

Unit 1: Doing Science		Time: August 2019	
Standards Taught			
<ul style="list-style-type: none"> • K-PS-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) 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Labs
Relevance	Vocabulary		Assessments
<i>Children will be able to identify and describe their five senses, observe things, and be able to identify science tools and how science tools help in investigations.</i>	<ul style="list-style-type: none"> - Touch - Smell - Hear - See - Taste - Observe - Compare 	<ul style="list-style-type: none"> - Measure - Sort - Hand lens - Thermometer - Measuring cup - Ruler 	<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Unit Tests • Science Labs
Essential Questions:			
<ul style="list-style-type: none"> • How do we use our senses? • What are our five senses? • What do fingers help you do? • What does your nose help you do? • What do your ears help you do? • What do your eyes help you do? • What does your mouth help you do? • What does an orange look like? What sense did you use? • How do we use Science Skills? • Observe your hand. What do you observe about our hand? • What can we do to find out answers to our questions? • How can we sort things? • Which science tool would help you find out how long your fingers are? • Which tool would make your hand look bigger so you could see more details? • What does a balance show? • How can a hand lens help you learn about a rock? • What does a ruler show? • What can a measuring cup be used for? 			

Unit 2: Animals		Time: August – September 2019	
Standards Taught			
<ul style="list-style-type: none"> • 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?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Labs
Relevance	Vocabulary		Assessments
<i>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.</i>	<ul style="list-style-type: none"> - Living things - Nonliving things - Real - Pretend - Fur 	<ul style="list-style-type: none"> - Feathers - Scales - Food - Air - Water - Shelter - Life cycle 	<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Unit Test • Science Labs
Essential Questions:			
<ul style="list-style-type: none"> • 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? • 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?*

Unit 3: Plants		Time: <i>October 2019</i>
Standards Taught		
<ul style="list-style-type: none"> • 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?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Science Labs</i>
Relevance	Vocabulary	
<i>Children will understand what plants are like and what they need to survive. 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.</i>	<ul style="list-style-type: none"> - <i>Tree</i> - <i>Shrub</i> - <i>Grass</i> - <i>Light</i> - <i>Air</i> - <i>Soil</i> - <i>Space to grow</i> - <i>Water</i> 	<ul style="list-style-type: none"> - <i>Leaf</i> - <i>Fruit</i> - <i>Flower</i> - <i>Roots</i> - <i>Stem seeds</i> - <i>Seed</i> - <i>Sprout</i> - <i>Seedling</i> - <i>Adult plant</i>
Essential Questions:		
<ul style="list-style-type: none"> • <i>Are shrubs taller or shorter than trees?</i> • <i>What does an adult tree look like?</i> • <i>Is grass taller or shorter than a shrub?</i> • <i>What are the five things plants need to grow?</i> • <i>Why do plants need soil to grow?</i> • <i>Do outdoor plants need sunlight to grow?</i> • <i>What happens to a plant if it doesn't get water?</i> • <i>What are three parts of a plant?</i> • <i>How are plant leaves alike? Different?</i> • <i>Where does the fruit grow? What grows in the fruit?</i> • <i>How do plant grow and change?</i> • <i>What is the first part of the new plant to grow?</i> • <i>What do you think will happen to the seedling?</i> • <i>What will the seed of an apple tree grow to become?</i> • <i>Can the apple seeds grow into an orange tree?</i> 		

- *What is the first stage of a plant's life cycle?*
- *What does a sprout look like?*

Unit 4: Habitats		Time: November 2019	
Standards Taught			
<ul style="list-style-type: none"> • 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?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Lab
Relevance	Vocabulary		Assessments
<i>Children will understand that cultures around the world are expressed in various ways and that families can be alike or different.</i>	<ul style="list-style-type: none"> - Habitat - Shelter - Animals - Plants 	<ul style="list-style-type: none"> - Food - Desert - Rain forest - Ocean 	<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Chapter Test
Essential Questions:			
<ul style="list-style-type: none"> • Where do animals and plants live? • What do the deer and the chipmunk get in the forest? • What do plants get in the forest? • What is your habitat look like? • What is a habitat for a deer? Fish? • What are two animals that may have the same habitat? • What is an animal that lives in the ocean? • Why do some animals and plants live in the rain forest? • What do animals and plants get from their habitats? • What is an animal that lives in the desert? • Why do animals and plants need one another? • What is a bird's shelter? • How does a cow use a plant for food? • What would an owl use a tree for? • How would a squirrel move a seed? • What kind of would a fish need? 			

Unit 5: Day and Night		Time: December 2019	
Standards Taught			
<ul style="list-style-type: none"> • K-PS3-1- Make observations to determine the effect of sunlight on Earth's surface. (SEP: 3; DCI: PS3.B; CCC: Cause/Effect) 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Lab
Relevance	Vocabulary		Assessments
<i>Children will understand the difference for between day and night sky and be able to tell some facts about each sky.</i>	<ul style="list-style-type: none"> - Sky - Sun - Clouds - Stars - Moon 	<ul style="list-style-type: none"> - Day time - Night time 	<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Chapter Test
Essential Questions:			
<ul style="list-style-type: none"> • What is in the day sky? • Where is the sun located? • Are clouds always in the sky? • Are they always the same shape and color? • How do things in the sky keep from falling to Earth? • Objects near Earth look bigger or smaller? • Where is the sun in the morning? • What is in the night sky? • What color is the sky at night? • If the sun is shining is it day time or night time? • What is the biggest and brightest thing in the night sky? • Is the shape of the moon always the same? • What do we see in the night sky? • Can we see the moon during the day? • What is the big bright star that cannot be seen at night? • What might we see in the sky during the day time? • Can we always see the moon? • What is the difference between the day sky and the night sky? 			

