














Pre-kindergarten Science Scope and Sequence Overview 2009-2010 Hands-on!				
	1st 9wks Aug 24- Oct 23	2nd 9wks Oct 26 - Jan 15	3rd 9weeks Jan 19 - March 26 EXPO K-2	4th 9 weeks March 29 - June 4
Week One	Personal Safety and Health Skills (VI D.1;VI D.2) Aug 24-Sept 4 	Physical Science Skills: Hard/Soft; Heavy/Light (VI.A.1.) Oct 26-Nov 6	Physical Science Skills: Measurement Volume (VI.A.3.) Jan 19-22	Life Science Skills: Characteristics of Organisms Using Science Tools: 1. Description 2. Needs 3. Differences and similarities (VI.B.1) March 29- April 9
Week Two			Physical Science Skills: Measurement Length (VI.A.3.) Jan 25-29	
Week Three	Personal Safety and Health Skills (VI D.3.) Safety Video Sept 7-11 	Physical Science Skills: Sink or Float (VI.A.1.) Nov 9-13	Physical Science Skills: Energy (VI.A.4.) Feb 1-5	Life Science Skills: Life Cycles Plants, Animals (including insects and humans) (VI.B.2) April 12-16
Week Four	Five Senses (VI.A.1.) Sept 14-18 	Physical Science Skills: Magnets (VI.A.1.) Nov. 16-20	Earth and Space Skills: Earth Materials. Properties and Uses (VI.C.1.) Feb 8-19	Earth and Space Science Skills: Caring for our Environment Earth Day Activities (VI.C.4.) Apr 19-23 
Week Five	Seasons:Fall Equinox (VI.C.3.) Sept 21-25 	Physical Science Skills: Position and Motion of Objects (VI.A.2.) Nov 30-Dec 11		EXPO PREPARATION Week 1 Feb 22-26 
Week Six	Physical Science Skills: Natural and Human Made Materials (VI.A.1.) Sept 28-Oct 9		Seasons:Winter Solstice (VI.C.3) December 14- Jan 8 	EXPO PREPARATION Week 2 March 1-5 
Week Seven		EXPO WEEK Seasons: Spring Solstice (VI.C.3) March 8-12 		
Week Eight	Physical Science Skills: Texture (VI.A.1.) Oct 12- 23	Physical Science Skills: Measurement Mass (VI.A.3.) Jan 11-15	Earth and Space Skills: Objects in the sky (VI.C.2.) March 22-26	Seasons:Summer Solstice (VI.C.3) May 24- 28 
Week Nine				Review June 1-4
	Recurring Themes: Patterns, Cycles, Change, Constancy, System, Models Ongoing Guidelines.			

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First Nine Weeks (39 days of instruction) August 24 - October 23

Week One and Two (August 24 - September 4)

Pr-Kinder Guideline	I - Introduce D- Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
  <p>VI.D.1 Child practices good habits of personal safety</p> <p>VI.D.2 Child practices good habits of personal health and hygiene</p>	<p align="center">I</p>	<p>VI.D1</p> <ul style="list-style-type: none"> follows/uses safety procedures while using common tools and materials (glue, scissors, rulers, pencils, hammers, wood, safety goggles). dramatizes/demonstrates an understanding of fire safety and shelter in place procedures (stop, drop, roll; walking to an exit during fire drills, etc). <p>VI.D.2</p> <ul style="list-style-type: none"> coughs and sneezes into their elbows (not cover their mouth with their hands). washes hands after using the toilet and before snack and lunch. 	<p>safety fire shelter stop-drop-roll exit care</p>	<ul style="list-style-type: none"> Observation Identification of Safety Symbols <ul style="list-style-type: none"> Observation Symbols of Good Health Habits 	<p>Kindergarten</p> <p>1. Scientific Investigation and reasoning. The student for at least 80% of instructional time, conducts investigations in the classroom and outdoors following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>(A) Identify and demonstrate safe practices as describe in the Texas Safety Standard during classroom practices and outdoor investigations including wearing safety goggles, washing hands, and using materials appropriately</p> <p>(B) discuss the iportance of safe practices to keep self and others safe and healthy</p>	<p>Safety Symbols</p> <ul style="list-style-type: none"> Clothing Protection Poison Hazard Hand Protection Fire Hazard Eye Protection <p>Fire Safety Video</p> <p>Healthy Habits Video Nurse Presentations Good Health Habits Symbols</p>

