

LITTLE ROCK SCHOOL DISTRICT

Curriculum Map

Kindergarten Science

Science in Black

Literacy Connections in Green

Health Connections in Blue

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Little Rock School District

Kindergarten Science

Month/SLEs	Content/Skills	Essential Questions	Assessments	Lab Activities	Strategies/Resources
<p>August</p> <p>SLEs=Student Learning Expectations HW.9.K.1 Identify positive and negative ways to gain attention. HW.9.K.2 Recognize personal and shared space HW.11.K.12 and 13 Identify types of abuse such as bullying and identify sources to report abuse</p> <p>ESS.8.K.6 Describe the four seasons (Summer)</p> <p>NS.1.K.8 Apply appropriate rules of safety related to daily activities HW.11.K.11 Practice safety rules pertaining to strangers</p> <p>LS.2.K.5 Name and describe the five senses</p> <p>LS.2.K.6 Discuss the function of the five senses</p> <p>NS.1.K.1 Record observations pictorially,</p>	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> Record Describe Observe <p>Vocabulary</p> <ul style="list-style-type: none"> Taste Touch Smell Hear See Eyes Ears Tongue Nose Skin Sense(s) Season Weather <p>Inquiry Skills Description T.E. p. T10</p>	<p>What do I use to gather information about the world around me?</p> <p>How does weather change with the seasons?</p>	<p>Harcourt Science T.E. p. 5 Performance /rubric TR41-42Formal</p> <p><i>Take a walk outside and find a tree. Observe how the tree looks in summer. Draw your tree in summer and describe how it looks.</i></p> <p><i>Draw and label the parts of your body that you use for each of the five senses.</i></p>	<p>August Lab Experiences</p> <p>Secrets in the Bag</p> <p>Sensitive Toes</p> <p>We Need 5 Senses</p> <p>Hidden Coloring</p> <p>Taste</p> <p>Senses Poem</p> <p>Harcourt Science T.E. pp. 8, 10, 12 Investigation about Apples</p> <p>Summer R8, R9</p> <p>Harcourt Science Activity Book (AB) AB1 & AB2</p>	<p>Harcourt Science Ready, Set, Science Teacher’s Edition (T.E.) Lesson 1- pp.8-9 Lesson 2- pp.10-11 Lesson 3-pp. 12-13 Links and Centers pp. 14-15 Big Book of Science Readers: My Senses pp.1-8 Big Book of Science Songs and Rhymes- pp.3-4 (Senses) Teaching Resources and Assessments (TR) School/Home Connection TR 3</p> <p>Trade Books: Your Five Senses-: Melvin Berger The Listening Walk-Paul Showers Brown Bear, Brown Bear –Bill Martin Jr. Arthur’s Nose- Marc Brown See, Hear, Touch, Taste, Smell-Newbridge Me and My Senses- Joan Sweeney Goldilocks and the Three Bears</p> <p>Websites: Project Learning Tree www.plt.org Support for Arkansas SLEs for Science p.5-8</p>

