









1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands on!						
	1st 6wks Aug 24- Oct 2	2nd 6wks Oct 5 - Nov 6	3rd 6weeks Nov 9- Dec 18	4th 6 weeks Jan 5-Feb19	5th 6 weeks Feb 22 - April 16	6th 6 weeks April 19 - June 4
Week One	★ Safety (1.1B) Show Safety PowerPoint Aug 24-28 	Matter and Energy Investigation: Properties: larger and smaller, heavier and lighter (1.5A; 1.4B) Oct 5 - 9	Force, Motion, and Energy: Change in location Investigation (1.6C) Nov. 9 -13	Earth and Space: Moon Investigation (1.8B) Jan 5-8	EXPO PREPARATION Week 2 Feb 22-26 	Investigation and Reasoning: Conserve/ Reuse/Recycle Earth Day Activities (1.1C) April 19-23 
Week Two	★ Introduction to Safety Equipment (1.1AB) Aug 31 - Sept 4 	Force, Motion, and Energy: Heating and Cooling Investigation (1.5B) Oct 12-16	Force, Motion, and Energy: Movement Investigation (1.6D) Nov. 16-20	Earth and Space: Cloud Investigation (1.8B) Jan 11-15	Science EXPO K-2 March 1-5 	Organisms and Environment: Animals and their offspring (1.10C) April 26-30
Week Three	★ Scientific Method (1.2 ;1.4A) Sept 7-11 	Force, Motion, and Energy: Importance of heat and light Investigation (1.6A) Oct. 19-23	Physical Science Review and Assessment Nov. 30-Dec 4	Earth and Space: Water Investigation (1.7B,C) Jan 18-22	Pattern Investigations Seasons: Spring Equinox (1.8A,C) ★ March 8 -12	Organisms and Environment: Animal Life Cycle (1.10D) May 5 -14
Week Four	★ Scientific Investigation and Reasoning (1.2; 1.3;1.4A) Sept 14-18 	Force, Motion, and Energy:Importance sound Investigation (1.6A) Oct. 26 -30	Earth and Space: Stars and Sun Investigation (1.8B) Dec 7-11	Earth and Space: Air and Wind investigation (1.8D, 1.4A) Jan 25-29	Organisms and Environments: Living and Nonliving Investigation (1.9A) March 22- 26	
Week Five	Pattern Investigations Seasons:Fall Equinox (1.8A,C) ★ Sept 21-25	Force, Motion, and Energy: Magnet Investigation (1.6B) Nov 2-6	Pattern Investigations Seasons: Winter Solstice (1.8A,C) ★ Dec 14-18	Earth and Space: Soil and Rocks Investigation (1.7AC) Feb 1-5	Organisms and Environment: Parts of Plants (1.10B) March 29-April 2	Organisms and Environment: Food Chains/Interdependence (1.9BC) May 17-21
Week Six	Matter and Energy Investigation: Properties: Shape, Color, and Texture (1.5A; 1.4A) Sept 28-Oct 2			Earth Science Review and Assessment Feb 8 -12	Organisms and Environment: Interdependence Plants for shelter (1.9C) April 5-9	Life Science Review and Assessment May 24-28
Week seven				EXPO PREPARATION Week 1 Feb 15 -19 	Organisms and Environment: Animals external characteristics (1.10A) April 12-16	Pattern Investigations Seasons: Summer Solstice (1.8A,C) ★ May 31-June4
★	Recurring Themes: Patterns, Cycles, Systems, Models, Change and Constancy					
	Ongoing TEKS: Scientific Investigation and Reasoning (1.1) (1.2) (1.3) (1.4) Day-to-day weather changes (1.8A)					


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First Six Weeks - **Week One**- August 24-28 - Safety


Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to:</p> <p>(B) learn how to use and conserve resources and materials.</p> <div data-bbox="317 878 411 976" style="text-align: right;"> </div> <div data-bbox="86 984 315 1044" style="background-color: #ADD8E6; padding: 5px;"> <p>Set up Interactive Notebook</p> </div> <div data-bbox="86 1075 371 1196" style="background-color: #ADD8E6; padding: 5px;"> <p>Right side of Interactive Notebook: Students record vocabulary, lab notes, concepts,</p> </div> <div data-bbox="86 1226 407 1435" style="background-color: #ADD8E6; padding: 5px;"> <p>Left side of Interactive Notebook: Students create brainstorming, mind-mapping, questioning, and other synthesis strategies to make sense of the content.</p> </div> <div data-bbox="138 1490 399 1516" style="font-size: small;"> <p>Instructional Services</p> </div>	<p>(1.1) Scientific investigation and reasoning. The student, for at least 80% of instructional time, conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>(B) recognize the importance of <u>safe practices</u> to keep self and others safe and healthy;</p> <div data-bbox="426 1016 737 1393" style="background-color: #FFDAB9; padding: 10px; border: 1px solid black; margin-top: 20px;"> <p>Guiding Questions: What are safe practices in science class? Why are they important?</p> </div>	<p>► Be safe during experiments. Follow lab rules and talk to the teacher if there is a problem. ► Conserve resources and materials in the science lab when possible.</p> <div data-bbox="1024 440 1108 483" style="text-align: right;"> </div> <div data-bbox="800 488 1087 610" style="background-color: #D3D3D3; padding: 5px; border: 1px solid black; margin: 10px auto; width: fit-content;"> <p align="center">Emphasis on SAFETY, and the usage of some TOOLS.</p> </div> <div data-bbox="779 737 1094 1003" style="background-color: #FFFF00; padding: 10px; border: 1px solid black; margin: 10px auto; width: fit-content;"> <p align="center">Scientific processes should be taught and reinforced throughout the curriculum instead of as an isolated unit.</p> </div> <div data-bbox="779 1146 1199 1484" style="background-color: #FFFFFF; padding: 10px; border: 1px solid black; margin-top: 20px;"> <p>Clear Expectations: With student input, create a criteria chart that lists characteristics of quality interactive journal entries.</p> </div>	<p>experiments lab safety goggles gloves hand lens symbols observe investigation equipment</p>	<p>Kinder (K.1) Scientific processes. The student participates in classroom and field investigations following home and school safety procedures. The student is expected to: (A) demonstrate safe practices during classroom and field investigations; and (B) learn how to use and conserve resources and materials.</p> <p>2nd grade (2.1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to: (A) demonstrate safe practices during classroom and field investigations; and (B) learn how to use and conserve resources and dispose of materials</p>	<p align="center">Inquiry Process</p> <div data-bbox="1625 331 1990 1013" style="text-align: center;"> <pre> graph TD A[Observe] --> B[Ask a Question] B --> C[Form an Idea] C --> D[Do an Experiment] D --> E[Draw a Conclusion] E --> F[Idea is supported] E --> G[Idea is not supported] G --> A </pre> </div> <div data-bbox="1633 1049 1965 1487" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Clear Expectations: The teacher will introduce and model the use of an interactive notebook. Collectively, the classroom teacher and students will develop a criteria chart of what makes a “quality” or “good” interactive notebook.</p> </div> <div data-bbox="1955 1029 2011 1084" style="text-align: right;"> </div>

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First Six Weeks - Week Two - August 31 - Sept. 4- Safety Equipment


Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to:</p> <p>(A) demonstrate safe practices during classroom and field investigations; and</p> <p>(B) learn how to use and conserve resources and materials.</p> <div data-bbox="94 1169 409 1429" style="border: 1px solid black; background-color: #FFDAB9; padding: 5px; margin-top: 10px;"> <p>Guiding Questions: Why is important for us to recognize safety symbols?</p> </div>	<p>(1.1) Scientific investigation and reasoning. The student, for at least 80% of instructional time, conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>(A) recognize and demonstrate <u>safe practices</u> as described in the Texas Safety Standards during classroom and outdoor investigations including wearing safety goggles, washing hands, and using materials appropriately;</p> <p>(B) recognize the importance of <u>safe practices</u> to keep self and others safe and healthy;</p>	<p>► Be safe during experiments. Follow lab rules and talk to the teacher if there is a problem.</p> <p>► Conserve resources and materials in the science lab when possible.</p> <div data-bbox="798 527 1087 652" style="border: 1px solid black; background-color: #D3D3D3; padding: 5px; margin-top: 10px;"> <p>Emphasis on SAFETY, and the usage of some TOOLS.</p> </div> 	<p>experiments lab safety goggles gloves hand lens symbols observe investigation equipment</p>	<p>Kinder (K.1) Scientific processes. The student participates in classroom and field investigations following home and school safety procedures. The student is expected to: (A) demonstrate safe practices during classroom and field investigations; and (B) learn how to use and conserve resources and materials.</p> <p>2nd grade (2.1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to: (A) demonstrate safe practices during classroom and field investigations; and (B) learn how to use and conserve resources and dispose of materials</p>	<p align="center">Inquiry Process</p> <pre> graph TD A[Observe] --> B[Ask a Question] B --> C[Form an Idea] C --> D[Do an Experiment] D --> E[Draw a Conclusion] E --> F[Idea is supported] E --> G[Idea is not supported] G --> A </pre>

First Six Weeks - **Week Three**- Sept. 7-11- Scientific Method

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events;</p> <p>(B) plan and conduct simple descriptive investigations;</p> <p>(C) gather information using simple equipment and tools to extend the senses;</p> <p>(D) construct reasonable explanations and draw conclusions; and</p> <p>(E) communicate explanations about investigations</p>	<p>(1.2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events observed in the natural world;</p> <p>(B) plan and conduct simple descriptive investigations such as ways objects move;</p> <p>(C) collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools;</p> <p>(D) record and organize data using pictures, numbers, and words; and</p> <p>(E) communicate observations and provide reasons for explanations using student generated data from simple descriptive investigations.</p>	<p>► repeated investigations may increase the reliability of results.</p> <div data-bbox="764 435 1094 537" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Emphasis on Scientific Process</p> </div> <div data-bbox="758 659 1234 1230" style="border: 2px solid orange; padding: 10px; margin: 10px 0;"> <p>Guiding Questions: Why do Scientists complete experiments? How do scientists develop a hypothesis for their experiment? How do they identify which definitions to operationally define? How do scientists plan their experiment? How do scientists complete an experiment? How do scientists document an experiment?</p> </div>	<div data-bbox="1129 337 1297 630" style="border: 1px solid black; padding: 5px;"> <p>Scientific processes should be taught and reinforced throughout the curriculum instead of as an isolated unit.</p> </div>	<p>Most of these TEKS are the same for kinder and 2nd grade listed below are the differences:</p> <p>Kinder: (2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (E) communicate findings about simple investigations</p> <p>Second Grade (2.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (C) compare results of investigations with what students and scientists know about the world; (E) construct reasonable explanations and draw conclusions using information and prior knowledge; and (F) communicate explanations about investigations.</p>	<div data-bbox="1612 976 1976 1409" style="border: 1px solid blue; padding: 10px; text-align: center;">  <p>Introduce scientific method vocabulary. Students create a shutter fold (mini science board) with it.</p> </div>




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First Six Weeks - Week Four - Sept 14- 18 -Scientific Method and Reasoning

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>See previous week for 1.2</p> <p>(2.3) Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:</p> <p>(A) make decisions using information;</p> <p>(B) discuss and justify the merits of decisions; and</p> <p>(C) explain a problem in his/her own words and identify a task and solution related to the problem.</p> <p>(2.4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:</p> <p>(A) collect information using tools including hand lenses, clocks, computers, thermometers, and balances;</p> <p>(B) record and compare collected information; and</p> <p>(C) measure organisms and objects and parts of organisms and objects, using non-standard units such as paper clips, hands, and pencils.</p>	<p>(1.3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:</p> <p>(A) identify and explain a problem such as finding a home for a classroom pet and propose a solution in his or her own words;</p> <p>(B) make predictions based on observable patterns; and</p> <p>(C) describe what scientists do.</p> <p>(1.4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p> <p>(A) collect, record, and compare information using tools including cameras, computers, hand lenses, non-standard measuring items such as paper clips and clothespins, weather tools such as classroom demonstration thermometer and weather vane, primary balances, cups and bowls, timing devices such as clocks and timers, magnets, collecting nets, notebooks, materials to support observations of habitats of organisms such as aquariums and terrariums, and safety goggles; and</p> <p>(B) measure and compare organisms and objects using non-standard units.</p>	<p>► repeated investigations may increase the reliability of results.</p> <div data-bbox="766 430 1102 527" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p align="center">Emphasis on Scientific Process</p> </div> <div data-bbox="756 803 1228 1372" style="border: 2px solid orange; padding: 10px; margin: 10px 0;"> <p>Guiding Questions:</p> <p>Why do Scientists complete experiments?</p> <p>How do scientists develop a hypothesis for their experiment?</p> <p>How do they identify which definitions to operationally define?</p> <p>How do scientists plan their experiment?</p> <p>How do scientists complete an experiment?</p> <p>How do scientists document an experiment?</p> </div>	<div data-bbox="1129 332 1297 609" style="border: 1px solid black; padding: 5px;"> <p>Scientific processes should be taught and reinforced throughout the curriculum instead of as an isolated unit.</p> </div>	<p>Most of these TEKS are the same for kinder and 2nd grade listed below are the differences:</p> <p>Kinder:</p> <p>(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p> <p>(E) communicate findings about simple investigations</p> <p>Second Grade</p> <p>(2.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p> <p>(C) compare results of investigations with what students and scientists know about the world;</p> <p>(E) construct reasonable explanations and draw conclusions using information and prior knowledge; and</p> <p>(F) communicate explanations about investigations.</p>	<div data-bbox="1612 998 1974 1437" style="border: 1px solid blue; padding: 10px; text-align: center;">  <p>Teacher gives student a problem. Students propose a solution on their own words.</p> </div>


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First Six Weeks - **Week Five** - Sept 21-25 -Season: Fall Equinox