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Three (Sept 7-11)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
  <p>VI.D.3 Child identifies good habits of nutrition and exercise</p> <div data-bbox="170 818 396 1081" style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin-top: 20px;"> <p>Show safety video provided by district. Discuss with students the importance of safety.</p> </div>	<p>I</p>	<ul style="list-style-type: none"> ●Identifies and discusses nutritious healthy snacks ●Demonstrates and discusses the need for exercise and rest to stay healthy. 	<p>Exercise Healthy Not Healthy</p>	<ul style="list-style-type: none"> ●Identifications of Healthy and not Healthy Foods 	<p>Kindergarten</p> <p>1. Scientific Investigation and reasoning. The student for at least 80% of instructional time, conducts investigations in the classroom and outdoors following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>(A) Identify and demonstrate safe practices as describe in the Texas Safety Standard during classroom practices and outdoor investigations including wearing safety goggles, washing hands, and using materials appropriately</p> <p>(B) discuss the iportance of safe practices to keep self and others safe and healthy</p>	<p>Magnetic Foods</p> <ul style="list-style-type: none"> ●Green Construction Paper to place healthy foods on. ●Red Construction Paper to place not healthy foods on.

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First Nine Weeks (39 days of instruction) August 24 - October 23

Week Four (Sept 14-18)


Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI.A.1 Child describes, observes, and investigates properties and characteristics of common objects</p> <p>The child: uses senses to explore and sensory language to describe properties</p> <div data-bbox="163 889 436 1214" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 20px auto;"> <p>Focus on Five senses: touch, smell, sight, hearing and taste</p> </div>	<p>I</p>	<ul style="list-style-type: none"> ●Discuss the five senses in relation to parts of the body. ●Identify which parts of the body will be used, eyes, hands, nose, ears, and mouth. 	<p>sight touch smell hearing taste</p>	<ul style="list-style-type: none"> ●Observation 	<p>K.6A Force, motion and energy. The student knows that energy, force and motion are related and are a part of their everyday life. The student is expected to:</p> <p>(A) use the five senses to explore different forms of energy, such as light, heat, and sound;</p>	<p>Pictures of each sense.</p> <p>Pictures of real objects for students to match with the senses.</p> <p>Ex. Teacher shows an apple and asks student, which sense would you use to eat the apple?</p> <p>Five Senses Handout</p>



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First Nine Weeks (39 days of instruction) August 24 - October 23

Week Five (Sept 21-25)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Fall Equinox</p> <p>(V.I.C.3.) Child observe and describes what happens during changes in the earth and sky.</p>  <p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p> <p>Child will: • discusses how seasons affect his daily life (clothes he wears or activities he plays).</p>	<p>I</p>	<p>The child:</p> <ul style="list-style-type: none"> • observes and describes how different items (rock, metal) respond to the warmth of the sun outside on a sunny day or a cold/cloudy day. • explains what happens after a weather event (erosion after a rain storm; movements of leaves after a wind storm). • observes, records, and predicts daily weather changes (weather charts). • observes shadows and describes the relationship between the shadow and a light source (sun, flashlight, lamp). 	<p>seasons weather Fall</p>	<ul style="list-style-type: none"> • Fall Tree • Discuss the four seasons. • Discuss Fall -weather changes -trees/leaves -clothing 	<p>K.8 Earth and Space. Students knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to: (A) observe and describe weather changes from day to day and over seasons</p>	<p>Construction Paper Paint</p> <p>Book: 120 Learning Center Activities -Scholastic pg. 91</p> <p>Science is Simple -Peggy Ashbrook pg. 98</p> <p><u>Internet Resources:</u></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>

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First Nine Weeks (39 days of instruction) August 24 - October 23