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<p>orally and in writing.</p> <p>NK.1.K.2 Ask questions based on observations.</p> <p>HW.9.K.3 Recognize characteristics that make a good friend</p> <p>September</p> <p>PS.5.K.1 List and classify objects according to the single properties</p> <ul style="list-style-type: none"> • size • color • shape <p>PS.6.K.1 PEL. K.2 Demonstrate spatial relationships, including but not limited to: over, under, left, right</p> <p>ESS.8.K.5 Chart weather everyday</p> <p>NS.1.K.6 Collect empirical evidence as a class</p> <p>HW.9.K.4 Recognize ways to communicate</p>	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> • Classify • Compare • Communicate • Draw conclusions <p>Vocabulary</p> <ul style="list-style-type: none"> • Matter • Solid • Liquid • Gas • Color • Circle • Triangle • Square • Big/Little • Heavy/Light • Long/Short • Rough/Smooth • Straight/Curved • Over/Under • Above/Below • Left/Right • Cut • Tear • Bend • Fold • Mix 	<p><i>How can matter be sorted?</i></p> <p><i>How does weather change with the seasons?</i></p> <p>Recognize foods That are categorized into groupsHW.12.K.4</p>	<p>Harcourt Science T.E. p. 21 Performance/ Rubric TR43-44 Formal</p> <p><i>Make a graph with your teacher and record the temperature for each day in the week. Compare each day and record your observations. Which day had the highest temperature? Which day had the lowest? Were there days that the temperature was the same?</i></p> <p><i>Draw and label examples of each kind of matter, solid, liquid, gas.</i></p>	<p>September Lab Experiences</p> <p>Magic Matter</p> <p>Dunking Raisins</p> <p>Grow a Rock</p> <p>Water Can Change</p> <p>Liquids to Solids</p> <p>Ice Cream in a Baggie</p> <p>Harcourt Science T.E. Sorting Matter p. 24 The Same and Different p. 30 Describing Textures p. 40 Making Changes p. 50</p>	<p>Harcourt Science Chapter 1: The World Around Us T.E. pp.18-55 Lesson 1- pp. 24-29 Lesson 2- pp. 30-39 Lesson 3- pp. 40-49 Lesson 4- pp. 50-55</p> <p>Big Book of Science Readers: Tell About Toys pp. 2-16</p> <p>Big Book of Science Songs and Rhymes-p. 6</p> <p>Science Songs CD Track 13: <i>Size, Shape, Color, Texture</i> Track 14: <i>“What’s the Matter</i></p> <p>Trade Books: What is Matter – Newbridge Matter is Everything- Newbridge What the World is Made of- Kathleen Zoehfeld</p>

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NS.1.K.4 Estimate and measure length, mass, and capacity/volume of familiar objects using non-standard units. PEL. 2.K.1 Identify Upper body Parts PEL.2.K.2 Identify Lower Body Parts					

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<p>October</p> <p>ESS.8.K.6 Describe the four seasons</p> <p>ESS.8.K.7 Demonstrate safety procedures related to severe weather</p> <p>LS.3.K.1 Describe plant development and growth</p> <p>HW.12.K.3 Name the sources of various foods: plants and animals</p>	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> • <i>demonstrate</i> • <i>sequence</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> • <i>grow</i> • <i>change</i> • plants • light • soil • water • air • seed • root • stem • leaves • sprout • seedling • safety 	<p><i>How does weather change with the seasons?</i></p> <p><i>How do plants grow and change?</i></p>	<p>Harcourt Science T.E. p. 165 Performance/ Rubric TR51-52 Formal</p> <p><i>Take a walk outside and find your tree. Observe how the tree looks in fall. Draw your tree in fall and tell about how it looks. Describe how it looks different than it did in summer.</i></p> <p><i>Draw and label the pumpkin plant at each stage of development.</i></p> <p>Harcourt Science AB82 Plants Grow and Change</p>	<p>October Lab Activities</p> <p>Watching the Weather</p> <p>Tornado in a Jar</p> <p>Harcourt Science Fall R2 R3</p> <p>Harcourt Science Watching the Weather T.E. p. 168</p> <p>Seasons Sequence AB 57</p> <p>Harcourt Science How Does the Sun Change Things- Chapter 2 T.E. p. 62</p>	<p>Chapter 5-Weather and Seasons Lesson 1- What is Weather? T.E. pp. 168-175 Lesson 3- How Does Weather Change with the seasons? (Fall) T.E. pp. 182-195 Chapter 8-Plants All Around Lesson 3 p.p.276-283</p> <p>Support for Arkansas SLEs for Science p.15-18</p> <p><i>Trade Books:</i> <i>The Reasons for Seasons-Gail Gibbons</i> <i>Seeds Get Around-Melvin Berger</i> <i>I Am a Seed-Jean Marzollo</i> <i>Seeds, Seeds, Seeds- Nancy Wallace</i> <i>Pumpkin, Pumpkin- Jeanne Titherington</i> <i>Big Book of Science Songs and Rhymes</i> <i>p. 21 Plants</i> <i>p. 22 Oats, Peas, Beans, and Barley Grow</i> <i>p. 23 I'm a Little Cactus</i> <i>Big Book of Science Readers pp. 65-72</i> <i>The Garden</i> <i>p. 89 How do plants grow and change?</i></p>

