

## OSP Interactive Educational Programming

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| <b>OSP Interactive Educational Programming</b>  |   |
| <b>Lesson Title: What's in the water?</b>   | <b>Grade Level: K</b>   |
| <b>Teacher: Kathi Murray</b>  | <b>Duration: 50 minutes</b>   |
| <p><b>Essential Question(s)/Objective(s):</b><br/> <b>What can you find in water?</b><br/> <b>Can you see things better with magnifying glasses?</b><br/> <b>Can you tell if something is alive?</b><br/> <b>Can you tell if something is not alive?</b><br/> <b>Can you be careful while you look at new things?</b></p>   |   |
| <p><b>GPS: SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.</b><br/> a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.</p> <p><b>SKCS6. Students will understand the important features of the process of scientific inquiry.</b><br/> Students will apply the following to inquiry learning practices:<br/> a. In doing science, it is often helpful to work with a team and to share findings with others.<br/> b. Tools such as rulers, <b>magnifiers</b>, and balance scales often give more information about things than can be obtained by just observing things without help.<br/> c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).</p> <p><b>SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.</b><br/> a. Recognize the difference between living organisms and nonliving materials.</p> |   |
| <b>Key Vocabulary</b>   | <b>Living-Alive, Non-living –Not Alive, Magnify-Make Bigger, Observe –Look At, Plants, Animals</b>  |
| <b>Teacher Materials</b>  | Goldfish bowls or aquariums with organisms like minnows, tadpoles, duckweed, water plants, dirt, floating wood<br><br>Magnifying glasses  |
| <b>Student Materials</b>  | pencil  |
| <b>Teaching Strategy/Procedures</b>   | Allow the students to walk around and observe the different samples.<br>Get the students together and let them discuss what they observed.<br>Give them magnifying glasses and let them go around and look a second time.<br>Get them together and let them discuss what they observed. |
| <b>Differentiation</b>  | Allow the students to observe the samples one at a time.<br><br>Have terrestrial organisms instead. Grasshoppers, crickets, beetles with dirt, grass, water, twigs  |

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| <b>Summarizing Strategy</b>              | Explain that the plants and animals are living organisms and the dirt, water, and dead wood are non-living.   |
| <b>Assignment(s)</b>                     | Have the students come up with 3 other living organisms and 3 non-living objects.   |
| <b>Assessment For and/or Of Learning</b> | Jump if It is Alive game ( show students various pictures, if the is non-living, then they will stay seated, if it is alive they are to jump up)<br>Living/Non-living chart |
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