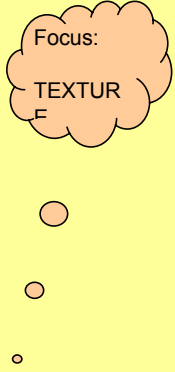
Week Six and Seven (Sept 28-Oct 9)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI.A.1 Child describes, observes, and investigates properties and characteristics of common objects</p> <p>The child: uses senses to explore and sensory language to describe properties of natural and human-made materials (wood, cotton, fur, wool, stone, magnetic, leather, plastic, Styrofoam, paper) to learn their characteristics and capabilities.</p>	<p align="center">ID</p>	<ul style="list-style-type: none"> ●Use senses to explore and describe properties of natural and human made materials. ●Sorting ●Classifying ●Five Senses 	<p>Smooth Rough Soft Hard Furry Course</p>	<ul style="list-style-type: none"> ●Observation ●Discussion 	<p>(K.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>(B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.</p> <p>(K.6) Force, motion and energy. The student knows that energy, force and motion are related and are a part of their everyday life. The student is expected to:</p> <p>(B) explore interactions between magnets and various materials;</p>	<p>Feely Bag/Box Bag or Box Rocks Feathers Manipulatives Paper Sandpaper Small stuffed animals Book: Science is Simple -Peggy Ashbrook pg. 186</p>

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First Nine Weeks (39 days of instruction) August 24 - October 23

Week Eight and Nine (Oct 12-23)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI.A.1 Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>The Child will</p> <ul style="list-style-type: none"> • examines and describes the texture of materials (salt, flour, and sugar during cooking projects; roller, sponges, and feathers when painting using various tools; surfaces of foil, freezer paper, and sandpaper). <div style="text-align: center;">  </div>	<p>ID</p>	<ul style="list-style-type: none"> • Examine and describe the texture of materials. 	<p>Smooth Rough Soft Hard Furry Course Prickly Hot Cold Texture</p>	<p>Identifying, Sorting and Classifying Objects.</p>	<p>(K.5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>(A) observe and record properties of objects including relative size and mass such as bigger or smaller and heavier or lighter, shape, color, and texture;</p>	<p><u>Manipulatives</u></p> <p>Rocks Feathers Paper/Sand Paper Leaves/Tree Branches Sponges Foil/Wax paper sugar, salt, flour</p>

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Assessment for the nine weeks

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Assessment #1</p> <p>This year pre-kindergarten students will be tested every 9 weeks using a project format evaluation. The first assessment is The Five Senses Collage which includes the ability of the student to Identify, Sort and Classify. You will need a large sheet of construction paper for each student. Divide the construction paper into 5 sections (one for each sense: Sight, Touch, Smell, Hearing, Taste). The students will use cut pictures from magazines. Then they will Identify, Sort, and Classify each picture into the correct sense. One picture should go under each sense.</p>						

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Second Nine Weeks (45 days of instruction) October 26 - January 15

Week One and Two (Oct 26-Nov 6)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI. A. 1 Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>The child will:</p> <p>Sorts, groups, or classifies objects in meaningful ways based on one or more properties (hard/soft or heavy/light; materials that are made of – wood, plastic, rock, color)</p>	<p>ID</p>	<p>Teacher</p> <ul style="list-style-type: none"> engages children in comparing and exploring how objects or materials respond when they come in contact with other things, such as being placed in water, set on an incline, or dropped on a table.. 	<p>Hard Soft Heavy Light Classify Sort</p> <p><i>Suave</i> <i>Duro</i> <i>Pesado</i> <i>Liviano</i> <i>Agrupar</i> <i>Clasificar</i></p>		<p>(K.5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>(A) observe and record properties of objects including relative size and mass such as bigger or smaller and heavier or lighter, shape, color, and texture;</p>	<p>Science Literacy Center Set A pg. 102: Barle Rubbing</p> <p>Science is Simple: Sedimentary Rocks pg. 126-130</p> <p>Science is Simple: Feeling the Slime pg. 170-172</p> <p>Discovering the World p. 11+19 Attachment</p>

