

Unit: Life Science					
Topic: Plants & Animals					
Performance Indicators	Essential Questions		Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>1.1 Describe the characteristics of and variations between living and non-living things</p> <p>1.2 Describe the life processes common to all living things</p>	<p>What do living things need?</p> <p>What is a life cycle?</p> <p>Why are life cycles essential?</p>		<ul style="list-style-type: none"> <li>• Describe characteristics of living and/or non-living things</li> <li>• Describe the life cycle(s) of living things</li> <li>• Classify living and non-living things</li> </ul>	<ul style="list-style-type: none"> <li>• growing plants</li> <li>• living/non-living picture sort</li> <li>• book making</li> <li>• classroom growth chart</li> <li>• read-alouds</li> <li>• conversation from read-aloud</li> <li>• interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• journal writing</li> <li>• teacher observation</li> <li>• classifying activities</li> </ul>
Connections to text: Scott Foresman (Unit A chap. 1), Chickens Aren't the Only Ones (Ruth Heller)					
Connections to technology: Each Living Thing (Joanne Ryder)					
Vocabulary: alive, animal, living, plant, move, grow, eat, breathe, non-living					

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<p>2.1 Recognize that traits of living things are both inherited and acquired or learned.</p> <p>2.2 Recognize that for humans and other living things there is genetic continuity between generations</p>	<p>How are living things alike &amp; different?</p> <p>How are animals lives similar or different than our own?</p>		<ul style="list-style-type: none"> <li>• Develop an understanding of different features and body parts on the animals we study</li> <li>• Describe a given animal's environment and lifestyle in comparison to that of a child's (i.e. eating, parenting, resting)</li> </ul>	<ul style="list-style-type: none"> <li>• classroom pet</li> <li>• parts of an animal</li> <li>• parts of a plant</li> <li>• matching</li> <li>• compare &amp; contrast</li> <li>• sharing family photos</li> <li>• read alouds, conversations &amp; interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• journal writing</li> <li>• teacher observation</li> </ul>
Connections to Texts: Scott Foresman, <u>A Tree Can Be</u> ; <u>The Mixed Up Cameleon</u> (Eric Carle)					
Connections to technology:					
Vocabulary: alike, different, animal, human, environment					

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<p>3.1 Describe how the structures of plants and animals complement the environment of the plant or animal</p> <p>3.2 Observe that differences within a species may give individuals an advantage in surviving and reproducing</p>	<p>How do plants and animals adapt to the environment?</p> <p>How do characteristics of plants and animals help them to survive?</p>	<ul style="list-style-type: none"> <li>state and describe attributes of plants and animals</li> <li>describe some unique adaptations of several plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>observe animal coverings</li> <li>explore plant structure</li> <li>labeling</li> <li>classifying w/ pictures</li> <li>read-alouds, conversations &amp; interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>sorting &amp; classifying</li> <li>journals</li> <li>teacher observation</li> </ul>
Connections to Texts: Scott Foresman (Unit A, chap. 2), <u>Growing Pumpkins</u> , <u>An Apple a Day</u> , <u>Animals in Hiding</u> - Big Book (Melvin Berger)				
Connections to technology:				
Vocabulary: adapt, environment, characteristics, survive				

Unit: Life Science					
Topic: Life Cycle					
Performance Indicators	Essential Questions		Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
4.1 Describe the major stages in the life cycle of selected plants and animals	<p>What is a life cycle?</p> <p>Why are life cycles essential?</p>		<ul style="list-style-type: none"> <li>• Develop an understanding of the recursive nature of life cycles (i.e. ladybugs, apples, pumpkins, penguins, animal characteristics)</li> <li>• Describe the life cycles of living things.</li> </ul>	<ul style="list-style-type: none"> <li>• chick hatching</li> <li>• exploring plants</li> <li>• literature/poetry</li> <li>• illustrations</li> <li>• read alouds, conversations &amp; interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing various life cycles</li> </ul>
Connections to Texts: Scott Foresman, <u>Jack and the Beanstalk</u> , <u>The Life Cycle of a Chicken</u> (Lisa Thumbauer)					
Connections to technology:					
Vocabulary: life cycle, seed, plant, hatch					

