

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE K ELA UNIT CONNECTED TO LIFE SCIENCE**

Text: Do You Know Which Ones Will Grow?

Daily Task 1

Part 1: Your teacher will give you a set of cards. Read the words on the card. Then, sort them into two groups. Your groups should be "Things that Grow" and "Things that Don't Grow".

Part 2: After you've sorted your words, read them aloud to a partner. Tell your partner why you sorted your cards the way you did. Then, make a prediction about why some things grow and some things don't. Tell your prediction to your partner.

Things That Grow	cap	kid
Things That Don't Grow	truck	kitten
cub	car	cupcake

Text: *What's Alive?*

Daily Task 2: The little girl in *What's Alive?* wants to know what you learned in the book she was in. Use drawings and sentences to explain what you learned about what makes something alive. Then, explain what you learned to a partner.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Text: *Living or Nonliving?*

Daily Task 3: Use information from today's text to revise the task you completed yesterday. Add details to your drawings and sentences to help explain what makes something a living thing. Then, explain your drawing and writing to a partner.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Text: *Living or Nonliving?*, Reading 2

Daily Task 4: We are going to make a class book that uses text features like Kelli Hicks' book. You are going to be an author like her and make a page to put in our class book on living and nonliving things. Your page should explain how nonliving things are different from living things.

Your page should include:

- a heading;
- sentences;
- a picture that supports your sentences;
- a page number; and
- and use vocabulary from the unit.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the task. The box is currently blank.

Text: *Are You Living?*

Daily Task 5: Authors can teach us things by writing books using words, pictures, and text features. Pretend you are a book critic. Your job is to convince others which book they should read if they want to learn about living and nonliving things. Think about the two books *Living or Nonliving?* and *Are You Living?* Think about how each author used words, pictures, and other text features to teach about living and nonliving things. Which author do you think did a better job explaining information about living and nonliving things? Why? Draw and write about your opinion. Then, talk about your opinion with a partner.

In your writing, be sure to:

- state your opinion;
- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Text: *What's Alive?*, Reading 2

Daily Task 6: Your parents have taken you to the park. They know you have been learning about living things. While at the park you see a cat, a bird, and plants, just like in the book! Choose two of the things you saw. Draw and write about how these two living things are similar and different. Then, explain your pictures and writing to your parents. Be sure to share with your parents how your two living things have needs that are similar and different.

In your writing, be sure to:

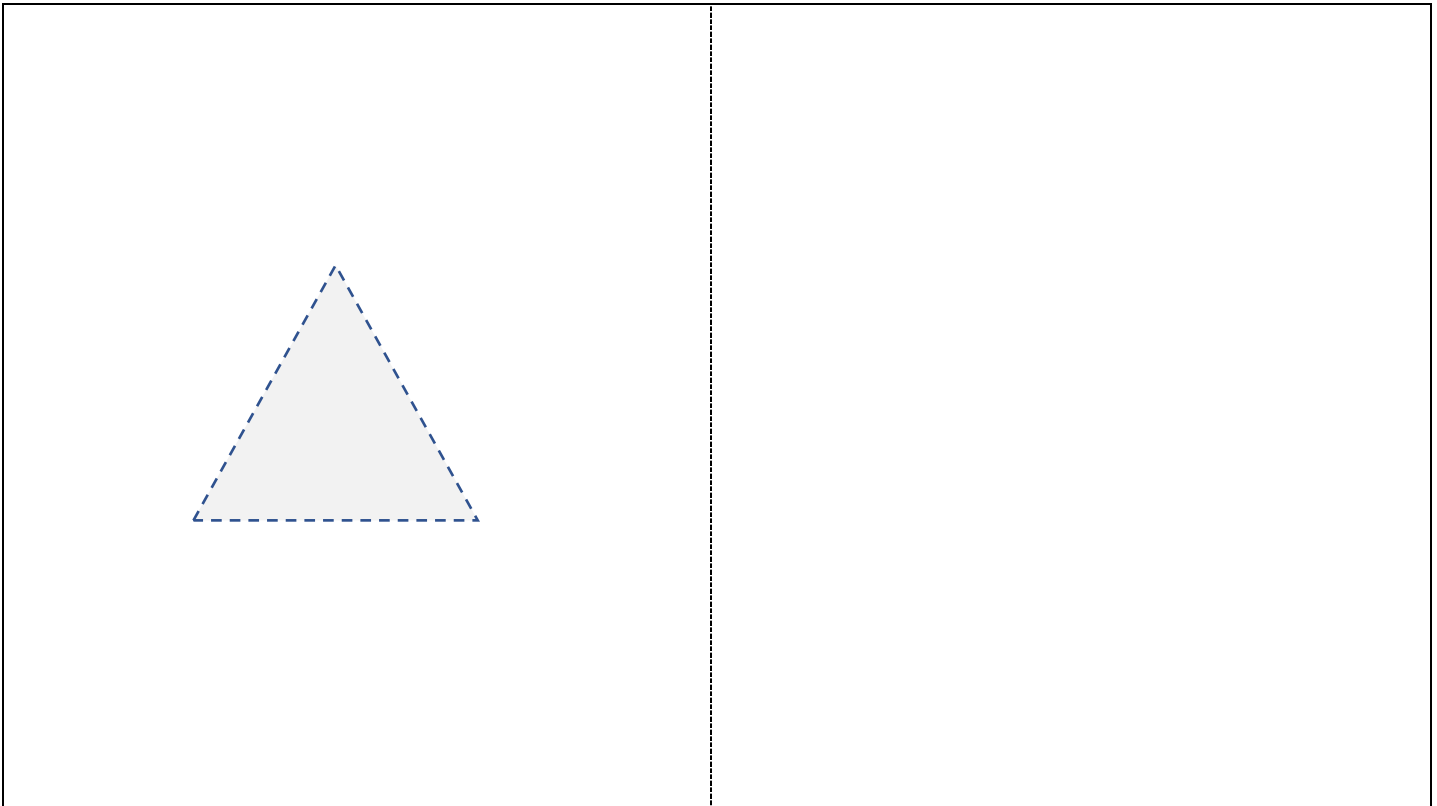
- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