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<p>November</p> <p>ESS.8.K.1 Identify various characteristics of Earth's surface</p> <p>ESS.8.K.2 Identify the uses of land and water</p> <p>ESS.8.K.3 Classify resources as natural or man-made</p> <p>PS.7.K.1 Classify objects in terms of their relative temperature (e.g., hotter and colder)</p> <p>NS.1.K.5 Estimate relative temperature of matter (e.g., objects, living things, and earth materials)</p>	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> • <i>estimate</i> • classify • compare • <i>predict</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> • land • air • water • sink • float • temperature • <i>resources</i> • soil • sand • pebbles • rocks • soil 	<p><i>What is land made of?</i></p> <p><i>What is water like?</i></p> <p><i>How can we care for our Earth?</i></p>	<p>Harcourt Science T.E. p. 129 Performance/Rubric TR49-50 Formal Harcourt Science Activity Book p.48.</p> <p><i>Pretend that you are a bird flying over the Earth. Draw what you would see as you fly above the land and the water. What types of land do you see? What types of water?</i></p>	<p>November Lab Activities</p> <p>Where is Water?</p> <p>My Rock</p> <p>Harcourt Science Animal Places T.E. p. 132</p> <p>Kinds of Land T.E. p. 140</p> <p>Sink or Float T.E. p. 148</p>	<p>Harcourt Science Chapter 4-Our Earth Lesson 1- pp. 132-139 Lesson 2- pp. 140-147 Lesson 3- pp. 148-153</p> <p><i>Big Book of Science Songs and Rhymes p. 19 The Ocean</i></p> <p>Trade Books: <i>Land- Emma Nathan</i> <i>The Earth- Melvin Berger</i> <i>Sink or Float-Newbridge</i> <i>The Earth and I- Frank Asch</i></p>

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December PS.7.K.2 Identify uses of electricity HW.11.K.9 Discuss safety procedures for lifetime activities PS.7.K.3 Identify ways to conserve electricity in the classroom and at home HW.11.K.10 Understand how to get help in an emergency HW.11.K.3 Name trusted adults to notify for help NS.1.K.5 Estimate relative temperature of matter (e.g., objects, living things and earth materials)	Inquiry Focus: <ul style="list-style-type: none"> identify Vocabulary: <ul style="list-style-type: none"> conserve electricity 	<i>What are some uses of electricity?</i> <i>How can we conserve electricity?</i> <i>What moves on a thermometer to show a measurement?</i>	<i>Draw your house. Add items that use electricity. Identify ways that you can conserve energy by circling items that can be turned off when they are not being used.</i>	Support for Arkansas SLEs for Science p.20, 25-26	Trade Book <i>Switch On Switch Off- Melvin Berger</i>

