

**Southington Public Schools
Curriculum Map**

Subject: Science

Grade: K

UNIT TITLE	#1 Weather	#2 Physical Properties of Matter	#3 Living & Nonliving	#4 Natural & Manmade Materials	#5 Sort / Measure Matter
CONTENT	Weather (seasons): <ul style="list-style-type: none"> • Atmospheric Conditions • Activities • Clothing 	Matter properties: <ul style="list-style-type: none"> • Similar & Different • Sink / Float, magnetic, flexible • Use simple tests 	Living & nonliving characteristics: <ul style="list-style-type: none"> • Living Needs • Living Similarities & Differences in appearance and behaviors 	Natural and Manmade: <ul style="list-style-type: none"> • Properties of materials • Shelters • Where used and why 	Measure Matter: <ul style="list-style-type: none"> • Use Senses • Use simple tools • Sort (size, shape, weight, color)
STATE STANDARDS	<p>K-3 Weather conditions affect what we do, what we wear and how we feel.</p> <p>A.7 Describe and record daily weather conditions.</p> <p>A.8 Relate seasonal weather patterns to appropriate choices of clothing and activities.</p> <p>A INQ. 1 Make observations and ask questions about organisms and the environment.</p> <p>A INQ. 2 Uses senses to collect data.</p> <p>A INQ. 3 Make predictions based on observed patterns.</p>	<p>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</p> <ul style="list-style-type: none"> ▪ Some properties can be observed with the senses, and others can be discovered by using simple tools or tests. <p>A 2. Sort objects made of materials such as wood, paper and metal into groups based on properties such as flexibility, attraction to magnets, and whether they float or sink in water.</p>	<p>K.2 – Many different kinds of living things inhabit the Earth.</p> <ul style="list-style-type: none"> ▪ Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli. <p>A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).</p>	<p>K.4 - Some objects are natural, while others have been designed and made by people to improve the quality of life.</p> <ul style="list-style-type: none"> ▪ Humans select both natural and man-made materials to build shelters based on local climate conditions, properties of the materials and their availability in the environment. <p>A9. Describe the types of materials used by people to build houses, and the properties that make the materials useful.</p>	<p>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</p> <ul style="list-style-type: none"> ▪ Some properties can be observed with the senses, and others can be discovered using simple tools or tests. <p>A.1 – Use the senses and simple measuring tools, such as rulers and equal-arm balances to observe common objects and sort them into groups based on size, weight, shape, or color.</p>

<p>STATE STANDARDS</p>	<p>A INQ. 4 Read, write listen and speak about observation of the natural world. A INQ. 5 Seek information in books, magazines and pictures. A INQ. 6 Present information in words and drawings. A INQ. 7 Use standard tools to measure and describe physical properties such as weight, length and temperature. A INQ. 8 Use nonstandard measures to estimate and compare the sizes of objects. A INQ. 9 Count, order and sort objects by their properties. A INQ. 10 Represent information in bar graphs.</p>	<p>A INQ. 1 Make observations and ask questions about organisms and the environment. A INQ. 2 Uses senses to collect data. A INQ. 3 Make predictions based on observed patterns. A INQ. 4 Read, write listen and speak about observation of the natural world. A INQ. 5 Seek information in books, magazines and pictures. A INQ. 6 Present information in words and drawings. A INQ. 7 Use standard tools to measure and describe physical properties such as weight, length and temperature. A INQ. 8 Use nonstandard measures to estimate and compare the sizes of objects. A INQ. 9 Count, order and sort objects by their properties. A INQ. 10 Represent information in bar graphs</p>	<p>A5. Describe the similarities and differences in the appearance and behaviors of adults and their offspring. A6. Describe characteristics that distinguish living from nonliving things. A INQ. 1 Make observations and ask questions about organisms and the environment. A INQ. 2 Uses senses to collect data. A INQ. 3 Make predictions based on observed patterns. A INQ. 4 Read, write listen and speak about observation of the natural world. A INQ. 5 Seek information in books, magazines and pictures. A INQ. 6 Present information in words and drawings. A INQ. 7 Use standard tools to measure and describe physical properties such as weight, length and temperature.</p>	<p>A INQ. 1 Make observations and ask questions about organisms and the environment. A INQ. 2 Uses senses to collect data. A INQ. 3 Make predictions based on observed patterns. A INQ. 4 Read, write listen and speak about observation of the natural world. A INQ. 5 Seek information in books, magazines and pictures. A INQ. 6 Present information in words and drawings. A INQ. 7 Use standard tools to measure and describe physical properties such as weight, length and temperature. A INQ. 8 Use nonstandard measures to estimate and compare the sizes of objects. A INQ. 9 Count, order and sort objects by their properties. A INQ. 10 Represent information in bar graphs.</p>	<p>A INQ. 1 Make observations and ask questions about organisms and the environment. A INQ. 2 Uses senses to collect data. A INQ. 3 Make predictions based on observed patterns. A INQ. 4 Read, write listen and speak about observation of the natural world. A INQ. 5 Seek information in books, magazines and pictures. A INQ. 6 Present information in words and drawings. A INQ. 7 Use standard tools to measure and describe physical properties such as weight, length and temperature. A INQ. 8 Use nonstandard measures to estimate and compare the sizes of objects. A INQ. 9 Count, order and sort objects by their properties. A INQ. 10 Represent information in bar graphs.</p>
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ASSESSMENT	<u>PERFORMANCE TASK</u>	<u>PERFORMANCE TASK</u>	<u>PERFORMANCE TASK</u>	<u>PERFORMANCE TASK</u>	<u>PERFORMANCE TASK</u>
	<p>Imagine that you are a meteorologist. Your job is to describe the weather for the day. (The teacher will show various weather pictures). You must include sample activities that can be done and what kinds of clothing are appropriate for that type of weather. Also give a description of what the temperature classification might be for that type of weather.</p> <p>You will convince your mom (the teacher) that you understand what type of weather will determine how you feel (air temperature), what you will wear and what you can do.</p>	<p>Scooby Doo is back!!!! He would like you to use your senses and the tools that your teacher has put out to sort some materials.</p> <p>Teacher Reference: Tools: magnets, water, balances, paper, metal, wood, plastic, sponges, corks, etc.)</p>	<p>Pretend you are Dr. Doolittle and your job is to sort animals into 4 main groups and sequence the stages of life from various animals in each different group.</p> <p>You need to sort these files (pictures) according to their group. You can choose one animal from each group. The files contain pictures of examples of fish, birds, mammals, insects, and people. Tell why you put them in that group based on their characteristics. Next, sequence each member of the group from their infant to their adult stage.</p>	<p>Imagine that you are a pig in the story, <u>The Three Little Pigs</u>. Your job is to construct a house that will not be blown down by the Big Bad Wolf.....your teacher.</p> <p>You will be able to use any type of material that you wish. You will need to tell why you chose to build your house with that material by describing some of its properties.</p>	<p>Imagine that you are a detective like Scooby – Doo. Your job is to use your senses to sort objects and describe them in all the ways that you can. Your teacher has cleaned your class room. Here is a bag of all kinds of objects that need to be sorted by at least three different physical properties.</p> <p>Teacher reference: In this bag there will be objects that can be sorted by color, shape, size, and weight. (standard items in all kindergarten classes)</p> <p>Note: objects to be used to be sorted will be determined by the science committee to be used by all kindergarten classes.</p>