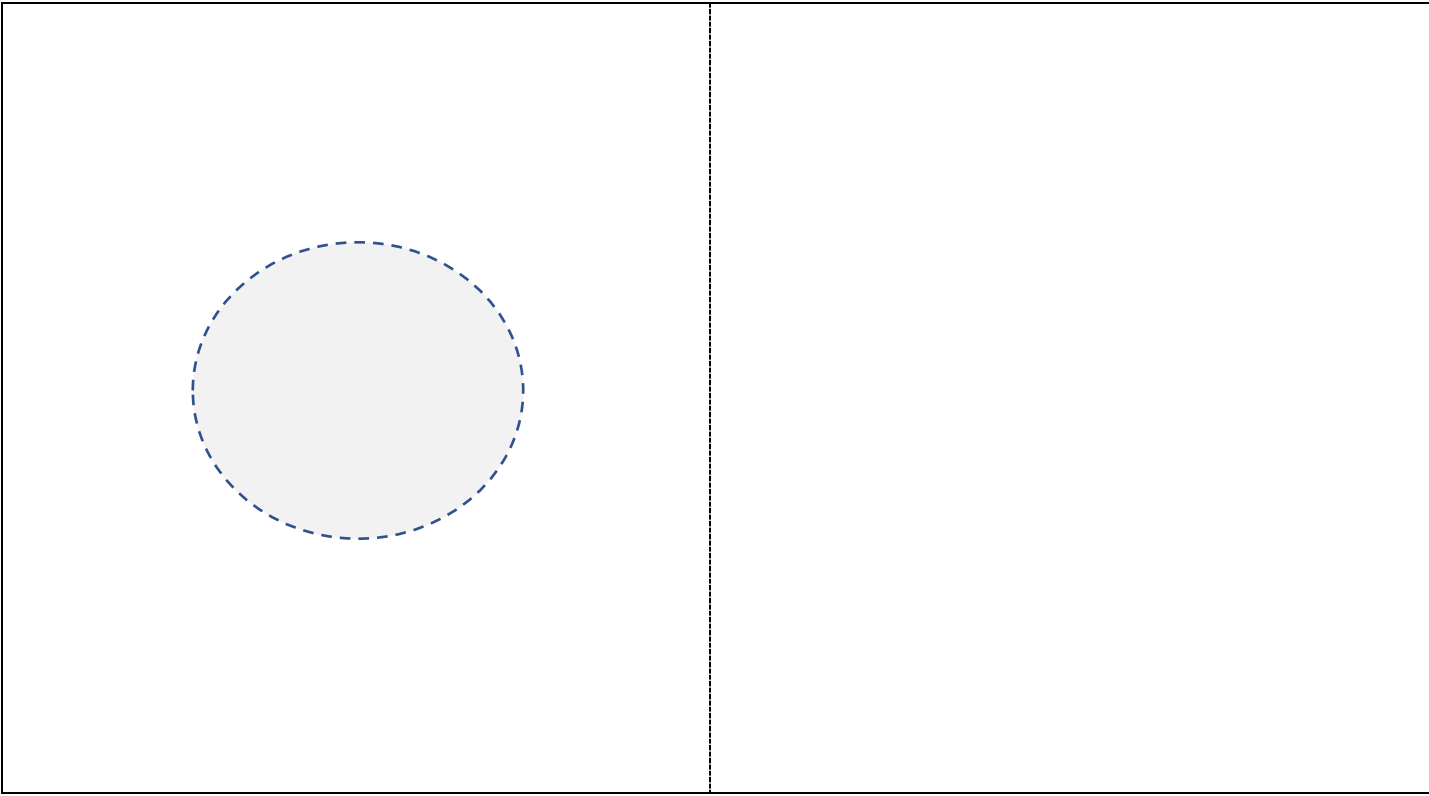
Texts: *Do You Know Which Ones Will Grow?*, *Reading 2 & First the Egg*