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<p>January</p> <p>ESS.8.K.6 Describe the four seasons</p> <p>PS.7.K.4 Demonstrate effects of magnets on each other and other objects</p> <p>PS.7.K.5 List some uses of magnets in everyday objects</p> <p>PS.7.K.6 Investigate magnets of various shapes</p> <p>NS.1.K.5 Estimate relative temperature of matter (e.g., objects, living things and earth materials)</p> <p>NS.K.3 Conduct scientific investigations as a class and in teams.</p> <p>PEL.5.K.3 Participate in cooperative play</p> <p>PEL.5.K.1 Identify acceptable behaviors</p> <p>NS.1.K.7 Use age-appropriate equipment and tools in scientific investigations (eg. balances and hand lenses)</p> <p>PEL.5.K.2 Use and share equipment safely and properly</p>	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> • predict • make models • classify • infer • investigate <p>vocabulary:</p> <ul style="list-style-type: none"> • <i>winter</i> • <i>attract</i> • <i>iron/ steel</i> • magnets • motion • gravity 	<p><i>How does weather change with the seasons?</i></p> <p><i>How can magnets move objects?</i></p> <p><i>What are some ways that a magnet can be used as a tool?</i></p>	<p>Harcourt Science T.E. p. 115 Informal Assessment AB 38 Formal</p> <p><i>Take a walk outside and find your tree. Observe how the tree looks in winter. Draw your tree in winter and tell about how it looks. Be sure to tell how it looks different than it did in summer and fall.</i></p>	<p>January Lab Experiences Harcourt Science Winter R4R5</p> <p>Zero and Counting</p> <p>Magnet Power</p> <p>The Salt and Pepper Dance</p> <p>Harcourt Science Chapter 3- Investigate p.91</p> <p>T.E. p. 111 Classify. Activity Book p.AB37 Using Magnets Yes/No T-chart</p> <p>Measuring Warm and Cold T.E. p. 176</p>	<p>Harcourt Science Chapter 5- Weather and the Seasons Lesson 2- pp. 176-181</p> <p>Chapter 3-On The Move Lesson 3- pp. 110-117</p> <p>Big Book of Science : City in Motion pp. 25-32 Support for Arkansas SLEs for Science p. 27-28</p> <p>Trade Books <i>It's Winter –Linda Glaser</i> <i>Circle of Seasons- Gerda Muller</i> <i>Animal Seasons- Brian Wildsmith</i></p> <p><i>What Makes a Magnet- Franklyn Brantley</i> <i>Mystery of Magnets- Newbridge</i></p>

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<p>February</p> <p>NS.1.K.5 Estimate relative temperature of matter (e.g., objects, living things and earth materials)</p> <p>PS.6.K.2 PEL.1.K.2Demonstrate various ways that objects can move, including but not limited to <ul style="list-style-type: none"> • straight • zig-zag • back and forth • round and round • fast and slow PEL.1.K.1 Demonstrate dynamic and static movements</p> <p>PS.6.K.3 Demonstrate the effects of the force of gravity on objects</p> <p>LS.2.K.7 Identify the basic materials for oral hygiene HW.11.K.5 Understand why teeth are important HW.11.K.6 Describe ways of cleaning teeth</p>	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> • observe • classify • <i>demonstrate</i> • <i>construct</i> • make models <p>Move forward, side to side, high/medium/low/, under ,over, behind, beside, and through</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Teeth • Shade • Shadow • Food • <i>roll/ slide</i> • <i>push/ pull</i> • <i>force</i> • hygiene • primary teeth • permanent teeth 	<p><i>How do things move?</i></p> <p><i>What materials are needed to clean teeth?</i></p> <p><i>What is the correct way to clean teeth?</i></p>	<p>Harcourt Science T.E. p. 93 Performance/Rubric TR47-48 Formal</p> <p><i>Divide your paper into thirds. Draw and describe an object that</i> 1. <i>rolls</i> 2. <i>slides</i> 3. <i>flies</i></p> <p>AB 29</p>	<p>February Lab Experiences</p> <p>Shadow Box</p> <p>The Great Brush Off</p> <p>Harcourt Science Investigate sound as vibrations moving through the air T.E. p. 122-123</p> <p>Shape Shadows T.E. p. 70 Links and Centers T.E. pp. 74-75 Making a Terrarium T.E. p.83</p>	<p>Harcourt Science Chapter 3-On The Move Lesson 1- pp. 96-103 Lesson 2- pp.104-109 Lesson 4- pp. 118-123</p> <p><u>Big Book of Science Readers</u> pp. 17-24 Harcourt Science Chapter 2-About Energy Lesson 2 pp. 70-75 Lesson 4 pp.82-87 <u>Big Book of Science Songs and Rhymes</u> p. 7 Resource Speaker: School Nurse/Community Dentist (Dental Health) Support for Arkansas SLEs for Science pp.1-4, 19, 21-22, 23-24</p> <p>Science Songs CD: Track 17-18 <u>Trade Books:</u> <i>Push and Pull- Patricia J. Murphy</i> <i>Wheels- Annie Cobb</i> <i>How Many Teeth- Paul Showers</i> <i>My Tooth is About to Fall Out- Grace Maccarone</i></p>

