

Lowndes County Science Pacing Guide

Kindergarten

<p>(Strand)</p> <p><i>Vertical Alignment</i></p> <p><u>Lesson Topic</u></p>	<p>Objectives</p>	<p>Approximate Days Needed</p>	<p>Suggested Teaching Strategies</p>
<p>(Life Science)</p> <p>Structure and function of living systems</p> <p><u>Me and My Five Senses</u></p>	<p>3b. Compare and contrast physical characteristics of humans. (DOK1)</p> <ul style="list-style-type: none"> The five senses (sight, smell, touch, taste, hearing) and corresponding body parts 	<p>Week 1</p>	<p>*Name, identify and describe the five senses. *Discusses the functions of each of the five senses. * Match body parts to five senses.</p> <p><i><u>Children's Literature:</u></i></p> <p><u>My Five Senses</u> By: Alik <u>Look Again!</u> By: Tana Hobart <u>Look At Your Eyes</u> By: Paul Showers <u>The Wonder of Hands</u> By: Edith Baer <u>Do You Hear What I Hear?</u> By: Borton, <u>Popcorn</u> By: Millicent Selsam</p>

			<u>The Popcorn Book</u> By: Tomie dePaola
<p>(Life Science)</p> <p>Structure and function of living systems</p> <p><u>Me and My Body</u></p>	<p>3b. Compare and contrast physical characteristics of humans. (DOK1)</p> <ul style="list-style-type: none"> • The six major body organs (brain, skin, heart, lungs, stomach, intestines). 	Week 2 &3	<p>*Name, identify, and describe the six major body organs.</p> <p>*Discuss the functions of the six major body organs.(The Body Walk)</p>
<p>(Life Science)</p> <p>Regulation and Behavior</p> <p><u>Me and My Body</u></p>	<p>c. Classify parts of the human body that help it seek, find, and take in food when it feels hunger. (DOK 1)</p> <ul style="list-style-type: none"> • Eyes and nose for detecting food • Legs to get it • Arms to carry it away • Mouth to eat it 	Week 4 &5	<p>*Name, identify, and describe the functions of the eyes, nose, legs, arms, and mouth.</p> <p>*Define the words “seek” and “find.”</p>
<p>(Life Science)</p> <p>Reproduction and Heredity</p> <p><u>Me and My Family</u></p>	<p>3d. Identify offspring that resemble their parents. (DOK 1)</p>	Week 4&5	<p>*Share pictures of parents and compare similarities.</p> <p>*Students will create a family tree.</p> <p>*Students will create an All-About-Me Poster.</p>
(Life Science)	3e. Recognize and compare	Week 6	*Define “living” and “non-living”.

<p><u>Living and Nonliving</u></p>	<p>the differences between living organisms and non-living materials. (DOK 2)</p>		<p>*Create graphs of living organisms and non-living objects in the classroom.</p> <p>*Record your results using tally marks on the board.</p>
<p>(Life Science) Diversity and adaptations of organisms</p> <p><u>Classify, compare, and contrast, animals and plants</u></p>	<p>3a. Group animals and plants by their physical features (e.g., size, appearance, color). (DOK 2)</p>	<p>Weeks 7-12</p>	<ul style="list-style-type: none"> • Differentiate among humans, other animals, and plants. • Classify animals as farm, zoo, pet, wild, or ocean (aquatic). • Identify animals by habitat.
<p>(Physical Science) Properties of Matter</p> <p><u>Matter Sink/Float</u></p>	<p>2a. Classify properties of objects and materials according to their observable characteristics. (DOK 2)</p> <ul style="list-style-type: none"> • Materials (e.g., wood, paper, plastic, metal) • Matter (solid or liquid) • Objects that sink or float in water 	<p>Week 13 & 14</p>	<ul style="list-style-type: none"> • Define the word “matter”. • Introduce the word “recycle”, using different items classify as: wood, paper, plastic, or metal. • Conduct a classroom experiment using objects that sink or float. Make prediction and graph results.
<p>(Physical Science)</p>	<p>2b. Differentiate what</p>	<p>Week 15</p>	<p>*Conduct an experiment using</p>