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>Fall Equinox (1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>C. Observe and record changes in weather from day to day and over seasons.</p> <p>(1.5) The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>B. Identify, predict, and create patterns including those seen in charts, graphs, and numbers</p> <div data-bbox="79 1182 409 1339" style="background-color: #f9e79f; border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>Fall</p> </div>	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(A) record weather information including relative temperature such as hot or cold, clear or cloudy, calm or windy and rainy or icy;</p> <p>(C) identify characteristics of the seasons of the year;</p> <div data-bbox="436 1203 1083 1455" style="background-color: #fff9c4; border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ideas: Students make charts showing the weather for a week. Students make charts showing the temperature for five days. Students make charts showing the Sun's position throughout the day. Students make weather symbols.</p>  </div>	<p>► Many types of change occur.</p> <p>Weather and Seasons:</p> <p>► Weather includes day to day changes in temperature, clouds, precipitation, wind, and pressure</p> <p>► Seasons include spring, summer, fall, and winter</p> <p>► Weather changes from day to day and season to season</p> <p>► Systems have parts and are composed of organisms and objects.</p> <p>► Data in charts and graphs can be used to identify, predict, and create sequential patterns of objects and events</p>	<p>observation, record, measure, position, light dark, compare weather, temperature, clouds, wind, forecast, seasons</p> <p>identify predict</p> <p>create event data chart graph sequence</p>	<p>Kinder</p> <p>(K.7C) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(C) observe and record changes in weather from day to day and over seasons</p> <p>Grade 2</p> <p>Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(D) observe, measure, and record changes in weather, the night sky, and seasons</p> <div data-bbox="1129 1192 1575 1448" style="background-color: #ffe0b2; border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Guiding Questions: Whaaaat are some ways to record weather information? What are some characteristics of fall? Why is important to know weather forecast?</p> </div>	<p>See Attachment 1 for activities</p> <div data-bbox="1780 263 1852 328" style="text-align: center;">  </div> <div data-bbox="1608 337 1961 844" style="background-color: #e0f7fa; border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>These TEKS will be ongoing all year. Teacher continuously needs to give students opportunity to talk and record the changes in weather and seasons. Also they will give students to continuously identify, predict and create patterns including those seen in charts, graphs and numbers.</p> </div> <div data-bbox="1612 857 1957 1458" style="background-color: #fff9c4; border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Seasonal Patterns: Have students recite together the pattern of seasons, beginning with spring. Each time a season is called out, have a volunteer say an activity that takes place during that season (for example, winter: ice-skating) Recite the pattern of season four times, with a different volunteer speaking after each season.</p> </div>

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First Six Weeks - Week Six - Sept 28- Oct. 2 - Properties; Shape, Color, Texture

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>A. Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement</p> <div data-bbox="100 1078 409 1338" style="border: 1px solid black; background-color: #FFDAB9; padding: 5px; margin-top: 20px;"> <p>Guiding Questions: What are some ways to classify objects by observable properties?</p> </div>	<p>(1.5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>(A) classify objects by <u>observable properties</u> of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture;</p>	<p>► Many types of change occur.</p> <p>► Observing the movement of a shadow can help you identify the location of the Sun</p> <p>► By recording the position of a shadow and the movement of the shadow you can identify the position of the Sun</p> <p>► The location of the Sun in the sky can help you identify the season</p>	<p>observation, record, measure, position, shadow, light, dark, Sun, movement, location primary colors</p>	<p>Kinder (K.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement</p> <p>Second (2.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement;</p>	<div data-bbox="1612 902 1969 1338" style="border: 1px solid blue; padding: 10px; text-align: center;">  <p>Teacher provides different shapes to cut and paste. Students sort shapes by color, shape and size.</p> </div>



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Second Six Weeks - Week One- Oct 5-9- Properties: Larger/Smaller; Heavier/Lighter

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>A. Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement</p>	<p>(1.5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>(A) classify objects by <u>observable properties</u> of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture;</p>	<p>► Many types of change occur.</p> <p>► Observing the movement of a shadow can help you identify the location of the Sun</p> <p>► By recording the position of a shadow and the movement of the shadow you can identify the position of the Sun</p> <p>► The location of the Sun in the sky can help you identify the season</p> <div data-bbox="814 841 1108 1334" style="border: 1px solid black; background-color: #f4a460; padding: 10px; margin-top: 20px;"> <p>Guiding Questions: How do we measure and compare objects and organisms?</p> <p>What are some ways to classify objects by observable properties?</p> </div>	<p>observation, record, measure, compare size mass weight small large light heavy larger smaller</p>	<p>Kinder (K.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement</p> <p>Second (2.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement;</p>	<div data-bbox="1774 831 1942 993" style="text-align: center;"> </div> <div data-bbox="1705 1010 1999 1221" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Teacher provides pictures of measurable objects. Students measure objects using paper clips and graph data</p> </div>


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Second Six Weeks - Week Two- Oct 12-16- Heating and Cooling

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>B. Identify and test ways that heat may cause change such as when ice melts.</p> <div data-bbox="100 846 432 1154" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Dana Center Snapshot: Identify the effects of heat from hands when holding chocolate or ice chips.</p> </div>	<p>(1.5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>(B) predict and identify changes in materials caused by <u>heating and cooling</u> such as ice melting, water freezing, and water evaporating.</p>	<p>► Many types of change occur.</p> <p>► Adding heat energy to solid ice causes it to melt to liquid water</p> <p>► Adding heat energy to liquid water can cause it to evaporate</p> <div data-bbox="789 659 1157 922" style="border: 1px solid black; padding: 5px; margin-top: 20px; background-color: #fce4d6;"> <p>Guiding Questions: What does heat do to ice? How can heat change food? What are some ways that heat causes change? How does heat/cold affect matter?</p> </div> <div data-bbox="804 1013 1157 1446" style="border: 1px solid black; padding: 5px; margin-top: 20px; background-color: #e1f5fe;"> <p align="center"></p> <p>Students observe/record observations of ice, water, or butter and they draw different properties of water, butter.</p> </div>	<p>evaporate freeze melt solid liquid gas expand contract change cooling melting freezing evaporating</p>	<p>Kinder (K.7) Science concepts. The student knows that many types of change occur. The student is expected to: (B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature;</p> <p>Second Grade (2.7) Science concepts. The student knows that many types of change occur. The student is expected to: (B) identify, predict, and test uses of heat to cause change such as melting and evaporation</p>	<p>Scott Foresman Unit B Unit B B-36/B-39 B-16/B-8</p> <div data-bbox="1661 492 1990 1114" style="border: 1px solid black; padding: 5px; margin-top: 20px; background-color: #fff9c4;"> <p align="center"></p> <p>Idea: Have students make ice paintings to explore how matter changes. Give children paper, two or three colors of powdered tempera paint, and ice cubes. Have each child sprinkle the powdered paint on the paper and then slide the ice cube on top of the powder. As the ice melts, the water will mix with the powder to form an ice painting.</p> </div>


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Second Six Weeks - Week Three- Oct 19-23 - Heat and Light

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>New TEKS</p> <div data-bbox="132 1047 470 1253" style="border: 1px solid black; background-color: #fce4d6; padding: 5px; margin-top: 20px;"> <p>Guiding Questions: Whaare different forms of energy? Why is light and heat important to everyday life?</p> </div>	<p>(1.6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:</p> <p>(A) identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life;</p>	<p>► Force, motion, and energy are related and are a part of everyday life.</p>	<p>energy light heat</p>	<p>Grade 2 (2.6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:</p> <p>(A) investigate the effects on an object by <u>increasing or decreasing</u> amounts of light, heat, and sound energy such as how the color of an object appears differently in dimmer light or heat melting butter;</p>	<div data-bbox="1682 902 2003 1317" style="border: 1px solid #42a5f5; padding: 10px; text-align: center;">  <p>Create a T chart of words associated with light, and heat. Students draw and label the objects that produce light and heat</p> </div>


