

Unit 1: Living Things		Time: August - Mid October	
Standards Taught			
• K-LS1-1- Describe patterns of what plants and animals (including humans) need to survive. (SEP: 4; DCI: LS1.C; CCC: Patterns) • K-ESS2-2- Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. (SEP: 7; DCI: ESS2.E, ESS3.C; CCC: Systems) • K-Ess3-1- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (SEP: 2; DCI: ESS3.A; CCC: Systems)			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion.		• Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Labs
Relevance	Vocabulary		Assessments
Children will understand the difference between living and nonliving things and be able to describe animals by what they look like and what their needs are. They will explain the life cycle of animals. They will be able to say what plants need to live. They will be able to list the parts of a plant and be able to describe the way that plants grow and change into an adult plant.	- Living things - Nonliving things - Real - Pretend - Fur - Tree - Shrub - Grass - Light - Air - Soil - Space to grow - Water	- Feathers - Scales - Food - Air - Water - Shelter - Life cycle - Leaf - Fruit - Flower - Roots - Stem seeds - Seed - Sprout - Seedling - Adult plant	• Workbook comprehension questions • Class discussions • Unit Tests • Science Labs
Essential Questions:			
• List three living animals? • What are 2 nonliving animals? • Do Living or Nonliving animals need food and water? • How can you tell the difference between real and pretend? • What animals have fur? • What kinds of animals have scales? • How do you think birds feathers feel?			

- *What kind of body covering does a bird have?*
- *Are all animals that same size and shape? Yes or No*
- *How are a frog and a koala alike?*
- *What are four different ways that animals move?*
- *What body part does a butterfly use to fly?*
- *What is an animal that swims?*
- *What are four things that animals need to live?*
- *Does a squirrel need a pond? Why?*
- *Are shrubs taller or shorter than trees?*
- *What does an adult tree look like?*
- *Is grass taller or shorter than a shrub?*
- *What are the five things plants need to grow?*
- *Why do plants need soil to grow?*
- *Do outdoor plants need sunlight to grow?*
- *What happens to a plant if it doesn't get water?*
- *What are three parts of a plant?*
- *How are plant leaves alike? Different?*
- *Where does the fruit grow? What grows in the fruit?*
- *How do plant grow and change?*
- *What is the first part of the new plant to grow?*
- *What do you think will happen to the seedling?*
- *What will the seed of an apple tree grow to become?*
- *Can the apple seeds grow into an orange tree?*

Unit 2: Our Changing World		Time: Mid October – December	
Standards Taught			
• K-ESS2-2- Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. (SEP: 7; DCI: ESS2.E, ESS3.C; CCC: Systems) • K-Ess3-1- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (SEP: 2; DCI: ESS3.A; CCC: Systems) • K-PS3-1- Make observations to determine the effect of sunlight on Earth’s surface. (SEP: 3; DCI: PS3.B; CCC: Cause/Effect) • K-ESS3-3- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* (SEP: 8; DCI: ESS3.C; ETS1.B; CCC: Cause/Effect)			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion.		• Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Labs
Relevance	Vocabulary		Assessments
Children will understand the how people, animals, and plants change their environment. They will be able to explain what Natural Resources are and be able to explain what it means to reduce, reuse, and recycle.	- Living things - Nonliving things - Real - Pretend - Fur - Rocks - Water - Natural resources - Soil - Color	- Feathers - Scales - Food - Air - Water - Shelter - Life cycle - Plants - Trees - Shrubs - People	• Workbook comprehension questions • Class discussions • Unit Test • Science Labs
Essential Questions:			
• How can plants change their environment? • How can animals change their environment? • How can people change their environment? • How can people protect the Earth? • What are Natural Resources? • What does it mean to reduce, reuse, & recycle? • How do animals grow and change?			