Unit: Earth Science				
Topic: Weather and seasonal changes				
Performance Indicators	Essential Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>1.1 Describe patterns of daily, monthly, and seasonal changes in their environment</p> <p>2.1 Describe the relationship among air, water, and on Earth</p>	<p>How do seasonal and weather changes affect us?</p> <p>How are air, water, and land related?</p>	<ul style="list-style-type: none"> <li>Describe changes in the climate during each season</li> <li>Describe how the seasons affect the plants and animals that we study.</li> </ul>	<ul style="list-style-type: none"> <li>daily weather graph</li> <li>class discussions on seasons</li> <li>how a tree/plant changes throughout the seasons</li> <li>hibernation, migration, adaptation</li> <li>read-alouds, conversations &amp; interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>math-weather graph</li> <li>teacher observation</li> <li>journal writing</li> </ul>
<p>Connections to Texts: Scott Foresman Science, Gail Saunders-Smith's season books in library, <u>It's Fall, It's Spring and It's Summer</u> by Linda Glaser, Big Book - <u>The Four Seasons</u> (Melvin Berger)</p>				
<p>Connections to technology: National Geographic book and tape sets (found in library), What Happens in Winter...Summer?</p>				
<p>Mastered Vocabulary: hibernation, migration, adaptation, seasons, weather</p>				

Unit: Physical Science				
Topic: Properties of matter				
Performance Indicators	Essential Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>3.1 Observe and describe properties of materials using appropriate tools</p> <p>3.2 Describe chemical and physical changes, including changes in states of matter</p>	<p>What is matter?</p> <p>How would you describe different forms of matter (i.e. solids, liquids, gas)</p>	<ul style="list-style-type: none"> <li>• Concept of a property</li> <li>• Describe the properties of water and other types of matter</li> <li>• Describe the three states of matter for water (solid, liquid, gas)</li> </ul>	<ul style="list-style-type: none"> <li>• Make journals about different types of matter</li> <li>• grouping objects</li> <li>• hands on exploration of matter (i.e. ice cubes &amp; water)</li> <li>• evaporation experiment</li> <li>• observe matter with and without a magnifying glass</li> <li>• read-alouds, conversations &amp; interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• students will record their observations in a journal for teacher to check</li> <li>• class discussions and observational notes written by teacher</li> <li>• sorting objects according to their attributes</li> </ul>
Connections to Texts: <u>Water</u> (Frank Asch), <u>Is it Larger? Is it Smaller?</u> (Tana Hoban), <u>Just a Little Bit</u> (Ann Tompert)				
Connections to technology:				
Vocabulary: matter, solid, liquid, gas, evaporation				

Unit: Physical Science				
Topic: Heat, Light, Sound				
Performance Indicators	Essential Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
4.1 Describe a variety of forms of energy (i.e. heat, light) and the changes that occur in objects when they interact with those forms of energy	<p>How is matter changed by heat and/or cold?</p> <p>What is the difference between a sound that is pleasant and one that is not?</p> <p>Where does light come from and how does it help us?</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of the effects of sound, heat, and/or light</li> <li>• Classify objects as hot or cold</li> <li>• Compare and contrast loud and soft sounds</li> <li>• Observe light sources and how they aid in daily activities</li> </ul>	<ul style="list-style-type: none"> <li>• use of classroom thermometer</li> <li>• discuss hot lunch and cold lunch</li> <li>• explore ice</li> <li>• make ice cream</li> <li>• Ground Hog Day</li> <li>• shadow portraits</li> <li>• day and night activities</li> <li>• explore musical instruments</li> <li>• listening activities - "Sound Tracks"</li> <li>• read-alouds, conversations &amp; interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• hot and cold collages</li> <li>• journal writing</li> <li>• teacher observation</li> </ul>
Connections to Texts: Scott Foresman (Unit B, Chap. 2), <u>The Very Lonely Firefly</u> (Eric Carle), <u>Mice Squeak</u> , <u>We Speak</u> (Tomie dePaola), Big Book - <u>Light</u> (Melvin Berger)				
Connections to technology:				
Vocabulary: hot, cold, loud, soft, light, dark, day, night, pleasant, unpleasant				

Unit: Physical Science				
Topic: Objects in Motion				
Performance Indicators	Essential Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>5.1 Describe the effects of common forces (pushes &amp; pulls) of objects, such as those caused by gravity, magnetism, and mechanical forces</p> <p>5.2 Describe how forces can operate across distances.</p>	<p>How do people and objects move?</p> <p>How do magnets interact with other objects?</p>	<ul style="list-style-type: none"> <li>Describe the movement of different objects</li> <li>Explore ways that magnets can push and pull</li> </ul>	<ul style="list-style-type: none"> <li>sink/float activity</li> <li>magnet show and tell (S.F. B33b)</li> <li>explore large motor movement (records, music)</li> <li>read-alouds, conversations, &amp; interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>journal writing</li> <li>teacher observation</li> </ul>
Connections to Texts: Scott Foresman (Unit B, Chap. 3), <u>Gravity</u> - Big Book (Norma L. Gentner), <u>The Mystery of Magnets</u> - Big Book (Melvin Berger)				
Connections to technology:				
Vocabulary: magnet, attract, sink, float, bounce, gallop, hop, march, roll, run, slide, spin, push, pull				