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Second Six Weeks - Week Four - October 26-30 - Sound

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>A. Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement</p> <div data-bbox="109 945 420 1205" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Guiding Questions: How can we classify sound? Why is sound important in everyday life?</p> </div>	<p>(1.6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:</p> <p>(A) identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life;</p>	<p>► Force, motion, and energy are related and are a part of everyday life.</p> <p>► Sound travels differently through different states of matter. Sound travel faster through solids than through liquids or gases.</p> <p>► Sound is energy that you hear.</p> <p>► Sound is made when matter vibrates.</p> <p>► Sound can be described by pitch and volume.</p> <div data-bbox="793 896 1150 1308" style="border: 1px solid blue; padding: 10px; margin-top: 20px; text-align: center;">  <p>Teacher provides objects or organisms that produce low and high pitch sounds. Students sort objects/organisms by pitch</p> </div>	<p>sound vibration volume pitch</p>	<p>Grade 2</p> <p>(2.6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:</p> <p>(A) investigate the effects on an object by <u>increasing or decreasing</u> amounts of light, heat, and sound energy such as how the color of an object appears differently in dimmer light or heat melting butter;</p>	<p>AIMS Curriculum Physical Science Book Page 109 - 172 "Changes"</p> <p>Tune Thumpers pages 173-182 Musical Bottles pages 183-191 Amplicups pages 192-198 (Rubber Band Book Included)</p> <p>Scott Foresman B-24 Investigations: 1. Dress Sound (B28) 2. Make an instrument 3. Indentify sounds</p> <div data-bbox="1684 945 2011 1289" style="border: 1px solid blue; padding: 10px; margin-top: 20px;"> <p>Dana Center Snapshot: Use a toy xylophone to listen to how the sound changes when the bars are stuck in different ways and places.</p> </div>


1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Second Six Weeks - Week Five - Nov. 2 - 6 - Magnets

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>New TEKS</p> <div data-bbox="121 1042 436 1302" style="border: 1px solid black; background-color: #FFDAB9; padding: 5px; margin-top: 20px;"> <p>Guiding Questions: How can magnets be used to push or pull objects?</p> </div>	<p>(1.6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:</p> <p>(B) predict and describe how a magnet can be used to <u>push or pull</u> an object;</p> <div data-bbox="508 885 982 1269" style="border: 2px solid #ADD8E6; padding: 10px; margin-top: 20px;"> <p>Dana Center Snapshot: Test various metal objects-such as a penny, aluminum foil, brass screws, metal thimble, metal bottle caps or steel paper clips-with a magnet. Gather information about which object respond to the magnet.</p> </div>	<p>► Force, motion, and energy are related and are a part of everyday life.</p> <p>► Matter can be described by properties such as hardness, color, smell, shape, density, magnetism, or melting point</p> <p>► Metal objects made of iron, nickel, cobalt, and steel are attracted to magnets, and nonmetals are not magnetic</p>	<p>magnet pull push object nonmagnetic</p> <div data-bbox="1192 998 1621 1351" style="border: 2px solid #ADD8E6; padding: 10px; margin-top: 20px; text-align: center;">  <p>Students draw pictures of how magnets are used in everyday life.</p> </div>	<p>Grade 2 (2.6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:</p> <p>(B) observe and identify <u>how magnets</u> are used in everyday life;</p>	<p>Internet Resources:</p> <ul style="list-style-type: none"> ► www.uen.org/3-6interactives/science.shtml • Magnets in my kitchen • Electromagnet Activity ► http://internet4classrooms.com/science_elem_magnets.htm • Elementary Science topics: magnets ► www.srsd119.ca/os/elecandmag.html <p>Books:</p> <p>Teacher Resource Book: <u>Magnets and Electricity grades 2-5 Super Science Activities</u> by Teacher Created Resources TRC-3664</p> <p>Teacher Resource Book: <u>Science experiments for Young Learners</u> by Evan Moor - 2000</p> <p>Magnet Magic pages 76-77</p> <p>Metals Aren't All the same pages 78-79</p> <p>Strong Magnets pages 80-81</p> <p>The Force Moves Through pages 82-83</p> <p>Will It Attract or Repel pages 84-85</p>


1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Third Six Weeks - Week One- Nov. 9-13 -Changes in Location

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>A. Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement</p>	<p>(1.6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:</p> <p>(C) describe the change in the location of an object such as closer to, nearer to, and farther from;</p>	<p>► Force, motion, and energy are related and are a part of everyday life.</p>	<p>location force closer nearer farther</p>	<p>Kinder (K.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement</p> <p>Second (2.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement;</p>	<p>Intenet Resources; school.familyeducation.com</p> <p>Literature Connection: <u>The adventures of Taxi Dog</u> by Debra and Sal Barracea</p> <div data-bbox="1654 995 1980 1292" style="border: 1px solid blue; padding: 10px; text-align: center;">  <p>Integrate ART concepts on drawing objects that look near or farther.</p> </div>

1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Third Six Weeks - Week Two- Nov 16-20- Movement

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>A. Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement</p>	<p>(1.6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:</p> <p>(D) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow</p>	<p>► Force, motion, and energy are related and are a part of everyday life.</p> <div align="center" data-bbox="793 941 1150 1377">  <p>Have students work in teams to demonstrate the vocabulary words and then have students draw the different motions.</p> </div>	<p>movement zig zag straight line up and down back and forth round and round fast and slow</p>	<p>Kinder (K.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement</p> <p>Second (2.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(A) observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement;</p>	<p>Internet Resources: science.pppst.com/motionhtml</p>

1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Third Six Weeks - **Week Three**- Nov 30- Dec 4 - Physical Science Review and Assessment

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<h1>PHYSICAL SCIENCE ASSESSMENT</h1>					




1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Third Six Weeks - Week Four - Dec 7-11 Stars and Sun

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>New TEKS</p> <div data-bbox="105 946 415 1203" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Guiding Questions: What is a star? Why do we need the sun? What changes do you observe in the clouds, moon and stars?</p> </div>	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(B) observe and record changes in the appearance of objects in the sky such as clouds, the moon, and stars including the Sun;</p>	<ul style="list-style-type: none"> ▶ Natural world includes the air around us and objects in the sky. ▶ Objects in the night sky have patterns of change, such as the moon’s cycle ▶ The moon has different phases such as new moon, first quarter, full moon, third quarter. ▶ The lunar cycle takes about 28 days (about a month) 	<p>appearance cloud moon stars sun</p>	<p>2nd Grade (2.8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p> <p>(D) observe, describe, and record patterns caused by objects in the sky including shadows and the appearance of the moon.</p>	<p>Internet Activities:</p> <ul style="list-style-type: none"> ▶ www.weatherbug.com ▶ http://tycho.usno.navy.mil/vphase.html ▶ http://aa.usno.navy.mil/faq/docs/moon-phases.phs ▶ AIMS 2nd grade Earth Science: "Look at the Moon" page 41-63 ▶ AIMS song: "When the moon is in the sky" page 62-63

