

KINDERGARTEN - Science Standards

Standard

E& S Activities

Billy B & Me CD Songs

I. Inquiry Process skills and inquiries are not an isolated unit of instruction and should be embedded throughout the content areas. Safety issues should be addressed as developmentally appropriate. A. Process Skills		
1. Observe		
a. Use the senses to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations).	1 - Energy Detectives (variation) 4 - What Powers the Move? (variation)	
2. Classify		
a. Compare, sort, and group concrete objects according to observable properties.	4 - What Powers the Move? (variation)	
b. Arrange objects in sequential order.		
3. Measure		
a. Use standard (U.S. Customary and Metric) and nonstandard whole units to estimate and measure mass, length, volume, and temperature (quantitative observations).		
4. Communicate		
a. Use drawings, tables, graphs, written and oral language to describe objects and explain ideas and actions.	2 - May the Source Be with You (variation) 4 - What Powers the Move? (variation)	
B. Inquiry		
1. Plan and conduct a simple investigation.		
a. Ask a question about objects, organisms, and events in the environment that could start an investigation.		
b. Use simple equipment to gather data and extend the senses.		
II. Life Science Units of Study: Animals and Plants My Body		
A. Characteristics of Organisms		
1. Organisms have basic needs.		
a. Observe and describe that living things change as they grow.		
b. Investigate and identify the natural resources (food, water, and air) that living things need to survive. (P)	1 - Energy Detectives (variation)	It is the Energy, It is the Sun The Rock and Roll of Photosynthesis Ecosystem Yummy, Yummy

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2. Humans have distinct body structures for walking, holding, seeing and talking.		
a. Name major body parts.		
b. Identify the uses of body parts.		
3. Humans have senses including sight, smell, hearing, touch, and taste.		
a. Describe the five senses.		
b. Investigate using sensory organs associated with each of the senses.		
c. Communicate using sensory descriptors (e.g., sweet, sour, bitter, salty, rough, smooth, hard, soft, cold, warm, hot, loud, high, low, bright, and dull).		
B. Life Cycles of Organisms		
1. Plants and animals closely resemble their parents.		
a. Observe that plants and animals go through a life cycle.		
b. Observe and identify structures that are common		
c. Compare offspring of plants and animals as similar but not identical to their parents and one another.		
<p>III. Earth Science Units of Study: Rocks, Soil, and Water Seasonal Changes</p> <p>A. Properties of Earth Materials</p> <p>1. Solid rocks, soils and water are earth materials.</p>		
a. Describe earth materials using the senses.		
b. Explore the natural flow of water downhill.		
c. Describe a way to conserve water at home or at school. (P)		
2. Soils have properties of color and texture.		
a. Compare a variety of soil samples.		
b. Sort soil samples by a single attribute.		
B. Changes in Earth and Sky		
1. Weather changes from day to day and over the seasons.		
a. Record weather observations pictorially.		
b. Name and describe the seasons.		
c. Describe how seasonal changes may affect plants and animals.		

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IV. Physical Science

Unit of Study:
Exploring Matter

A. Properties of Objects and Materials

1. Objects have many observable properties.

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| a. Examine, describe, and compare common physical properties of a variety of materials. | | |
| b. Observe and describe water as a solid or a liquid. | | |
| c. Observe, classify, and describe objects made of different materials, such as, paper, wood, fabric, and metal. | | |
| d. Observe that objects can move. | | |

2. Objects can be described by the properties of the materials from which they are made and those properties can be used to separate or sort a group of objects or materials.

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| a. Classify materials that float/sink in water. | | |
| b. Investigate how magnets affect some materials and have useful applications as a tool. | | |
| c. Classify and describe everyday materials that can be recycled.
(P) | | What, What Is. . .
Resources
Reduce, Reuse, Recycle Engine Oil |