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Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Three (Nov 9-13)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI. A. 1 Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>The child will: • predicts whether materials will sink or float; investigates the hypothesis and draws conclusions based on prior experiences.</p>	<p align="center">ID</p>	<p>The teacher: • models describing a variety of materials using properties to discuss similarities and differences</p>	<p>Sink Float Heavy Light Predict</p> <p><i>Flotar</i> <i>Hundir</i> <i>Pesado</i> <i>Liviano</i> <i>Predecir</i></p>	<p>Students will predict and record the objects that floated or sank.</p>	<p>(K.5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>(A) observe and record properties of objects including relative size and mass such as bigger or smaller and heavier or lighter, shape, color, and texture;</p>	<p>EDM pg. 62 Things That Float or Sink</p> <p>Backyard Scientist Experiment #'s p. 16 Attachment 52</p> <p>Science Centers</p> <p>Weight + Volume pg. 14 Attachment (Will It Float)</p> <p>Simple Science Experiment pg. 29 Attachment</p>

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Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Four (Nov. 16-20)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI. A. 1 Child describes, observes, and investigates properties and characteristics of common objects.</p> <p>Child will</p> <ul style="list-style-type: none"> • describes and compares the effects magnets have on other objects (attract to some things but not to others). 	ID	Students describe and compare the effects that magnets have on other objects (attract to some things but not to others)	Magnets Attract Repel Metal Plastic <i>Iman</i> <i>Atrae</i> <i>Repelan</i> <i>Metal</i> <i>Plastico</i>	Students experience the force of magnetism	<p>(K.6) Force, motion and energy. The student knows that energy, force and motion are related and are a part of their everyday life. The student is expected to:</p> <p>(B) explore interactions between magnets and various materials;</p>	<ul style="list-style-type: none"> • Science is Simple pg. 21-32 Magnets • Science Literacy Center B pg. 94 Magnets! • Simple Science Exp. Pg. 3-10 Attachment • 52 Science Centers pg. 15 Magnets Attachment

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Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Five and Six (Nov 30-Dec 11)


Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI. A. 2 Child investigates and describes position and motion of objects.</p>	<p>ID</p>	<ul style="list-style-type: none"> Students will explore, observes, measures, describes, and demonstrates the various ways objects can move (straight, zigzag, round and round, fast, slow). investigates and states conclusions after moving a variety of toy vehicles on different surfaces. 	<p>Straight Zigzag Round and round Fast Slow Movement</p> <p><i>Movimiento</i> <i>Recto</i> <i>Circular</i> <i>Zigzaguar</i> <i>Rapido</i> <i>Lento</i></p>	<p>Students will make clay craters.</p> <p>The teacher:</p> <ul style="list-style-type: none"> encourages children to explore motion both inside and outside of the classroom (cars on ramps, wagons to be pushed or pulled). 	<p>(K.6) Force, motion and energy. The student knows that energy, force and motion are related and are a part of their everyday life. The student is expected to:</p> <p>(C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside; and</p> <p>(D) observe and describe the ways that objects can move such as, in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.</p>	<p>Science Literacy Center Set B. pg. 90 Make clay craters</p> <p>Science is Simple pg. 180-185 Objects in Motion</p> <p>52 Science Centers pg. 9 Our Body Attachment</p> <p>Simple Science Exp. Pg. 33 Moving Air Can Do Work</p>



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Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Seven and Eight (December 14- Jan 8)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Winter Solstice</p> <p>VI. C. 3 Child observes and describes what happens during changes in the earth and sky.</p>  <p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p> <p>Child will:</p> <ul style="list-style-type: none"> • discusses how seasons affect his daily life (clothes he wears or activities he plays). 	<p>D</p>	<p>Students will:</p> <ul style="list-style-type: none"> •explains what happens after a weather event (erosion after a rain storm; movements of leaves after a wind storm). •observes, records, and predicts daily weather changes (weather charts). •observes shadows and describes the relationship between the shadow and a light source (sun, flashlight, lamp). •investigates and draws conclusions about shadows. •observes seasonal changes. 	<p>Winter Cold Winter Snow Hibernate Shadow</p> <p><i>Invierno</i> <i>Frio</i> <i>Ropa de</i> <i>Invierno</i> <i>Nieve</i> <i>Hibernar</i> <i>Sombra</i></p>	<p>Students will explain what happens during weather changes.</p>	<p>K.8 Earth and Space. Students knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p> <p>(A) observe and describe weather changes from day to day and over seasons</p>	<p>Science Literacy Centers Set A pg. 81-100 Weather</p> <p>52 Science Centers pg. 6 Weather Watch</p> <p>Internet Resources:</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>



