**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: SCIENCE AND SOCIAL STUDIES **UNIT**: 2 **GRADE**: TRANSITION

**TEACHER**: Yeimy Lorena Cárdenas Perdomo **DATE**: April -13th 2021

**Living and Non-living things, Water**

**TITLE**:

**THROUGHLINES**:

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| 1. What is the difference between living and non-living beings? 2. Why does it rain? 3. What are the clouds made of? |

**Water Cycle In A Bag**

**GENERATIVE TOPIC**

**UNDERSTANDING GOALS:**

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| The students will know the difference between living and nonliving things through watching videos and activities in order to understand why they are alive. | The student will recognize the water cycle through a real observation experiment during the course of this term in order to understand the importance of protecting this natural resource. |

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|  | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT | |
|  | **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **Exploration**  **Stage** | To feel examples of living and non-living things.  To talk about the characteristics of the living and non-living thing  To review the characteristics of the living and non-living things  To talk about the importance of water. | **2 weeks** | Exploring with objects from the environment that are living or non-living things.  Watching a video about the living and non-living things (<https://www.youtube.com/watch?v=p51FiPO2_kQ>) in order to explore them.  Watching a video to question who´s alive? <https://www.youtube.com/watch?v=giWqEPNLtBo>  Classifying images into the living and non-living things using interactive games.  Creating a poster on the proper use of water and its care  ***Synthesis Project:***  The teacher will explain about the project “Water in a bag” and how it will be carried out. | Observe the world where you live and the forms that surround them.  Compare different structures  and processes, deduce  similarities and differences between them. |
| **Guided**  **Stage** | To learn vocabulary about the water cycle.  To differentiate the water cycle stages.  To explain the function of the four stages of the water cycle  To explore the different stage of water cycle.  To remember the importance of taking care of water. | **4 weeks** | Watching a video about the Water cycle and know the phases (<https://www.youtube.com/watch?v=ncORPosDrjI>)  Telling a story about water cycle through the link below: <http://www.drippytheraindrop.com/DrippysWorldTrialStories/ToMountainsAndBack/Entry.htm>  Making a craft about the water cycle and  listening songs about the Water cycle stages.  Solving interactive worksheets and online quizzes.  Colouring the cards about the Water care and showing them to the partners.  Working the activities about the topics in the guidebook.  ***Synthesis Project:***  In a Ziploc bag the students will draw the four stages of the water cycle, (evaporation, condensation, precipitation, collection). Then they will make a special mark that indicates the initial point of the water and add blue food coloring into the water to represent ocean water. Finally We will hang the bag upright in the window with tape | Express the ideas creatively  Socialize their ideas and  observations using the  appropriate language for the  area. |
| **Learning**  **Evidence** | ***Synthesis Project*: “Water Cycle in a bag”**  The project will show students how water cycle is formed | **2 weeks** | ***Synthesis Project:* “Water Cycle in a bag”**   * During the development of our project children saw the water warm in the sunlight and how it evaporates into vapor. * As that vapor cooled, it began changing back into liquid {condensed} just like a cloud. * And when enough water condensed, the air couldn’t hold it anymore and the water fell down in the form of precipitation. * In the real water cycle, rain, sleet or snow might land in a body of water like a river or ocean. But it also might fall on dirt where it soaks into the soil and either becomes ground water that animals and plants drink or it runs over the soil and falls into rivers, oceans or lakes {collection}. | Communicates in various  ways the process of inquiry  and the results obtained.  Applies new concepts in the development of projects. |