creek.
2. Students will place objects on the watershed model to observe the flow of water. They will also observe leaves flowing in the creek.
3. Students will learn about water movement in their own neighborhood or community.
4. Students will study characteristics of five groups of animals and hold a live animal.

VOCABULARY

drought
neighborhood

flow
observe

group
senses



Next Generation Science Standards Connections:

Standard: K-ESS3. Earth and Human Activity

Performance Expectation:

K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e. diagram, drawing, physical replica, diorama, dramatizations, storyboard) that represent concrete events or design solutions. Use a model to represent relationships in the natural world. (K-ESS3-1)	ESS3.A. Natural Resources 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).	Systems and System Models Systems in the natural and designed world have parts that work together. (K-ESS3-1)

Common Core State Standards connections, Kindergarten:

Speaking and Listening Standards:

SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.2. Confirm understanding of a text read aloud or information presented orally or through other **media** by asking and answering questions about key details and requesting clarification if something is not understood.

SL.3. Ask and answer questions in order to seek help, get information or clarify something that is not understood..

Language Standards:

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

English Language Development Standards connections:

A. Collaborative. Bridging

1. Exchanging information and ideas. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

B. Interpretive. Emerging.

5. Listening Actively. Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.

6. Reading/viewing closely. Describe ideas, phenomena (e.g. plant life cycle), and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

C. Productive. Expanding

9. Presenting. Plan and deliver brief oral presentations on a variety of topics (e.g. show and tell, author's chair, recounting an experience, describing an animal, etc.).

California's Environmental Principles & Concepts and Education & the Environment (EEI) unit connections:

Principle I: The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential good and ecosystem services.

Concept A: Students need to know that the goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.

Concept B. Students need to know that the ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.

The World Around Me, Kindergarten. This unit explores ecosystems and how human depend on the goods and services provided by ecosystems. Lessons are sequenced around the flow of water and that water is a common and essential component of many ecosystems.

Learning Objective connections:

Lessons 1, 2 and 3: The lessons explore Earth's major ecosystems, how rivers flow in California, and mountain ecosystems.

VOCABULARY

drought sequía	a period of dry weather, especially a long one that is injurious to crops.
flow flujo	to move along in a stream.
group grupo	any collection or assemblage of persons or things.
neighborhood barrio	the area or region around or near some place or thing; vicinity.
observe observar	to see, watch, perceive, or notice.
senses sentidos	any of the faculties, as sight, hearing, smell, taste, or touch, by which humans and animals perceive stimuli originating from outside or inside the body.