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Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Nine (Jan 11-15)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
Physical Skills VI.A.3. Child uses simple measuring devices to learn about objects.	D	Students will investigate and discuss the mass of a variety of items (rocks, feathers, metal chain, etc.) using a balance or scale; categorizes weighted objects (heavy/light); and length of objects (long/short). The teacher: • models and discusses the mass variety of materials using a scale balance. • models and records findings when making mass comparisons.	Scale or Balance Heavy Light Weight Mass Same Different Equal	Students Investigate measurement by weighing different objects. They make their own inferences by using a balance or scale.	(K.4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to: (A) collect information using tools including computers, hand lenses, primary balances , cups, bowls, magnets, collecting nets, and notebooks; timing devices including clocks and timers, nonstandard measuring items such as paper clips and clothespins, weather instruments such as demonstration thermometers and a wind sock; , and materials to support observations of habitats of organisms such as terrariums and aquariums; and	<ul style="list-style-type: none"> ● Scale ● balance Variety objects for weighing: <ul style="list-style-type: none"> ● feathers, ● rocks, ● unifix cubes, ● counter, ● paper clips, ● markers Science Literacy Center Science is Simple Internet Resources: http://nlvn.usu.edu/en/nav/topic_t_4.html

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Assessment for the nine weeks

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Assessment #2</p> <p>This year pre-kindergarten students will be tested every 9 weeks using a project format evaluation. The second assessment is The Scientific Method which allows the students to work on a science experiment.</p>						

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Third Nine Weeks (38 days of instruction) January 19 - March 26

Week One (Jan 19-22)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
Physical Science Skills Measurement Volume VI.A.3. Child uses simple measuring devices to learn about objects.	D	Students will investigate volume by filling in different sizes of containers with different liquids and solids using non-standard measures (4 cups to fill 1 small bucket). Sort by sizes of capacity Measure different materials such as water, and sand.	Same Different Equal Volume Less More	Students will investigate at the water/sand table by filling in different size containers with different solids and liquids.	<p>(K.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 information using tools including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices including clocks and timers, nonstandard measuring items such as paper clips and clothespins, weather instruments such as demonstration thermometers and a wind sock; , and materials to support observations of habitats of organisms such as terrariums and aquariums; and</p>	Water Sandbox different size containers sand water rice color aquarium pebbles funnels scoops spoons turkey baster Science is simple p. 155

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Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Two (Jan 25-29)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI.A.3 Child uses simple measuring devices to learn about objects.</p>	<p>I</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● investigates and discusses the mass of a variety of items (rocks, feathers, metal chain, etc.) using a balance or scale; categorizes weighted objects (heavy/light); and length of objects (long/short). ● measures length using non-standard units. ● Explore measurement linear. ● Order Objects by size. ● Compare objects by length. 	<p>Long Short Tall Bigger Small Same Different</p>	<ul style="list-style-type: none"> ● Student will measure with different non-standard objects. ● They will trace and measure themselves with cutout hands. ● Then measure other objects to make comparisons. 	<p>(K.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 information using tools including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices including clocks and timers, nonstandard measuring items such as paper clips and clothespins, weather instruments such as demonstration thermometers and a wind sock; , and materials to support observations of habitats of organisms such as terrariums and aquariums; and</p>	<p>Unifix cubes Blocks Yarn Hands Feet Cutouts</p> <ul style="list-style-type: none"> ● HSP Math

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Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Three (Feb 1-5)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
Physical Science Energy VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity .	ID	The child: <ul style="list-style-type: none"> describes sources of heat and light (sun, wind, water as energy sources) and the safety issues associated with these. identifies toys that need batteries and equipment in the home that needs electricity to function. The teacher: <ul style="list-style-type: none"> models appropriate vocabulary for sources of energy such as “on/off” for light (electricity). discusses and models safety issues associated with heat and electricity. 	energy source heat light electricity safety batteries on off	<ul style="list-style-type: none"> Students investigate wind by making wind socks and kites. Students investigate source of heat by using sun or body heat by melting chocolate and crayons. 	(K.6) Force, motion and energy. The student knows that energy, force and motion are related and are a part of their everyday life. The student is expected to: (A) use the five senses to explore different forms of energy, such as light, heat, and sound;	Materials to melt: <ul style="list-style-type: none"> Chocolate Ice Water <ul style="list-style-type: none"> Science Literacy Center Set B: Energy Light Electricity <ul style="list-style-type: none"> Science is Simple