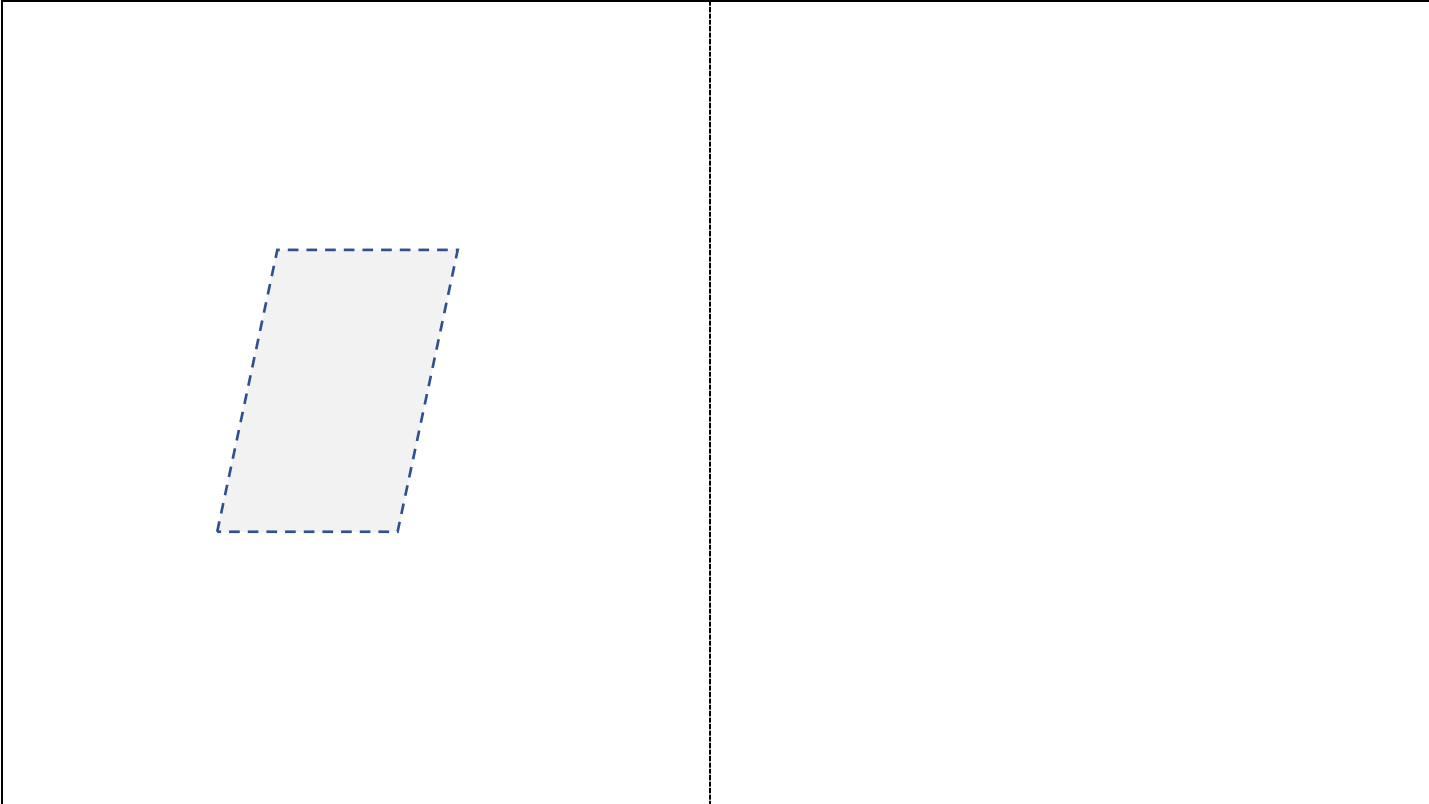
Daily Task 7: Earlier in our unit we tried to be an author like Kelli Hicks. Now we are going to be authors that use a different style to teach about living things. Make a cut-out page that illustrates how one living thing grows. Write sentences explaining how your living thing grows. After you make your page, explain to a partner how your picture shows the way your living thing grows. Ask your partner to explain their picture. Then, compare your pictures. Talk about how the two living things you drew grow in different ways.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.