- *What do kittens become as part of their life cycle? Puppies?*
- *How is the hatchling duck different from the month old duckling? What are rocks?*
- *How are pebbles different from the rocky mountaintop?*
- *How are all rocks alike?*
- *What are some ways that rocks are different?*
- *What are words that tell about texture of rocks?*
- *Can rocks be different color, size, shape, texture? Yes or No?*
- *What is water?*
- *Does water flow up or down the stream?*
- *What color shows water?*

Unit 3: Weather and the Sun		Time: January – March	
Standards Taught			
• K-PS3-1- Make observations to determine the effect of sunlight on Earth’s surface. (SEP: 3; DCI: PS3.B; CCC: Cause/Effect) • K-ESS2-1- Use and share observations of local weather conditions to describe patterns over time. (SEP: 4; DCI: ESS2.D; CCC: Patterns) • K-ESS3-2- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* (SEP: 1, 8; DCI: ESS3.B, ETS1. A; CCC: Cause/Effect) • K-PS3-2- Design and build a structure that will reduce the warming effect of sunlight on an area.* (SEP: 6; DCI: PS3.B; CCC: Cause/Effect)			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion.		• Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Labs
Relevance	Vocabulary		Assessments
Children will understand what weather is and be able to identify the four different seasons and explain details about each one. They will be able to describe how to measure weather.	- Weather - Sunny - Snowy - Rainy - Cloudy - Windy	- Thermometer - Windsock - Spring - Summer - Fall - Winter	• Workbook comprehension questions • Class discussions • Chapter Test • Science Labs
Essential Questions:			
• What is weather? • What is the weather like when the sun is out? • What do you see in the sky during the day? • What is the weather like when you need to use an umbrella? • What was our weather like yesterday? • What can wind do? • Is it better to play inside or outside on a rainy day? • Why might it not snow in some places? • How can we measure weather? • Why might you want to know the temperature? • Which tool would you use to measure temperature? • Which tool might show how strong the wind is blowing? • Does the temperature suggest that it is a warm day? • What does a windsock show?			

- *What is a thermometer?*
- *What are the four seasons?*
- *Are the leaves on the tree big or small in the Spring?*
- *What does the tree look like in summer?*
- *What do you notice about the tree in the fall?*
- *What the ground look like in the winter?*
- *Which season is it today? Which season follows this season? Which season came before this one?*
- *How is spring different from winter?*
- *What words describe the weather in the summer?*
- *Which season comes after spring?*
- *Which season follows summer?*
- *What can you do in the summer that you aren't able to do in the winter time?*
- *What happens to the leaves in the fall?*

Unit 4: Make Things Move		Time: March – May	
Standards Taught			
• K-PS2-1- Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (SEP: 3; DCI: PS2.A, PS2.B, PS3.C; CCC: Cause/Effect) • K-PS2-2- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* (SEP: 4; DCI: PS2.A, ETS1.A; CCC: Cause/Effect) • K-2-ETS1-1 - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Alignment may include K-PS2-2; K-ESS3-2; 1-LS1-1 • K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Alignment may include K-ESS3-3; 1-PS4-4; 2-LS2-2 • K-2-ETS1-3 - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. Alignment may include 2-PS1-2; 2-ESS2-1			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion.		• Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Lab
Relevance	Vocabulary		Assessments
Children will understand what motion is. They will to explain how things move and where they are located. They will be able to describe what objects magnets attract.	- Beside - Above - Below - Behind - In front of - Push Pull - Magnets	- Zig zag - Straight - Up and down - Back and forth - Round and round - Attract	• Workbook comprehension questions • Class discussions • Chapter Test
Essential Questions:			
• How do we describe location? • How could you describe where the sun is? • How do things move? • What shape does the round and round motion make? • Why do you think the arrow is pointing in two directions in the back and forth motion? • How many directions are up and down path? • What is something that moves fast? Slow? • Which animal is faster a horse or a turtle?			

- *How can we change the way things move?*
- *When you pull something, do you move it closer to you or farther away?*
- *Can a box move all by itself? How can the box be moved?*
- *What do you do to make a ball change directions?*
- *What is gravity?*
- *What happens when you jump up in the air? Where do you land?*
- *Which objects do magnets attract?*
- *Will a magnet attract a paper clip?*
- *Do magnets attract objects made of iron or steel? Yes or No?*