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Third Nine Weeks (38 days of instruction) January 19 - March 26


Week Four and Five (Feb 8-19)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Earth and Space Skills VI.C.1.</p> <p>Child identifies, compares, discusses earth materials, and their properties and uses.</p>	D	<ul style="list-style-type: none"> ● Observes, discusses, and compares earth materials (rocks, soil, and sand) using hand lenses, sieves, water, and balances. ● Identifies the importance of soil, sunlight, air, and water to plant growth. ● Discusses and explains ways earth materials are used for building houses, road construction, and decorative purposes (the uses of rocks). 	<p>Magnifying glass</p> <p>Balance</p> <p>soil</p> <p>rocks</p> <p>sand</p> <p>earth materials</p>	<p>Sun Prints</p> <p>Experiment with growing grass.</p> <p>Plant an indoor garden</p> <p>Observation of Activities</p>	<p>(K.7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:</p> <p>(A) observe, describe, compare, and sort rocks by size, shape, color, and texture;</p> <p>(B) observe and describe physical properties of natural sources of water including color and clarity;</p> <p>(C) give examples of ways rocks, soil, and water are useful.</p>	<ul style="list-style-type: none"> ● Science Literacy Center

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Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Five and Six (Jan 11-15)


Pr-Kinder Guideline 	I- Introduce D- Develop	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
		Science Exp. Students will familiarize themselves with the Scientific Method	Question Experiment Hypothesis <i>Pregunta</i> <i>Experimento</i> <i>Hipotesis</i>	Students will work as a whole with a science experiment	K-(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: (A) ask questions about organisms, objects, and events observed in the natural world; (B) plan and conduct simple descriptive investigations such as ways objects move; (C) collect data and make observations using simple equipment such as hand lenses, primary balances, and nonstandard measurement tools; (D) record and organize data and observations using pictures, numbers, and words; and (E) communicate observations with others about simple descriptive investigations.	Science is Simple pg. 15-17



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Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Seven (Feb 22-March 5)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Spring Equinox</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p>  <p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p> <p>Child will:</p> <ul style="list-style-type: none"> discusses how seasons affect his daily life (clothes he wears or activities he plays). 		<p>The child:</p> <ul style="list-style-type: none"> observes and describes how different items (rock, metal) respond to the warmth of the sun outside on a sunny day or a cold/cloudy day. explains what happens after a weather event (erosion after a rain storm; movements of leaves after a wind storm). observes, records, and predicts daily weather changes (weather charts). observes shadows and describes the relationship between the shadow and a light source (sun, flashlight, lamp). 	<p>Seasons</p> <p>Change</p> <p>Colors</p>	<p>Observing a butterfly garden.</p> <p>Planting a garden (Bulbs, beans, radish)</p> <p>Nature Walk to Observe Changes in Plant Life and Record Weather.</p>	<p>K.8 Earth and Space. Students knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p> <p>(A) observe and describe weather changes from day to day and over seasons</p>	<p>Planting a Rainbow</p> <p>Science Literacy Center</p> <p>Set A Books:</p> <ul style="list-style-type: none"> Weather Sun Water Wind Storms <p>Trees</p> <ul style="list-style-type: none"> Look at this Tree Evergreens are Green <p>Internet Resources:</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>

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Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Eight (Mar 8-12)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Earth and Space Skills Objects in the Sky</p> <p>VI.C.2. Child identifies, observes, and discusses objects in the sky.</p>	D	<p>The child:</p> <ul style="list-style-type: none"> ● observes and discusses characteristics of clouds and makes representations (finger painting the clouds in the sky). ● asks questions and/or makes comments about the sun, stars, and moon. 	<p>Sun Moon Sky Stars Clouds Rainbow Rain</p>	<p>Finger Painting Clouds</p> <p>Observing colors created by a prism, or bubbles</p>	<p>(K.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>(C) observe, describe, and illustrate objects in the sky such as the clouds, moon, and stars, including the Sun.</p>	<p>Look Likes Split Milk (Big Book)</p> <p>Sun and Moon (Scholastic Book)</p> <p>Video Streaming Night and Day Pictures</p> <p><u>Internet Resources:</u> www.fourmilab.ch/earthview/ click on blue words to see amazing pictures</p> <p>www.nasa.gov/ http://amazing-space.stsci.edu/</p>