1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Third Six Weeks - Week Five - Dec 14-18- Winter Solstice

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>Winter Solstice (1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>C. Observe and record changes in weather from day to day and over seasons.</p> <p>(1.5) The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>B. Identify, predict, and create patterns including those seen in charts, graphs, and numbers</p> 	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(A) record weather information including relative temperature such as hot or cold, clear or cloudy, calm or windy and rainy or icy;</p> <p>(C) identify characteristics of the seasons of the year;</p> <div data-bbox="457 1170 1119 1404" style="border: 1px solid black; background-color: #ffffcc; padding: 5px;"> <p>Ideas: Students make charts showing the weather for a week. Students make charts showing the temperature for five days. Students make charts showing the Sun's position throughout the day. Students make weather symbols.</p>  </div>	<p>► Many types of change occur.</p> <p>Weather and Seasons:</p> <p>► Weather includes day to day changes in temperature, clouds, precipitation, wind, and pressure</p> <p>► Seasons include spring, summer, fall, and winter</p> <p>► Weather changes from day to day and season to season</p> <p>► Systems have parts and are composed of organisms and objects.</p> <p>► Data in charts and graphs can be used to identify, predict, and create sequential patterns of objects and events</p>	<p>changes weather Winter snow sleet forecast temperature precipitation cloud coverage patterns ski hibernate dormancy</p>	<p>Kinder</p> <p>(K.7C) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(C) observe and record changes in weather from day to day and over seasons</p> <p>Grade 2 Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(D) observe, measure, and record changes in weather, the night sky, and seasons</p> <div data-bbox="1367 1149 1612 1453" style="border: 1px solid blue; background-color: #e6f2ff; padding: 10px; text-align: center;">  <p>Illustrate different events that are unique to the winter season.</p> </div>	<p>Internet Resources;</p> <p>► U.S. Forecast: http://www.cnn.com/WEATHER/vExtremeWeatherEvents: http://www.extremescience.com/weatherport.htm</p> <p>► Meteorology Guide: http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/home.rxml http://www.elnino.noaa.gov/</p> <p>► Internet 4Classrooms:</p> <ol style="list-style-type: none"> Seasons- story power point Seasonal Changes leon plans <p>► www.weatherbug.com</p> <p>► http://weather.cnn.com/weather/forecast.jsp</p> <p>► http://www.lawrencehallofscience.org/sepup/students/iaes/simulations/SEPUP_Seasons_Interactive.swf</p> <p>► http://seasons.pppst.com/reasons.htm</p> <div data-bbox="1686 1044 1959 1356" style="border: 1px solid black; background-color: #ffffcc; padding: 5px;"> <p>This TEK will be ongoing all year. Teacher continuously needs to give students opportunity to talk and record the changes in weather and seasons.</p> </div>



1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!


Fourth Six Weeks - Week One- January 5-8 - Moon investigation

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>C. Observe and record changes in weather from day to day and over seasons.</p>	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(B) observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun</p>	<p>► Many types of changes occur.</p> <p>► Objects in the night sky have patterns of change, such as the moon's cycle</p> <p>► The moon has different phases such as new moon, first quarter, full moon, third quarter.</p> <p>► The lunar cycle takes about 28 days (about a month)</p>	<p>changes weather night day daily weekly lunar cycle phases new moon full moon crescent</p>	<p>Kinder</p> <p>(K.7C) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(C) observe and record changes in weather from day to day and over seasons</p> <p>Grade 2</p> <p>Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(D) observe, measure, and record changes in weather, the night sky, and seasons</p>	<p>Internet Activities:</p> <p>► www.weatherbug.com</p> <p>► http://tycho.usno.navy.mil/vphase.html</p> <p>► http://aa.usno.navy.mil/faq/docs/moon-phases.phs</p> <p>► AIMS 2nd grade Earth Science: "Look at the Moon" page 41-63</p> <p>► AIMS song: "When the moon is in the sky" page 62-63</p> <p>Videostreaming</p> <p>► Phases of the Moon (2min. 30 sec Grade 2-8)</p> <p>► Closer look at the moon, A space science series (20 min grades 2-5)</p> <p>► Moon Man (8min 54sec Grade k-2, integrated with language Arts)</p>

1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Fourth Six Weeks - Week Two- January 11-15 - Cloud investigation

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>C. Observe and record changes in weather from day to day and over seasons.</p>	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(B) observe and record changes in the appearance of objects in the sky including clouds, the Moon, and the Sun</p>	<p align="center">  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Have students draw the 4 main phases of the moon after they watch a video </div>  </p>	<p>water vapor clouds water droplets</p>	<p>Kinder</p> <p>(K.7C) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(C) observe and record changes in weather from day to day and over seasons</p> <p>Grade 2</p> <p>Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(D) observe, measure, and record changes in weather, the night sky, and seasons</p>	<p>Internet Resources www.uen.org/3-6interactives/science.shtml •Interactive Weather Maker •Weather Flash</p>

1st		2nd Sequence Overview 2009-2010 80% Hands-on!			
Standards	New Standards	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.10) Science concepts. The student knows that the natural world includes rocks, soil, and water. The student is expected to:</p> <p>A. Identify and describe a variety of natural sources of water including streams, lakes, and oceans</p>	<p>(1.7) Earth and space science. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:</p> <p>(B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans; and</p> <p>(C) gather evidence of how rocks, soil, and water help to make useful products</p>	<p>water resources</p> <p>oceans</p> <p>lakes</p> <p>streams</p> <p>salt water</p> <p>fresh water</p> <p>needed by humans and other living things</p> <ul style="list-style-type: none"> ▶ Much of the Earth's surface is covered by salty ocean water ▶ Fresh water is found in streams, rivers, and lakes 	<p>water sources</p> <p>oceans</p> <p>lakes</p> <p>streams</p> <p>salt water</p> <p>fresh water</p>	<p>Kinder (K.9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:</p> <p>(C) identify ways that the Earth can provide resources for life.</p> <p> 3rd grade science concepts. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere. The student is expected to:</p> <p>(A) describe and illustrate the water cycle</p>	<p>Social Studies Book Times Kit</p> <p>www.metrokc.gov/DNR/kidsweb</p> <p>http://earthguide.ussd.edu/earthguide/diagrams/watercycle/index.html</p>
		<p>Have students draw pictures on how a cloudy day can change to a stormy or a thundering day.</p>			
		<p>Guiding Questions: How is lake water different from ocean water? What kind of water can people drink?</p>			
				<p>Dana Center Snapshot: <i>Read It Could Still Be a Lake</i> by Allan Fowler (1996) and have students identify the</p>	

1st Grade Science Scope and Sequence Overview					
Fourth Six Weeks - Week Four- January 25-29 - A					
Standards	New Standard	Concepts	Activities	Assessments	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>C. Observe and record changes in weather from day to day and over seasons.</p>	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(D) demonstrate that air is all around us and observe that wind is moving air.</p> <p>1.4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p> <p>(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets,</p>	<p>wind direction flow motion energy pattern temperature wind sock</p>	<p>students identify the different bodies of water in the book.</p> <p>Lesson!</p>	<p>(K.7C) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(C) observe and record changes in weather from day to day and over seasons</p> <p>Grade 2 Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(D) observe, measure, changes in light sky,</p>	<p>www.weatherwizkids.com/clouds.htm</p>
	<p>and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums</p>		<p>Have students feel different types of soil and write and draw description into interactive notebook.</p>		