Text: *Catching Sunlight: A Book About Leaves*

Daily Task 8: You are a junior kindergarten scientist that has just learned about how plants get food. Draw a picture that illustrates photosynthesis. Write sentences to describe your picture. After you draw and write, you will share your new learning with your reading buddy from third grade. You will explain to them what photosynthesis means.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Text: "The Little Plant"

Daily Task 9: Write one sentence for each of the three stanzas in the poem explaining what the author is telling us about what the plant needs, or how the plant grows.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Text: "The Garden" from *Frog and Toad Together*

Daily Task 10: After reading the text, write a letter to Toad. Your letter should help Toad understand what plants need to grow. Be sure to explain which of his actions did not help his plants grow.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- include some information about what plants need to grow.

Text: National Geographic Kids “Meat-Eating Plants”

Daily Task 11: Lisa Van Cleef wants people to get passionate about plants. Create a poster inviting people to the San Francisco Conservatory of Flowers. Draw and write on your poster. Be sure to show why people should get excited about plants. Include the different ways that plants can get food.

Texts: *Time to Eat* & “Rocks Help This Animal Eat”

Daily Task 12: The authors of *Time to Eat* say that, “Many animals have surprising ways of collecting, storing, and consuming their food.” Which animal that we read about today did you find most surprising? Why? Use drawing and writing to share your opinion. Then, share your opinion with a partner.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation;
- state your opinion; and
- include at least one reason for your opinion.

Text: *How and Why Do Animals Move*

Daily Task 13: We are going to continue practicing writing like real authors. Choose an animal that we read about today in *How and Why Do Animals Move*? Draw the animal. Use labels and captions to help explain how and why it moves. Write sentences to describe your drawing. Then, explain your drawing to a partner. Partners should give feedback to each other about how the use of captions and labels helped them understand each other's work.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Text: *How and Why Do Animals Move*, Reading 2

Daily Task 14: Choose another animal that we read about in *How and Why Do Animals Move*? Be sure to choose an animal that we read about today (not during yesterday's reading). Use labels and captions to help explain how the animal moves. Then, write about how and why the two animals you drew move in different ways. Read your sentences to a partner. You can also tell your partner more information about the two animals you drew.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use information and vocabulary from the text.

Text: *Bear Wants More*

Daily Task 15: You are now experts on living things. This story is fiction, but is based on true facts about living things. Use what you know about real living things to explain what makes this story believable. What does Bear do that proves he could be a real living thing? Use what you have learned to explain how you know Bear is living.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use information and vocabulary from the text.

Text: *The Very Hungry Caterpillar*

Daily Task 16: Is the caterpillar in this story a living thing? How do you know? Use drawing and writing to explain how the caterpillar obtains food, moves, and grows. Then, explain your work to a partner.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use information and vocabulary from the text.

End-of-Unit Task

A librarian from your local library has asked your class to help provide texts that other children can read to learn about living things. Make a booklet that explains the needs of living things and how different living things obtain food, move, and grow. You can use drawing and writing in your booklet.

Your booklet should include:

- a front cover with a title;
- a table of contents;
- a page that explains the needs of living things;
- a page that explains how living things and nonliving things are different;
- a page that explains how plants obtain food, move, and grow; and
- a page that explains how animals obtain food, move, and grow.

In your booklet, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation;
- use information and vocabulary from the text; and
- put the pages in the correct order.

The librarian has given you some pages for your booklet to help you get started. Cut out the pages, fill them in, and then put them in the correct order.

End-of-Unit Task Pages Follow

Cover

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Plants are Living Things

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Animals are Living Things

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