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LS.2.K.8 Demonstrate the proper technique for cleaning teeth HW.11.K.4 Understand grooming and cleanliness HW.11.K.8 Discuss role of Dentist and hygienist					<u><i>Arthur's Tooth- Marc Brown</i></u> <u><i>Trouble on the T-ball Team- Eve Bunting</i></u>

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<p>March</p> <p>LS.2.K.1 Classify living and non-living things</p> <p>LS.2.K.2 Differentiate between plants and animals</p> <p>LS.2.K.4 Identify basic needs of plants and animals:</p> <ul style="list-style-type: none"> • food • water • light • air • space <p>ESS.8.K.6 Describe the four seasons</p> <p>ESS.10.K.1 Distinguish between celestial bodies and other objects in the sky:</p> <ul style="list-style-type: none"> • sun • moon • other stars • clouds • birds • planes 	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> • draw conclusions • hypothesize • observe • <i>differentiate</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> • plants • light • soil • water • air • seed • root • stem • leaves • sprout • seedling • <i>spring</i> • growth • <i>celestial</i> • sun • moon • star • clouds 	<p><i>How are living and nonliving things different?</i></p> <p><i>What do plants need?</i></p> <p><i>What do animals need?</i></p> <p><i>How does weather change with the seasons?</i></p> <p><i>What can we see in the sky?</i></p>	<p>Harcourt Science AB82 Plants Grow and Change</p> <p>Formal TR57-TR58</p> <p>Harcourt Science T.E. p. 259 Performance/Rubric TR57-58 Formal</p> <p>T.E. p. 201 Performance/Rubric TR53-54</p> <p><i>Take a walk outside and find your tree. Observe how the tree looks in spring. Draw your tree in spring and tell about how it looks. Describe how it looks different than it did in the three previous seasons.</i></p>	<p>www.naturalheritage.org March Lab Activities</p> <p>Plants and Water Growing Beans I've Got a Hunch, Seed Sponge Garden A Plant Begins March Lab Activities Stems How Water Rises in Plant Stems</p> <p>Harcourt Science Spring R6R7</p> <p>Harcourt Science Comparing Plants T.E. p. 262 Plants' Needs T.E. p. 270 Matching Plant Parts T.E. p. 276 Observing Day and Night T.E. p. 204 Night and Day T.E. p. 210</p>	<p>Harcourt Science Chapter 7-Animals A to Z Lesson 1- pp. 226-231 Lesson 2-pp. 232-237 Lesson 3-pp.240-247 Chapter 8- Plants All Around Lesson 1 - pp. 262-269 Lesson 2 - pp. 270-275 Chapter 3- Lesson 3 pp.76-81 Chapter 5- T.E. pp194-195 Support for Arkansas SLEs for Science p.9, 14</p> <p>Chapter 6- Up in the Sky Lesson 1 and 2-pp. 204-217 Big Book of Science Reader Above Me Science Songs CD track 5-6 Trade Books: The Giving Tree by Shel Silverstein How a Seed Grows by Helen Jordan <i>Big Book of Science Songs and Rhymes pp. 14-15, p. 21</i> <i>Nursery Rhymes- Twinkle, Twinkle Little Star</i> <i>Hey Diddle, Diddle</i> Trade Books: Floating in Space- Franklyn Branley One Small Square, The Night Sky- Donald A. Silver Zoo in the Sky- Jacqueline Mitton</p>