EARTH SCIENCE ASSESSMENT

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.10) Science concepts. The student knows that the natural world includes rocks, soil, and water. The student is expected to:</p> <p>C. Identify how rocks, soil, and water are used and how they can be recycled.</p> <p>Emphasis on Scientific Process</p>	<p>(1.7) Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:</p> <p>(A) observe, compare, describe, and components of texture, and color.</p> <p>(C) gather evidence about rocks, soil, and make useful products.</p>	<p>► Natural world includes rocks, soil, and water.</p> <p>► Living things need water to live</p> <p>► Water is recycled again and again in the water cycle</p> <p>► Rocks and soil are the surface of the Earth</p> <p>► Plants need soil to grow</p> <p>► Rocks are recycled</p> <p>► Rocks are buried and pressure</p>	<p>weathering</p> <p>reuse</p> <p>recycle</p> <p>sediments</p> <p>soil</p> <p>reduce</p>	<p>Kinder</p> <p>(K.10) Science concepts. The student knows that the natural world includes rocks, soil, and water. The student is expected to:</p> <p>(B) give examples of ways that rocks, soil, and water are useful.</p> <p>Second Grade</p> <p>(2.10) Science concepts. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere. The student is expected to:</p> <p>(B) identify uses of natural resources.</p>	<p>Introduce scientific method vocabulary. Students create a shutter fold (mini science board)</p>

Guiding Questions:
 Why do Scientists complete experiments?
 How do scientists develop a hypothesis for their experiment?
 How do they identify which definitions to operationally define?
 How do scientists plan their experiment?
 How do scientists complete an experiment?
 How do scientists document an experiment?

Review Rubric for EXPO Science Fair



Introduce scientific method vocabulary. Students create a shutter fold (mini science board)

PROCESS **1st Grade Science Scope and Sequence Overview** with it. -on!

Fourth Six Weeks - **Week Six** - Feb 8-12 - Earth Science Assessment

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials


1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Fourth Six Weeks - Week Seven - Feb 15 -19 - EXPO WEEK 1

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events;</p> <p>(B) plan and conduct simple descriptive investigations;</p> <p>(C) gather information using simple equipment and tools to extend the senses;</p> <p>(D) construct reasonable explanations and draw conclusions; and</p> <p>(E) communicate explanations about investigations</p>	<p>(1.2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events observed in the natural world;</p> <p>(B) plan and conduct simple descriptive investigations such as ways objects move;</p> <p>(C) collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools;</p> <p>(D) record and organize data using pictures, numbers, and words; and</p> <p>(E) communicate observations and provide reasons for explanations using student generated data from simple descriptive investigations.</p>	<p>► repeated investigations may increase the reliability of results.</p>		<p>Most of these TEKS are the same for kinder and 2nd grade listed below are the differences:</p> <p>Kinder: (2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (E) communicate findings about simple investigations</p> <p>Second Grade (2.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (C) compare results of investigations with what students and scientists know about the world; (E) construct reasonable explanations and draw conclusions using information and prior knowledge; and (F) communicate explanations about investigations.</p>	<p>Internet Activities:</p> <p>► www.ohaus.com/products/education/tutorials.asp?source=2</p> <p>► www.sfscience.com</p> <p>► www.fossweb.com</p> <p>► Science Fair http://www.freesciencefairproject.com/index.html http://www.all-science-fair-projects.com/category0.html</p>

1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!

Fifth Six Weeks - **Week One**- Feb 22- 26- EXPO WEEK 2

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events;</p> <p>(B) plan and conduct simple descriptive investigations;</p> <p>(C) gather information using simple equipment and tools to extend the senses;</p> <p>(D) construct reasonable explanations and draw conclusions; and</p> <p>(E) communicate explanations about investigations</p>	<p>(1.2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events observed in the natural world;</p> <p>(B) plan and conduct simple descriptive investigations such as ways objects move;</p> <p>(C) collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools;</p> <p>(D) record and organize data using pictures, numbers, and words; and</p> <p>(E) communicate observations and provide reasons for explanations using student generated data from simple descriptive investigations.</p>	<p>► repeated investigations may increase the reliability of results.</p> <p>Emphasis on Scientific Process</p> <p>Guiding Questions: Why do Scientists complete experiments? How do scientists develop a hypothesis for their experiment? How do they identify which definitions to operationally define? How do scientists plan their experiment? How do scientists complete an experiment?</p> <p>Review Rubric for EXPO Science Fair</p>	<p>Scientific processes should be taught and reinforced throughout the curriculum instead of as an isolated unit.</p>	<p>Most of these TEKS are the same for kinder and 2nd grade listed below are the differences:</p> <p>Kinder: (2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (E) communicate findings about simple investigations</p> <p>Second Grade (2.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (C) compare results of investigations with what students and scientists know about the world; (E) construct reasonable explanations and draw conclusions using information and prior knowledge; and (F) communicate explanations about investigations.</p>	<p>Internet Activities:</p> <ul style="list-style-type: none"> ► www.ohaus.com/products/education/tutorials.asp?source=2 ► www.sfscience.com ► www.fossweb.com ► Science Fair http://www.freesciencefairproject.com/index.html http://www.all-science-fair-projects.com/category0.html <p align="center"></p> <p>Select to do an investigation that your students have been questioning during the year.</p>

1st Grade Science Scope and Sequence Overview 2009-2010 80% Hands-on!



Fifth Six Weeks - **Week Two**- March 1-5 - EXPO WEEK 3

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events;</p> <p>(B) plan and conduct simple descriptive investigations;</p> <p>(C) gather information using simple equipment and tools to extend the senses;</p> <p>(D) construct reasonable explanations and draw conclusions; and</p> <p>(E) communicate explanations about investigations</p>	<p>(1.2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events observed in the natural world;</p> <p>(B) plan and conduct simple descriptive investigations such as ways objects move;</p> <p>(C) collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools;</p> <p>(D) record and organize data using pictures, numbers, and words; and</p> <p>(E) communicate observations and provide reasons for explanations using student generated data from simple descriptive investigations.</p>	<p>▶repeated investigations may increase the reliability of results.</p> <p>Emphasis on Scientific Process</p> <p>Guiding Questions: Why do Scientists complete experiments? How do scientists develop a hypothesis for their experiment? How do they identify which definitions to operationally define? How do scientists plan their experiment? How do scientists complete an experiment? How do scientists document an experiment?</p> <p>Review Rubric for EXPO Science Fair</p>	<p>Scientific processes should be taught and reinforced throughout the curriculum instead of as an isolated unit.</p>	<p>Most of these TEKS are the same for kinder and 2nd grade listed below are the differences:</p> <p>Kinder: (2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (E) communicate findings about simple investigations</p> <p>Second Grade (2.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to: (C) compare results of investigations with what students and scientists know about the world; (E) construct reasonable explanations and draw conclusions using information and prior knowledge; and (F) communicate explanations about investigations.</p>	<p>Internet Activities:</p> <ul style="list-style-type: none"> ▶ www.ohaus.com/products/education/tutorials.asp?source=2 ▶ www.sfsience.com ▶ www.fossweb.com ▶ Science Fair http://www.freesciencefairproject.com/index.html http://www.all-science-fair-projects.com/category0.html <p>Select to do an investigation that your students have been questioning during the year.</p>



