



UNIT GRAPHIC ORGANIZER

SUBJECT: SCIENCE AND SOCIAL STUDIES

UNIT: 2

COURSE: TRANSITION

TEACHER: LAURA BECERRA

DATE: APRIL 9th – 2025

TITLE:

LIVING AND NON-LIVING THINGS

THROUGHLINES:

What are living things?
 Am I a living thing?
 How many non-living things are in the classroom?
 How can I save water?

GENERATIVE TOPIC

WILD ART GALLERY

UNDERSTANDING GOALS:

Students will identify living and inanimate objects, movement and characteristics, through movement, observation, games and songs, so they can better understand the world around them and develop observation and classification skills.

Students will identify the water cycle and how water is important for living things through observation, photos, drawings, games and songs.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	1. To identify the living things and non-living things. 2. To know types of living and non-living things. 3. To know the characteristics of living and non-living things Synthesis project progress: Week: The project will be socialized with the students and groups will be formed with different roles for the project. .	2 weeks	- Classifying the living and non-living things. - Coloring pictures of living things. - Coloring pictures of non-living things. - Playing games of the living and non-living things. - Singing songs about living and non-living things.	<ul style="list-style-type: none"> ● 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	1. To recognize movement types. 2. To understand differences of movements between living and non-living things. 3. To recognize and observe the water cycle. 4. To describe and practice how water is important for living things. Synthesis project progress: Week: Students will identify the different spaces in the jungle, draw them and point out the elements that are living and non-living things, then explain why some elements are not living things and why others are living things.	4 weeks	-Playing a game with different movements - Classifying the movement of the living and non-living things. - Singing about the importance of caring about the water. -Writing how the students can save water.	<ul style="list-style-type: none"> ● Express the ideas creatively ● Socialize their ideas and observations using the appropriate language for the area.

<p>Learning Evidence</p>	<p>Synthesis project name and brief description. Week:</p> <p>-To describe wild animals and the different environments identifying the living beings and inanimate objects present in each space.</p>	<p>2 weeks</p>	<p>Students will make wild animals using recycled materials. They will make a guided art gallery from the different areas focused on the animals of the jungle, where they will have to interact with the different corners proposed from the areas of Spanish, mathematics, English, science, oral, PHD, arts, physical education, dance, computer, science.</p> <p>From the science area, students will describe the animals and the different spaces in the jungle, recognizing living beings and inanimate objects. This knowledge will be evaluated through an art gallery, during which they will be asked at different stations why animals are living beings and which thus encouraging their capacity for observation and understanding of the concepts learned.</p>	<ul style="list-style-type: none"> • -Communicates in various ways the process of inquiry and the results obtained. • Applies new concepts in the development of projects.
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