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Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Nine (March 22-26)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI.B.1. Child identifies and describes the characteristics of organisms.</p>	<p>D</p>	<p>The child:</p> <ul style="list-style-type: none"> • describes color, size, and shape of organisms. • describes animals' needs for food, water, air, and shelter or plants' needs for water, nutrients, air, and light. • compares differences and similarities of animals (fish live in water, dogs and cats have fur, all birds have feathers). • uses the tools of science (hand lens and measurement tools) to observe and discuss plants and animals. 	<p>characteristic s Organism plants animals</p>	<p>Circle Map to Describe Organisms Student Use Hand Lenses to make comparisons of living and Non Living Pictures. Sort Living and Non living Pictures. Sorting Animal Pictures by Characteristics Habitat</p>	<p>(K.9) Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to: (B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals, and air, water, nutrients, sunlight, and space for plants; (K.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: (A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape; (B) identify parts of plants such as roots, stem, and leaves; and parts of animals such as head, eyes, and limbs; (C) identify ways that young plants resemble the parent plant; and</p>	<p>Science Literacy Center Where do birds live? Where do insects live? Who lives in the Artic? Who lives in the Rainforest? Animal homes Homes in the Ground Who lives in a Tree?</p>

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Assessment for the nine weeks

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Assessment #3</p> <p>This year pre-kindergarten students will be tested every 9 weeks using a project format evaluation. The third assessment is a Measurement Fair which allows the students to practice using different forms of measurement.</p>						

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Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week One and Two (March 29-April 9)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI. B. 1 Child identifies and describes the characteristics of organisms.</p>	ID	<p>The child:</p> <ul style="list-style-type: none"> describes color, size, and shape of organisms. describes animals' needs for food, water, air, and shelter or plants' needs for water, nutrients, air, and light. compares differences and similarities of animals (fish live in water, dogs and cats have fur, all birds have feathers). uses the tools of science (hand lens and measurement tools) to observe and discuss plants and animals. 	<p>color</p> <p>size</p> <p>food</p> <p>water</p> <p>organism</p> <p>air</p> <p>hand lens</p> <p>measurement tools</p>	<p>Science Center activities</p>	<p>(K.9) Organisms and environments The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:</p> <p>(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals, and air, water, nutrients, sunlight, and space for plants;</p> <p>(K.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) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape;</p> <p>(B) identify parts of plants such as roots, stem, and leaves; and parts of animals such as head, eyes, and limbs;</p> <p>(C) identify ways that young plants resemble the parent plant; and</p>	<p>"Resources for Creative Teaching in Early Childhood: Education Station" Pages 389-444</p> <p>"Discovering Plants and Animals" Pages 15-16 and page 22</p> <p>"Science is FUN"</p>

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Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week Three (Apr 12-16)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
VI.B.2. Child describes life cycles of organisms.	I	The Child: <ul style="list-style-type: none"> • plants seeds, then observes, discusses, and records plant growth. • observes, records, and discusses the stage of the life cycle of an organism (baby, dog, cat, and chicken) • describes characteristics and differences between living and nonliving. • observes and discusses human growth (growth charts at the beginning of the year and again at the end of year). 	life cycle organisms growth seed, seedling adult plant		(K.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: (D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.	Books: 1. The Very Hungry Caterpillar" 2. What Do Insects Do? " Resources for Creative Teaching in Early Childhood Education" "Science is Fun" Discovering Plants and Animals page 10,13,17,19


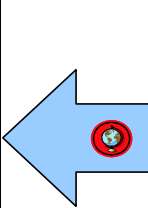
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40th Anniversary of Earth Day

Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week Four (Apr 19-23)