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Fifth Six Weeks - **Week Three** - March 8-12 - Spring Equinox

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>Winter Solstice (1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>C. Observe and record changes in weather from day to day and over seasons.</p> <p>(1.5) The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>B. Identify, predict, and create patterns including those seen in charts, graphs, and numbers</p> 	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(A) record weather information including relative temperature such as hot or cold, clear or cloudy, calm or windy and rainy or icy;</p> <p>(C) identify characteristics of the seasons of the year;</p>	<p>► Many types of change occur.</p> <p>Weather and Seasons:</p> <p>► Weather includes day to day changes in temperature, clouds, precipitation, wind, and pressure</p> <p>► Seasons include spring, summer, fall, and winter</p> <p>► Weather changes from day to day and season to season</p> <p>► Systems have parts and are composed of organisms and objects.</p> <p>► Data in charts and graphs can be used to identify, predict, and create sequential patterns of objects and events</p>	<p>changes weather Spring forecast temperature precipitation cloud coverage patterns</p>	<p>Kinder</p> <p>(K.7C) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(C) observe and record changes in weather from day to day and over seasons</p> <p>Grade 2</p> <p>Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(D) observe, measure, and record changes in weather, the night sky, and seasons</p>	<p>Internet Resources;</p> <p>► U.S. Forecast: http://www.cnn.com/WEATHER/</p> <p>vExtreme Weather Events: http://www.extremescience.com/weatherport.htm</p> <p>► Meteorology Guide: http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/home.rxml</p> <p>http://www.elnino.noaa.gov/</p> <p>► Internet 4Classrooms:</p> <ol style="list-style-type: none"> Seasons- story power point Seasonal Changes leon plans <p>► www.weatherbug.com</p> <p>► http://weather.cnn.com/weather/forecast.jsp</p> <p>► http://www.lawrencehallofscience.org/sepup/students/iaes/simulations/SEPUP_Seasons_Interactive.swf</p> <p>► http://seasons.pppst.com/reasons.htm</p> 

Guiding Questions:
 What are the characteristics of Spring?
 What are the major differences between spring and summer?
 What type of weather do we have in El Paso in spring?

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Fifth Six Weeks - Week Four - March 22-26 - Living and Nonliving

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.8) The student distinguishes between living organisms and nonliving organisms.</p> <p>A. Group living organisms and nonliving objects</p> <p>B. Compare living organisms and nonliving objects</p>	<p>1.9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:</p> <p>(A) sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring</p>	<p>► Distinguishes between living organisms and nonliving organisms.</p> <p>► A living organism grows, changes and makes other living organisms like itself.</p> <p>► All living organisms need food, water, air, and space to survive.</p> <p>► A nonliving thing does not eat, grow, and make other things like itself.</p> <p>► Living organisms grow and use energy from food</p> <p>► Non-living objects do not use energy from food, and do not grow</p>	<p>living nonliving organism object growth food reproduction</p>	<p>(K.8) Science concepts. The student knows the difference between living organisms and nonliving objects. The student is expected to:</p> <p>(A) identify a particular organism or object as living or nonliving; and</p> <p>(B) group organisms and objects as living or nonliving</p> <p>(2.8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to:</p> <p>(A) identify characteristics of living organisms; and</p> <p>(B) identify characteristics of nonliving objects</p>	<p>Internet Resources:</p> <p><u>Lunch</u> www.utdanacenter.org/sciencetoolkit/instructions/snapshots/1.php#</p> <p>Textbook Chapter 3 Unit A</p> <p>Worksheet: Attachment 4 and 5</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;"> <p>Lesson Idea: Students could make counting books about living things.</p> </div>

Guiding Questions:
 How is a child and a puppy alike?
 Why is grass a living organism?
 Why is a soccer ball not a living organism?
 Is water a living or a nonliving thing?
 Explain

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Fifth Six Weeks - Week Five - March 29- April 2 - Parts of Plants



Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>B. Observe and describe the parts of plants and animals</p>	<p>(1.10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <p>(B) identify and compare the parts of plants</p>	<p>► Systems have parts and are composed of organisms and objects.</p> <p>► Plants have roots, stems, and leaves</p> <p>► Plants use their parts to survive</p> <p>► Plants can be grouped according to their parts and uses</p> <p>► Plants produce food and oxygen for animals.</p>	<p>seed embryo seedling adult root stem leaf flower</p>	<p>Kinder (K.6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>(B) record observations about parts of plants including leaves, roots, stems, and flowers;</p> <p>Second (2.6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>(C) observe and record the functions of plant parts; and</p>	<div style="text-align: center;">  </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; text-align: center;"> <p>Children use hand lenses to observe parts of a tree.</p>  </div>

Dana Center Snapshot:
Observe a variety of potted plants. Describe their parts.

Guiding Questions:
How do leaves help a plant?
Why do living things need plants?
How are plants different?

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Fifth Six Weeks - Week Six - April 5-9 - Interdependence of plants

Standards 	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.9) Students know that living organisms have basic needs.</p> <p>B. Compare and give examples of the ways living organisms depend on each other for their basic needs</p>	<p>(1.9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:</p> <p>(C) gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter</p>	<p>► Living organisms have basic needs.</p> <p>► Animals breathe out gases that plants need to live</p> <p>► Plants produce a gas called oxygen that animals need to live</p> <p>► Plants make food using sunlight, and animals eat plants, or meat from animals that ate plants</p>	<p>interdependence oxygen lungs, gills carbon dioxide food chain herbivores carnivores omnivores</p>	<p>Kinder (K.9) Science concepts. The student knows that living organisms have basic needs. The student is expected to: (B) give examples of how living organisms depend on each other</p> <p>Second grade (2.9) Science concepts. The student knows that living organisms have basic needs. The student is expected to: (B) compare and give examples of the ways living organisms depend on each other and on their environments.</p> <p>This TEK is tested in 5th grade!</p>	<p>Activity: Food Chain Snakes Attachment</p> 

Guiding Questions:
What organisms eat plants?
What organisms eat



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Fifth Six Weeks - Week Seven - April 12-16 - Animal External Characteristics

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>B. Observe and describe the parts of plants and animals</p> <p align="center">○</p> <p align="center">○</p> <p align="center">○</p> <div data-bbox="382 1031 613 1258" style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p align="center">Focus on Animals</p>  </div>	<p>(1.10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <p>(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats</p>	<p>► Systems have parts and are composed of organisms and objects.</p> <p>► Animals use their parts to live in their environment.</p> <p>► Animals can be grouped according to their parts and the foods they eat.</p>	<p>wings fins gills mammal reptile amphibian birds fish fur scales skin feathers claws paws quills</p>	<p>Kinder (K.6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to: (C) record observations about parts of animals including wings, feet, heads, and tails;</p> <p>Second Grade: (2.6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to: (D) observe and record the functions of animal parts</p>	<p>Scott Foreman: Chapter 2 A-26 to A-44</p> <p>www.kidzone.ws/animals/lifecycle.htm</p> <p>www.valdosta.edu</p>