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<p>April</p> <p>LS.3.K.2 Illustrate complete metamorphosis (e.g., butterfly, frog)</p> <p>LS.4.K.1 Recognize what it means for a species to be extinct</p> <p>ESS.8.K.2 Identify the uses of land and water</p> <p>HW.8.K.1 Define Pollution</p> <p>HW.8.K.3 Define Community</p>	<p>Inquiry Focus:</p> <ul style="list-style-type: none"> recognize <p>Vocabulary:</p> <ul style="list-style-type: none"> metamorphosis egg larva pupa chrysalis adult butterfly tadpole frog species 	<p><i>How do butterflies grow and change?</i></p> <p><i>How do people and animals use land and water?</i></p> <p><i>How can we care for our Earth?</i></p>	<p><i>Illustrate and record the life cycle of a butterfly.</i></p> <p><i>Earth Day: Illustrate and describe the ways you use and conserve water.</i></p>	<p>STC Butterfly Kit</p> <p>Harcourt Science Growth and Change T.E. p. 248</p> <p>*Earth Day activity</p>	<p>Harcourt Science Chapter 7 Animals A-Z Lesson 4 p. 248-255 Chapter 4- Our Earth Lesson 4 pp. 154-161 Support for Arkansas SLEs for Science p. 10-11</p> <p>Big Book of Science Readers p.p. 79-80</p> <p>Trade Books: From Caterpillar to Butterfly D. Heiligman I'm a Caterpillar by Jean Marzollo What's Alive?-Kathleen Zoehfeld</p> <p>Big Book of Science Readers My Earth You're Aboard Spaceship Earth-P. Lauber Earth Day Hurray (Mathstart)-Stuart Murphy Earth Day-Trudi Trueit NEWBRIDGE BOOKS: Kids for the Earth Who Cares About the Earth-Where Does All the Garbage Go?</p>
<p>NS.1.K.6</p> <p>Collect empirical evidence as a class</p>	<ul style="list-style-type: none"> Observe 	<p>How does the sun change things?</p>	<p>Harcourt Science AB23 AB24</p>	<p>Harcourt Science The Sun Can Change Paper T.E. p. 62 Which Melts Faster? T.E. p. 69</p>	

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May/June LS.2.K.3 Match parents and offspring HW.6.K.2 Recognize physical characteristics of an individual: height, weight..	Inquiry Focus: <ul style="list-style-type: none"> • <i>match</i> Vocabulary: <ul style="list-style-type: none"> • parents • babies • <i>offspring</i> • environment • habitat • pond • forest • prairie • nest • lodge • cave • burrow • depend • ocean • rain forest 	<i>How are animal babies like their parents?</i>	Harcourt Science T.E. p. 289 Performance/Rubric TR59-60 Formal <i>Choose an animal and write a story about one day in the life of that family.</i> <i>Construct a T chart identifying 5 animals and their offspring</i>	Animals and Their Homes T.E. pp. 292 Plants and Animals T.E. pp. 302	<i>Animal Dads Sneed B. Collard</i> <i>Animals and Their Babies</i> <i>Newbridge Books</i> Harcourt Science Chapter 7 Animals A-Z Lesson 4- pp. 248-255 Big Book of Science Songs and Rhymes p. 20 <i>Legs</i> Chapter 9 Habitats Lesson 1- pp. 292-301 Lesson 2 – pp. 302-307 (LS.4.K.1) Support for Arkansas SLEs for Science p.12-13 Big Book of Science Songs and Rhymes p. 24 <i>Very Nicest Place</i> Big Book of Science Readers pp. 73-80 <i>Do Animals Live in Plants?</i> Science Songs CD Track 6: <i>Who's Home?</i>