	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Circle Time Activity • Observational activities for weather conditions. • Match pictures of weather to names describing that weather. • Match picture symbols of clothing and activities to weather symbols. • Weather graph • Venn diagram • Verbal responses • Journal entries • Picture books • Teacher observation 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Learning station activities • Observational Check list • Verbal responses • Matching • Venn Diagrams • Graphing Activities • Oral Interviews 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Venn Diagrams • Teacher Observations • Class Books • Center Work • Sequencing • Learning Stations • Journal Writing • Oral Interviews 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Learning station activities • Teacher observation • Verbal interviews • Venn Diagram • Whole group instruction 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • learning station activities • check list (teacher observations) • verbal responses • matching pictures of objects with senses and/or properties • Venn Diagrams • whole group instruction • graphs • oral interviews
<p>SKILLS</p>	<ul style="list-style-type: none"> • Name and describe characteristics of the four seasons. • Describe examples of seasonal change. • Name and describe different types of weather. • Describe what types of clothing are worn for different kinds of weather. • Sort pictures by seasons and/or weather. • Describe weather characteristics. 	<ul style="list-style-type: none"> • Use their senses to learn about the environment • Identify which part of the body they use for each of the 5 senses. • Classify objects by their physical properties • Use simple tools to better describe and sort materials. 	<ul style="list-style-type: none"> • Sort and identify things as living or nonliving. • Compare living and nonliving things. • Describe what living things need to survive. • Classify living things into 4 main groups based on their characteristics. • Describe the differences and similarities of different living things. • Describe how different animals move. • Sequence Life Stages of living things: plants, humans, butterfly and other animals). 	<ul style="list-style-type: none"> • Sort materials that are manmade and those found in nature. (Legos, Popsicle sticks, sugar cubes, blocks etc.) • Construct a house using either manmade or natural materials. (legos, blocks, Popsicle sticks, paper, cardboard, Lincoln logs, etc.) • Describe some of the properties of building materials. 	<ul style="list-style-type: none"> • Use a particular sense to describe objects. • Use their senses to learn about their world and especially matter. • Sort objects by their physical properties • Use simple tools (balance and non-standard rulers) to better describe and sort objects. • Identify and describe physical properties: (size, shape, color, weight, texture). • Compare the weight (more than, less than) or

SKILLS	<ul style="list-style-type: none"> • Read and respond to stories about weather. • Describe how they feel (temperature of air) in different types of weather). • Describe clothing to wear in different seasons and weather conditions. • Describe weather conditions. • Observe and chart daily weather changes. • Graph weather data. • Match clothing pictures to appropriate weather and activities. • Sequence pictures of seasons (what season comes before or after another season). 	<ul style="list-style-type: none"> • Test materials to determine properties such as magnetic ability, flexibility, or ability to float. 	<ul style="list-style-type: none"> • Match pictures of adults with their offspring from various groups of living things. • Describe what plants need to grow. • Compare seeds to the mature plant. • Sort seeds based on properties. • Grow and compare different types of plants. • Sequence Life Stages of living things: plants, humans, butterfly and other animals). 	<ul style="list-style-type: none"> • Identify materials on a nature walk that are found in our environment naturally or are manmade. 	<p>length (shorter, longer) of various objects.</p> <ul style="list-style-type: none"> • Observe and describe objects using their senses. • Group common objects by what they are made of (wood, metal, plastic). • Graph quantities of objects.
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