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Sixth Six Weeks - **Week One**- April 19-23 Earth Day

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to:</p> <p>(B) learn how to use and conserve resources and materials.</p> <div data-bbox="268 1008 527 1263" style="border: 1px solid blue; padding: 5px; text-align: center;">  <p>40th Anniversary of Earth</p> </div>	<p>(1.1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>(C) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals</p>	<p>► Conserve resources and materials in the science lab when possible.</p> <div data-bbox="735 971 1089 1276" style="border: 1px solid blue; padding: 5px;"> <p>Earth Day Resources www.earthday.net http://holidays.kaboose.com/earth-day/ www.planetpals.com www.epa.gov/teachers/ www.seussville.com/games/lora/x/</p> </div>	<p>use reusing conservation recycling dispose</p>	<p>These expectations are part of all grade levels from kindergarten to fifth grade.</p>	<p>AIMS <u>Cycles of Knowing and Growing</u> "Paper- A pressing issue" "A sign of the Times" "Waste Watchers" <u>Sensational Springtime</u> "Just a Little Drip" "Waste Not, Want Not" Magazine: Vol 18, No 10 "Isn't It Interesting:Down the Drain"</p> <div data-bbox="1549 678 1724 829" style="text-align: center;">  </div> <div data-bbox="1465 813 1812 1089" style="border: 1px solid blue; padding: 5px;"> <p>Have students draw or explain how they conserve and use natural resources in their everyday life.</p> <p>List several ways we can help improve Earth.</p> </div> <div data-bbox="1157 1141 1822 1328" style="border: 1px solid orange; padding: 5px; background-color: #fff9c4;"> <p>Guiding Questions: What is conservation? How do people conserve natural resources? Why do we need to keep our planet healthy? Why do we celebrate Earth Day?</p> </div>

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Sixth Six Weeks - **Week Two**- April 26-30- Animals and their offspring

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
New standard in first grade	<p>(1.10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <p>(C) compare ways that young animals resemble their parents</p>		<p>parents offspring resemble</p>		<p>nationalgeographicteachers.net/lessonsthinkfinity.com</p> <div data-bbox="520 935 1171 1040" style="border: 1px solid black; background-color: #fce4d6; padding: 5px; margin-top: 10px;"> <p>Guiding Questions: Do all babies look like their parents? Explain</p> </div> <div data-bbox="1423 878 1776 1200" style="border: 1px solid #90caf9; padding: 10px; margin-top: 10px; text-align: center;">  <p>Draw and tell how young animals and their parents are the same or different</p> </div>

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Sixth Six Weeks - Week Three, Four - May 5-14 - Life Cycles

Standards	New Standard	Processes/ Skills/ Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>D. Observe and record changes in the life cycle of organisms.</p>	<p>(1.10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <p>(D) observe and record life cycles of animals such as a chicken, frog, or fish</p>	<p>► Many types of change occur.</p> <p>► Organisms grow and develop during their life cycle</p> <p>► Growth occurs as organisms become mature adults</p> <p>► Life cycles can begin as eggs, seeds, spores, or born alive</p> <p>► Some organisms have the same body features when born as adults of the same species</p> <p>► Some organisms, such as frogs, go through metamorphosis, or changes, before developing adult characteristics.</p>	<p>life cycle metamorphosis adult larva pupa tadpole chrysalises egg parent offspring</p>	<p>Kinder (K.7) Science concepts. The student knows that many types of change occur. The student is expected to: (D) observe and record stages in the life cycle of organisms in their natural environment.</p> <p>Second Grade (2.7) Science concepts. The student knows that many types of change occur. The student is expected to: (D) observe, measure, and record changes in weather, the night sky, and seasons</p>	<div data-bbox="1560 706 1801 846" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Dana Center Snapshot: Observe and record changes in the life cycle of an insect.</p> </div>

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Sixth Six Weeks - Week Five - May 17-21 - Food Chains

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>(1.9) Students know that living organisms have basic needs.</p> <p>B. Compare and give examples of the ways living organisms depend on each other for their basic needs</p>	<p>(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:</p> <p>(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and</p> <p>(C) gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter</p>	<p>► Living organisms have basic needs.</p> <p>► Animals breathe out gases that plants need to live</p> <p>► Plants produce a gas called oxygen that animals need to live</p> <p>► Plants make food using sunlight, and animals eat plants, or meat from animals that ate plants</p>	<p>interdependence oxygen lungs, gills carbon dioxide food chain herbivores carnivores omnivores</p>	<p>Kinder (K.9) Science concepts. The student knows that living organisms have basic needs. The student is expected to: (B) give examples of how living organisms depend on each other</p> <p>Second grade (2.9) Science concepts. The student knows that living organisms have basic needs. The student is expected to: (B) compare and give examples of the ways living organisms depend on each other and on their environments.</p>	<div style="border: 1px solid black; padding: 5px; background-color: #ffffcc;"> <p>Lesson Idea: Music..... "The Farmer and the Dell" Help students understand that living organisms have needs and that non-living objects do not. After each verse, have the class stop and say what the living things named needs to live. For example, for the line "the cat takes the rat", the cat needs food, water, air and space. For the line "the rat takes the cheese", the cheese is a nonliving thing and does not have needs.</p> </div>

Guiding Questions:
What organisms eat plants?
What organisms eat animals?

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Sixth Six Weeks - **Week Six** - May 24-28 Assessment Life Science

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
	LIFE SCIENCE ASSESSMENT				

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Sixth Six Weeks - **Week Seven**- May 31-June 4 - Summer Solstice

Standards	New Standard	Concepts	Vocabulary	Prerequisites	Resources/ Materials
<p>Winter Solstice (1.7) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>C. Observe and record changes in weather from day to day and over seasons.</p> <p>(1.5) The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p> <p>B. Identify, predict, and create patterns including those seen in charts, graphs, and numbers</p>	<p>(1.8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>(A) record weather information including relative temperature such as hot or cold, clear or cloudy, calm or windy and rainy or icy;</p> <p>(C) identify characteristics of the seasons of the year;</p>	<p>► Many types of change occur.</p> <p>Weather and Seasons:</p> <p>► Weather includes day to day changes in temperature, clouds, precipitation, wind, and pressure</p> <p>► Seasons include spring, summer, fall, and winter</p> <p>► Weather changes from day to day and season to season</p> <p>► Systems have parts and are composed of organisms and objects.</p> <p>► Data in charts and graphs can be used to identify, predict, and create sequential patterns of objects and events</p>	<p>changes weather Spring forecast temperature precipitation cloud coverage patterns</p>	<p>Kinder</p> <p>(K.7C) Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(C) observe and record changes in weather from day to day and over seasons</p> <p>Grade 2</p> <p>Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>(D) observe, measure, and record changes in weather, the night sky, and seasons</p>	<p>AIMS <u>Cycles of Knowing and Growing</u> "Paper- A pressing issue" "A sign of the Times" "Waste Watchers" <u>Sensational Springtime</u> "Just a Little Drip" "Waste Not, Want Not" Magazine: Vol 18, No 10 "Isn't It Interesting:Down the Drain"</p>
		<p>Guiding Questions: What are the characteristics of Summer? What are the major differences between spring and summer? What type of weather do we have in El Paso in summer?</p>			

