

Big Idea: Doing Science and Animals						
<i>Content: Science</i>		<i>Grade: Kindergarten</i>			<i>Unit 1 and 2 Time Frame: September to Nov 5th</i>	
Essential Questions	Content	Skills	Key Terms	Assessment	Text	CCCS
1. How Do We Use Our Senses ? 2. How Do We Use Science Skills? 3. How do we use science tools? 4. What are living things 5. What is real? What	1. Our Senses Identifying and describing the five senses while identifying the sensory organ that belongs with each. 2. Science Skills Identifying science processes and how they can be used to describe things and investigate things	1. Students will be able to identify the five senses. 2. Students will be able to identify and use science tools. 3. Students will be able to identify living things. 4. Students will be able to determine what is real and what is pretend. 5. Students will know what animals are like. 6. Students will know what animals need, and how they grow and change. 7. Students will know the five senses and the vocabulary associated with each. 8. Students will be able to identify living things, what animals need and how they grow and change.	Touch Smell Hear Taste See Observe Compare Measure Sort Hand lens Balance Ruler Thermometer Measuring cup Living things Non living things Real Pretend Fur Feathers Scales Food Air Water Shelter Life cycle	<ul style="list-style-type: none"> ● Home projects ● Classwork ● Quizzes Projects/Activities <i>Unit 1:</i> 1. What's in the bag- senses 2. I spy- science tools 3. Science tools: magnify glass, thermometers, measuring cup 4. What's a scientist? <i>Unit 2</i>	Science Fusion by Think Central	5.1.4. A Science Practices/ Understand Scientific Explanations 3. Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments. 5.1.4.B Science Practices/ Generate Scientific Evidence Through Active Investigations 3. Formulate explanations from evidence. 5.1.4.C Science Practices/ Reflect on Scientific Knowledge 2. Revise predictions or explanations on the basis of learning new information.

<p>is pretended?</p> <p>6. What are animals like?</p> <p>7. What do animals need?</p> <p>8. How do animals grow and change?</p>	<p>3. Science Tools Identify science tools and use them to analyze things</p> <p>4. Living and Non living Classify living and non living things and describe characteristics of both while sorting them</p> <p>5. Real and Pretend Identifying characteristics of real and pretend animals and plants while comparing the two</p> <p>6. Many Animals Compare animals by</p>	<p>9. Students will be able to apply safety rules when using science tools</p> <p>10. Students will identify trees, shrubs, and grasses.</p> <p>11. Students will observe and describe the sizes and shapes of plants</p> <p>12. Students will sort objects into groups based on characteristics</p> <p>13. Students will understand that animals and plants are found in different environments where animals live.</p> <p>14. Student will describe different environments where animals and plants live.</p> <p>15. Students will know the different habitats, and will be able to describe plants and animals that live in each one.</p> <p>16. Students will be able to identify why plants and animals need one another.</p> <p>17. Students will know why plants grow and</p>		<p>1. Sort living/non living cards</p> <p>2. Sort animals (size, shape, etc)</p> <p>3. Life Cycle</p> <p>4. Class pet?</p>		<p>5.1.4.D Science Practices/ Participate Productively in Science 3. Demonstrate how to safely use tools, instruments, and supplies.</p> <p>5.2.2.A Physical Science/ Properties of Matter 1. Sort and describe objects based on the materials of which they are made and their physical properties.</p> <p>5.3.2.C Life Science/ Interdependence 2. Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals. 3. Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.</p> <p>5.4.2.C Earth Systems Science/ Properties of Earth Materials 1. Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.</p>
---	---	--	--	--	--	---

	<p>different attributes and observe and describe similarities and differences in appearances</p> <p>7. What Animals Need Observe what animals need and what humans need to survive</p> <p>8. Animals Grow and Change Describe animals growth cycle and recognize that they gradually change over time</p>	<p>change, and students will be able to tell what plants need to grow.</p>				<p>5.4.2.G Earth Systems Science/ Biogeochemical Cycles 3. Identify and categorize the basic needs of living organisms as they relate to the environment</p> <p>5.1.4. A Science Practices/ Understand Scientific Explanations 3. Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.</p> <p>5.1.4.B Science Practices/ Generate Scientific Evidence Through Active Investigations 3. Formulate explanations from evidence.</p> <p>5.1.4.C Science Practices/ Reflect on Scientific Knowledge 2. Revise predictions or explanations on the basis of learning new information.</p> <p>5.1.4.D Science Practices/ Participate Productively in Science</p>
--	---	--	--	--	--	--

						<p>3. Demonstrate how to safely use tools, instruments, and supplies.</p> <p>5.2.2.A Physical Science/ Properties of Matter 1. Sort and describe objects based on the materials of which they are made and their physical properties.</p> <p>5.3.2.C Life Science/ Interdependence 2. Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals. 3. Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.</p> <p>5.4.2.C Earth Systems Science/ Properties of Earth Materials 1. Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.</p>
--	--	--	--	--	--	--

						5.4.2.G Earth Systems Science/ Biogeochemical Cycles 3. Identify and categorize the basic needs of living organisms as they relate to the environment
--	--	--	--	--	--	--