

Science – Pre-First

Month	Content	Skills	Assessment	Essential Questions
September to January	<ul style="list-style-type: none"> • Five Senses 	<ul style="list-style-type: none"> • Use of senses to learn about the world around us • Identify an object using a specific sense. • Develop a vocabulary of sensory terms. <p><u>ESSENTIAL VOCABULARY:</u> scientist, specimen, lab coat</p> <p><u>Taste</u> salty, bitter, sweet, sour</p> <p><u>Sound</u> loud, soft, muffled, travel, stationary</p> <p><u>Touch</u> hot, cold, rough, smooth, bumpy, sharp</p> <p><u>Smell</u> sour, sweet, good, bad</p> <p><u>Sight</u> near, far</p>	<ul style="list-style-type: none"> • Student-made chart of objects identified by an isolated sense • Use of sensory vocabulary in class discussions 	<ul style="list-style-type: none"> • How can your sense of _____ help you to learn? • How does it taste, feel, smell, look, sound? • If your sense of _____ was taken away, how would you learn about _____?

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September to June	<ul style="list-style-type: none"> Seasons 	<ul style="list-style-type: none"> Describe the current season through observation. Develop/categorize vocabulary of seasonal terms for weather, temperature, clothing, foods, environment. Compare/contrast current season to previous season. <p><u>ESSENTIAL VOCABULARY:</u> Spring, Summer, Fall, Winter, weather, temperature, thermometer, rainy, icy, cloudy, snowy, foggy, windy, sunny, mild, hot, cold, warm, blizzard, drizzle</p>	<ul style="list-style-type: none"> Use of seasonal language through daily discussion Chart seasonal terms by category. Draw picture(s) of correct season. 	<ul style="list-style-type: none"> How do people, plants, & animals change when the season(s) change? How does weather change with the seasons?

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October	<ul style="list-style-type: none"> • Properties 	<ul style="list-style-type: none"> • Describe an object. • Develop a vocabulary of descriptive terms. • Classify characteristics of objects described. (size, shape, color) • Observe/discuss like/unlike, characteristics of 2 objects. <p><u>ESSENTIAL VOCABULARY:</u> compare, contrast, categorize, observe, describe, classify, discuss, identify, characteristics, record</p>	<ul style="list-style-type: none"> • Using description list, describe an unknown object using 2/3 appropriate words. • Place an unknown object in correct category. • use of descriptive vocabulary in class discussions 	<ul style="list-style-type: none"> • Which one is like the other? Why? • Are any two alike? Why? • How many different kinds do you see? • What do you see? • How can you describe your item? • What is the best way to categorize your items(s)?

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February to May	<ul style="list-style-type: none"> Growing & Changing 	<ul style="list-style-type: none"> Observe/record changes in growth of a living thing. Sequence the stages of growth. Recognize that all living things have a life span. Observe that many factors affect the growth of living things. Develop a vocabulary of growth germs. <p><u>ESSENTIAL VOCABULARY:</u> growth, living, non-living, life cycle, life span</p> <p><u>Plants</u> stem, roots, leaves, germinate, seed coat, bud, flower, seed</p> <p><u>Chicks</u> Egg, embryo, airspace, shell, fertile egg, hatch</p> <p><u>Humans</u> Infant, toddler, adolescent, senior citizens</p>	<ul style="list-style-type: none"> student-made growth chart of a living thing use of growth vocabulary in discussions compare/contrast two living things Make observations of living things under various growth situations. 	<ul style="list-style-type: none"> What changes do living things go through as they grow? What appears first, next, then, last in the life cycle? How do infants differ from mature adults? How are life spans same/different among living things?