Science

Course: Kindergarten			Designated Six Weeks: Ongoing		
Unit: Process Skills			Days to teach: Ongoing		
TEKS	**Guiding Questions Specificity**	**Sample Assessment**	**Vocabulary**	**Instructional Strategies**	**Resources/ Weblinks**
(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.					
K. 1(A) identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately; K.1 (B) describe the importance of safe practices to keep self and others safe and healthy. K.1 (C) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.	Do you have your safety contract signed? Are you allergic to anything? Do you see anyone being unsafe?	Sample Questions 1. Which of these activities in a lab should a student NOT do? a. run around b. follow directions c. wash your hands when you are finished.	Safety Natural resources Recycle Re-use	**Examples of Instructional Strategies:** role play modeling science journals visuals/video think/pair/share **Link to the ELPS Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html 1E-learning logs 2G-draw and write 2F-visuals/video, graphic organziers	**Simple Science CD** Kindergarten Folders **MISD Teacher Wiki:** www.misdk4science.pbworks.com
(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.					

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K.2 (A) ask questions about organisms, objects, and events in the natural world K.2 (B) plan and conduct descriptive investigations such as how objects move K.2 (C) collect data from observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools; K.2 (D) record and organize data using pictures, numbers, and words; K.2 (E) communicate observations with others about simple descriptive investigations	Use examples of several objects to show their movement. Give students opportunities to explore using science tools. Students can explain their observations in pictures, by sharing, and by drawing.	Sample Questions 1. You are observing a how a toy car travels. When you push the car harder, what should you see? a. the car will go further b. the car will stop	Primary balance Investigation	**Examples of Instructional Strategies:** manipulatives visuals/video think/pair/share science journals charts/graphs **Link to the ELPS Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html 1E-learning logs 2G-draw and write 2F-visuals/video, graphic organziers	**Simple Science CD** Kindergarten Folders **MISD Teacher Wiki:** www.misdk4science.pbworks.com

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(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving.					
K.3 (A) identify and explain a problem such as the impact of littering on the playground; K.3 (B) make predictions based on observable patterns in nature such as the shapes of leaves K.3 (C) explore that scientists investigate different things in the natural world and use tools to help in investigations.	List some examples of littering. How do tools help scientists? **The allow scientists to explore and test their world.**	Sample Questions 1.What problems would littering cause on the playground? 2. What tool would you need to measure how long a leaf is?	Predict litter	**Examples of Instructional Strategies:** role play modeling science journals visuals/video think/pair/share **Link to the ELPS Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html 1E-learning logs 2G-draw and write 2F-visuals/video, graphic organziers	**Simple Science CD** Kindergarten Folders **MISD Teacher Wiki:** www.misdk4science.pbworks.com

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(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world.					
K.4 (A) collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums; and K.4 (B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment	Students should have opportunities to explore using a variety of their science tools in centers, activities, and direct instruction.	Sample Questions 1. What tool would be best used identify that an object is metal? a. magnet b. pan balance c. plastic beaker	Wind sock timer	**Examples of Instructional Strategies:** manipulatives visuals/video think/pair/share science journals charts/graphs **Link to the ELPS Strategies:** http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html 1E-learning logs 2G-draw and write 2F-visuals/video, graphic organziers	**Simple Science CD** Kindergarten Folders **MISD Teacher Wiki:** www.misdk4science.pbworks.com