<p>Changes in properties of matter</p>	<p>happens to water left in an open container (disappears) and water left in a closed container (remains). (DOK 1)</p>		<p>two like containers filled with the same amount of water. Leave one container open and one closed. Keep a daily record of the results. Discuss the results.</p>
<p>(Physical Science)</p> <p>Transfer of energy: Magnetism and Electricity</p> <p><u>Magnets</u></p>	<p>2d. Compare the interaction between two magnets and the interaction between magnets and other objects (e.g., iron, other metals, wood, water). (DOK 1)</p>	<p>Week 16</p>	<p>*Define, describe, and show examples of magnets.</p> <p>*Discuss the “poles”.</p> <p>*Students will conduct an experiment using classroom objects to see if they are magnetic. Students will record their results.</p>
<p>(Physical Science)</p> <p>Motions and Forces</p> <p><u>Forces /Motions</u></p>	<p>2c. Compare types of forces and motion. (DOK 1)</p> <ul style="list-style-type: none"> • External motion of objects (e.g., straight-line, circular, back-and-forth, rotational) • Internal motion of objects (e.g., bending, stretching) 	<p>Week 17</p>	<ul style="list-style-type: none"> • Demonstrate various ways that objects can move, including; straight, zig-zag, back and forth, round and round, fast and slow. • Demonstrate the effects of the force of gravity on objects.
<p>(Inquiry)</p> <p>Ability necessary to do scientific</p>	<p>1a. Demonstrate an understanding of a simple investigation by asking questions. (DOK 2)</p>		<p>On-going, yearlong activity</p>

<p>inquiry</p> <p><u>Scientific Investigation</u></p>			
<p>(Inquiry)</p> <p>Ability necessary to do scientific inquiry</p> <p><u>Scientific Investigation</u></p>	<p>1b. Compare, sort, and group objects according to size, shape, color, and texture. (DOK 2)</p>	<p>Week 18</p>	<p>*Separate objects according to size, shape, color and texture.</p> <p>*Make a collage using different materials: ex. Sand, sand paper, fabric, torn construction paper, wall paper.</p>
<p>(Inquiry)</p> <p>Tools and techniques of scientific inquiry</p> <p><u>Scientific Investigation</u></p>	<p>1c. Identify simple tools (rulers, thermometers, scales, and hand lenses) used to gather information. (DOK 1)</p>	<p>Week 19</p>	<p>*The teacher will introduce the ruler, thermometer, scales and hand lenses.</p> <p>*The teacher will demonstrate how each tool is used.</p>

<p>(Inquiry)</p> <p>Analyze information and draw conclusions</p> <p><u>Scientific Investigation</u></p>	<p>1d. Recognize that people have always had questions about their world and identify science as one way of answering questions and explaining the natural world. (DOK 1)</p>	<p>Week 20</p>	<p>*The teacher will define the word “science.”</p>
<p>(Inquiry)</p> <p><u>Scientific Investigation</u></p>	<p>1e. Describe ideas using drawings and oral expression. (DOK 2)</p>		<p>*This will be ongoing all year long using different topics. Ex. Parts of a plant, life cycles...</p>
<p>(Inquiry)</p> <p><u>Scientific Investigation</u></p>	<p>1f. Recognize that when a science investigation is done the way it was done before, very similar results are expected. (DOK 1)</p>	<p>Week 21</p>	<ul style="list-style-type: none"> The teacher will introduce the scientific method.
<p>(Earth and Space Science)</p> <p>Structure of the earth system</p> <p><u>Earth Materials</u></p>	<p>4a. Sort, separate, and classify Earth materials (e.g., clay, silt, sand, pebbles, gravel) using various strategies. (DOK 2)</p>	<p>Week 22</p>	<p>*Students will examine different types of earth materials.</p>

<p>(Earth and Space Science)</p> <p>Earth's history</p> <p><u>Properties of Earth</u></p>	<p>4b. Identify and describe properties of Earth materials (soil, rocks, water, and air). (DOK 1)</p>	<p>Week 23</p>	<p>*Discuss how the earth is made up of four properties: soil, rocks, water, and air.</p> <p>*Discuss the importance of each of these materials.</p>
<p>(Earth and Space Science)</p> <p>Earth in the solar system</p> <p><u>Weather</u></p>	<p>4c. Collect and display local weather data. (DOK 2)</p>	<p>Week 24 & 25</p>	<p>Define weather conditions, and then observe, chart, and record weather conditions every day.</p>
<p>(Earth and Space Science)</p> <p>Environmental changes</p> <p><u>Water Conservation</u></p>	<p>4d. Describe ways to conserve water. (DOK 2)</p>	<p>Week 26</p>	<p>*Define the word "conserve."</p> <p>*Describe and discuss ways to conserve water.</p>

<p>(Earth and Space Science)</p> <p>Earth in the Solar System</p> <p><u>The Sun</u></p>	<p>4e. Describe the effects of the sun on living and non-living things. (DOK 1)</p> <ul style="list-style-type: none"> • Warms the land, air, and water • Helps plants grow 	<p>Week 27</p>	<p>*Discuss the importance of the sun and its effect on living and non living things.</p> <p>* Discuss how plants need sun to grow.</p>
<p>(Earth and Space Science)</p> <p>Earth and the Universe</p> <p><u>Shadows</u></p>	<p>f. Identify the sun as Earth's source of light and heat and describe changes in shadows over time. (DOK 2)</p>	<p>Week 28</p>	<p>*Discuss how the sun is the biggest star and how it effects our earth.</p> <p>*Discuss how the sun rises and sets and how shadows changes with the position of the sun.</p>