Unit 6: Earth's Resources		Time: January 2020
Standards Taught		
<ul style="list-style-type: none"> 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?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> Reading the lessons Answering comprehension questions Participating in class discussions Science Labs
Relevance	Vocabulary	
<i>Children will be able to identify and describe what rocks and water are and how we can use and conserve natural resources.</i>	<ul style="list-style-type: none"> Rocks Water Natural resources Soil Color 	<ul style="list-style-type: none"> Texture Size Shape River Ocean Lake
Assessments		
<ul style="list-style-type: none"> Workbook comprehension questions Class discussions Unit Tests Science Labs 		
Essential Questions:		
<ul style="list-style-type: none"> 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? Can you see your hand through water? What covers most of the Earth? How do we use and conserve Natural Resources? What are some ways people use rocks? What does a tractor do in the soil? How do people use water? Which natural resources do the carrots need to grow? Which natural resource was used to build a bridge? What are two ways we can conserve water? What can you infer about the plastic bottles in a recycling bin? 		

Unit 7: Weather and the Seasons		Time: <i>February 2020</i>
Standards Taught		
<ul style="list-style-type: none"> • 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) 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i> • <i>Science Labs</i>
Relevance	Vocabulary	
<i>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.</i>	<ul style="list-style-type: none"> - <i>Weather</i> - <i>Sunny</i> - <i>Snowy</i> - <i>Rainy</i> - <i>Cloudy</i> - <i>Windy</i> 	<ul style="list-style-type: none"> - <i>Thermometer</i> - <i>Windsock</i> - <i>Spring</i> - <i>Summer</i> - <i>Fall</i> - <i>Winter</i>
Essential Questions:		
<ul style="list-style-type: none"> • <i>What is weather?</i> • <i>What is the weather like when the sun is out?</i> • <i>What do you see in the sky during the day?</i> • <i>What is the weather like when you need to use an umbrella?</i> • <i>What was our weather like yesterday?</i> • <i>What can wind do?</i> • <i>Is it better to play inside or outside on a rainy day?</i> • <i>Why might it not snow in some places?</i> • <i>How can we measure weather?</i> • <i>Why might you want to know the temperature?</i> • <i>Which tool would you use to measure temperature?</i> • <i>Which tool might show how strong the wind is blowing?</i> • <i>Does the temperature suggest that it is a warm day?</i> • <i>What does a windsock show?</i> • <i>What is a thermometer?</i> • <i>What are the four seasons?</i> • <i>Are the leaves on the tree big or small in the Spring?</i> • <i>What does the tree look like in summer?</i> 		

- *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 8: Matter		Time: March 2020	
Standards Taught			
<ul style="list-style-type: none"> K-PS3-1- Make observations to determine the effect of sunlight on Earth's surface. (SEP: 3; DCI: PS3.B; CCC: Cause/Effect) 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> Reading the lessons Answering comprehension questions Participating in class discussions Science Labs
Relevance	Vocabulary		Assessments
<i>Children will understand how to describe and sort matter along with understanding how matter can change when it is heated or cooled.</i>	<ul style="list-style-type: none"> Matter Change Heat Cool Sort Describe 	<ul style="list-style-type: none"> Gas Liquid Solid Size Shape Color 	<ul style="list-style-type: none"> Workbook comprehension questions Class discussions Chapter Test Science Labs
Essential Questions:			
<ul style="list-style-type: none"> How do we describe and sort matter? What are balloons filled with? What is matter? What are the three types of matter? What is a solid matter? What words can describe size? Shape? Color? How can we change matter? How can clay be changed? What are other ways we can change paper? If you tear, bend, and smash clay, is your clay the same shape or a different shape? Is crumpling paper changing the paper or is it the same? How can heating and cooling change matter? Does an oven heat or cool food? Are ice cubes a liquid or a solid? What is the first step in making an ice cube? How does clay feel? Is it easy to roll and pinch? When matter cools what does it become? Is juice a solid, liquid, or a gas? What do you think will happen to a popsicle that is left out at room temperature? 			

Unit 9: Energy		Time: April 2020	
Standards Taught			
<ul style="list-style-type: none"> • K-PS3-1- Make observations to determine the effect of sunlight on Earth's surface. (SEP: 3; DCI: PS3.B; 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?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Lab
Relevance	Vocabulary		Assessments
<i>Children will understand what sound, light, and heat are and be able to explain each topic and how it is used.</i>	<ul style="list-style-type: none"> - Sound - Vibrate - Light - Heat 	<ul style="list-style-type: none"> - Loud - Soft - Low - High 	<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Chapter Test
Essential Questions:			
<ul style="list-style-type: none"> • What is sound? • What part of your body helps you hear sound? • What does the word vibrate mean? • What makes a sound? What are two words that tell about sounds? • If someone is whispering is it going to be a soft or loud sound? • What is something that makes a high sound? • What is light? • Can you hear light? Smell? Taste? • What are some ways we can save electricity? • Do you think light stays in one place or does it move? • How is a lamp different from a sun? • Is it easier to see if lights are on or off? • What would you see if there were no light at all? • What is heat? • What are some things that give off heat? • Can you see heat? Taste? Smell? • Which of our senses do we use to observe heat? • Do you think the temperature will go up or down when it is placed on the stove? • What are two things that give off heat? 			

Unit 10: Motion		Time: May 2020
Standards Taught		
<ul style="list-style-type: none"> • 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) 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>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.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Lab
Relevance	Vocabulary	
<i>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.</i>	<ul style="list-style-type: none"> - Beside - Above - Below - Behind - In front of - Push Pull - Magnets 	<ul style="list-style-type: none"> - Zig zag - Straight - Up and down - Back and forth - Round and round - Attract
Essential Questions:		
<ul style="list-style-type: none"> • 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? 		