Pr-Kindergarten Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V1.C.4 Child demonstrates the importance of caring for our environment and our planet.</p>  <p>40th Anniversary of Earth Day</p>	<p>ID</p>	<p>The Child:</p> <ul style="list-style-type: none"> discusses “green” practices (water conservation, clean air, recycling, etc.) engages in conservation or recycling projects (not using as many paper towels, using both sides of the paper). goes on a “trash hunt” to clean the school yard. 	<p>Clean air</p> <p>recycling</p> <p>water conservation</p> <p>Earth</p> <p>GO GREEN</p>		<p>K.1C demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling of paper, plastic, and metal.</p>	<p>www.earthday.net http://holidays.kaboose.com/earth-day/ www.planetpals.com www.epa.gov/teachers/ www.seussville.com/games/lorax/</p> <p>'Science is Simple' Pages 207-213</p>

Earth Day Resources
www.earthday.net
<http://holidays.kaboose.com/earth-day/>
www.planetpals.com
www.epa.gov/teachers/

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Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week ,Five and Six (April 26-May 7)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
VI.B.2. Child describes life cycles of organisms.	ID	The Child: <ul style="list-style-type: none"> • plants seeds, then observes, discusses, and records plant growth. • observes, records, and discusses the stage of the life cycle of an organism (baby, dog, cat, and chicken) • describes characteristics and differences between living and nonliving. • observes and discusses human growth (growth charts at the beginning of the year and again at the end of year). 	life cycle organisms growth seed, seedling adult plant		(K.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: (D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.	Books: 1. The Very Hungry Caterpillar" 2. What Do Insects Do? " Resources for Creative Teaching in Early Childhood Education" "Science is Fun" Discovering Plants and Animals page 10,13,17,19

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Fourth Nine Weeks (39 days of instruction) April 4 - June 4


Week Seven and Eight (May 10 - 21)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p>	<p>ID</p>	<p>The Child: <ul style="list-style-type: none"> discusses how animals and humans depend on plants (birds eat seeds, cows eat grass, humans eat vegetables). observes, discusses, and records living organism (spiders, insects, worms, snails, birds) in their natural environments to learn about their habits. observes, discusses, and records seasonal changes in the neighborhood trees and organisms (watches for birds in the spring as they collect nesting materials). discusses how seasons affect his daily life (clothes he wears or activities he plays). describes and explains animal behaviors (a bird building a nest). </p>	<p>behavior food chain seasons weather habitat environment</p>		<p>TEKS not addressed in Kindergarten</p> <p>Second Grade: (2. 9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:</p> <p>(C) compare and give examples of the ways living organisms depend on each other and on their environments, such as food chains within a garden, park, beach, lake, and wooded area.</p>	<p>"Resources for Creative Teaching in Early Childhood Education" page 401-412</p> <p>"Learning about the changing seasons"</p> <p>"Science is Fun"</p>

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Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week Nine (May 24 - 28)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p align="center">Summer Solstice</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p>  <p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p> <p>Child will: • discusses how seasons affect his daily life (clothes he wears or activities he plays).</p>	<p align="center">ID</p>	<p>The Child:</p> <ul style="list-style-type: none"> explains what happens after a weather event (erosion after a rain storm; movements of leaves after a wind storm). observes, records, and predicts daily weather changes (weather charts). observes shadows and describes the relationship between the shadow and a light source (sun, flashlight, lamp). investigates and draws conclusions about shadows. observes seasonal changes. 	<p>Summer</p> <p>Sun Rays</p> <p>Heat</p> <p>Air Conditioner</p> <p>shade</p>		<p>K.8 Earth and Space. Students knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p> <p>(A) observe and describe weather changes from day to day and over seasons</p>	<p>"Resources for Creative Teaching in Early Childhood Education" page 353-367</p> <p>"I Can Make It, I Can Read it Summer"</p> <p>"Learning about the Changing Seasons"</p> <p>Internet Resources:</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>

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Assessment for the nine weeks

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Assessment #4</p> <p>This year pre-kindergarten students will be tested every 9 weeks using a project format evaluation. On the fourth six weeks, students will construct a Season Booklet. The book will describe the seasonal changes observed during the year by the students.</p>						