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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strand 1: Inquiry Process**  **Concept 1: Observations, Questions, and Hypotheses** | **PO 1.** Observe common objects using multiple senses.  **C** | | I can study objects by using my senses. | | Knowledge | [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com) | senses |
|  | **PO 2**. Ask questions based on experiences with objects, organisms, and events in the environment.  **C** | | I can ask scientific questions. | | Knowledge | [www.macmillanmh.com](http://www.macmillanmh.com) | scientific |
|  | **PO 3**. Predict results of an investigation based on life, physical, and Earth and space sciences (e.g.*,* the five senses, changes in weather).  **C** | | I can make a guess about my exploration. | | Knowledge | [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com) | exploration  investigate  investigation |
| Strand 1: Inquiry Process  **Concept 2: Scientific Testing (Investigating and Modeling** | **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.  **C** | | I can follow science rules to use material safely. | | Knowledge | TR9 Macmillan /McGraw Hill – Science: A Closer Look | demonstrate  instruments  organisms |
|  | **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences.  **C** | | I can take part in studying about science. (life, physical, earth and space) | | Knowledge | Macmillan /McGraw Hill – Science: A Closer Look – Life, Earth, Physical Science | investigate |
|  | **PO 3**. Perform simple measurements using non-standard units of measure to collect data.  **I** | | I can collect data by using simple measurements. | | Knowledge | Scott Foresman Math Chapter | measurements  collect  data |
| Strand 1: Inquiry Process  **Concept 3: Analysis and Conclusions** | **PO 1**. Organize (e.g.*,* compare, classify, and sequence) objects, organisms, and event according to various characteristics.  **I** | | I can sort like/ different objects, organisms and events. | | Knowledge | Photo Sorting Cards - Macmillan /McGraw Hill Science: A Closer Look | like  different |
|  | **PO 2.** Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).  **I** | | I can compare objects by measuring. | | Knowledge | Scott Foresman Math  [www.internet4classrooms.com](http://www.internet4classrooms.com) | measuring  longer  shorter  lighter  heavier |
| Strand 1: Inquiry Process  **Concept 4: Communication** | **PO 1.** Communicate observations with pictographs, pictures, models, and/or words.  (See M00-S2C1-02)  **C** | | I can draw a picture of what I observed.  I can make a model of what I observed.  I can write a description about what I observed. | | Knowledge | Science Puzzle, Sorting Cards, Macmillan /McGraw Hill Science: A Closer Look | observe  communicate  pictograph  pictures  models |
|  | **PO 2.** Communicate with other groups to describe the results of an investigation.  (See LS-R3 and LS-R5)  **C** | | I can tell you about the outcome of my exploration. | | Knowledge | [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com) | exploration  results |
| **Strand 2: History and Nature of Science**  **Concept 1: History of Science as a Human Endeavor** | **PO 1.** Give examples of how diverse people (e.g.*,* children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.  **C** | | I can tell you how different people use science daily. | | Knowledge | Unit B - Macmillan /McGraw Hill Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com) | diverse |
|  | **PO 2**. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], supports Strand 4).  **C** | | I can name some people and their contributions to science. | | Knowledge | [www.timeforkids.com](http://www.timeforkids.com) | contributions  scientist  inventor |
| **Strand 3: Science in Personal and Social Perspectives**  **Concept 2: Science and Technology in Society** | **PO 1**. Describe how simple tools (e.g., scissors, paper clips, hammers) can make tasks easier.  **C** | | I can tell you how to use scissors, paper clips, hammers. | | Knowledge | Unit F Macmillan /McGraw Hill – Science: A Closer Look | describe  tools |
| **Strand 4. Life Science**  **Concept 2: Life Cycles** | | **PO 1.** Describe that most plants and animals will grow to physically resemble their parents.  **I, M** | I can tell you that baby animals will grow up to look like their parent. | | Knowledge | Unit B, Photo Sorting Cards, Leveled Readers, Literature Big Book, Activity Book -Macmillan /McGraw Hill Science: A Closer Look | Baby  Parent  Alike  Animals  plants |
| Strand 4. Life Science  **Concept 3: Organisms and Environments** | | **PO 1.** Identify some plants and animals that exist in the local environment.  **I, M** | I can name some local plants and animals. | | Knowledge | Unit A, B - Science Songs CD, Activity Book, Literature Big Book - Macmillan /McGraw Hill Science: A Closer Look  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.kindergarten-lessons.com](http://www.kindergarten-lessons.com) | Local  Plants  animals |
|  | | **PO 2.** Identify that plants and animals need the following to grow and survive:   * Food * Water * Air * Space   **I, M** | I can name what an animal needs to grow and survive. | | Knowledge | Unit A, B, Photo Sorting Cards, Activity Book, Science Songs CD- Macmillan /McGraw Hill Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com)  [www.ehow.com](http://www.ehow.com)  [www.discoverycube.org](http://www.discoverycube.org)  [www.kiondergarten-lessons.com](http://www.kiondergarten-lessons.com) | Survive  needs |
|  | | **PO 3**. Describe change observed in a small system (e.g.*,* ant farm, plant terrarium, aquarium). **I, M** | I can describe the changes I see in a small system. | | Knowledge | [www.timeforkids.com](http://www.timeforkids.com) | System |
| **Strand 5: Physical Science**  **Concept 1: Properties of Objects and Materials** | **PO 1.** Identify the following observable properties of objects using the senses:   * Shape • size * Texture • color   (See M00-S4C1-02 and M00-S4C103)  **I** | | I can name the properties of objects by shape, texture, size or color. | | Knowledge | Scott Foresman Math  [www.internet4classrooms.com](http://www.internet4classrooms.com)  [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.ehow.com](http://www.ehow.com) | Properties  Texture |
|  | **PO 2.** Compare objects by the  following observable properties:   * size * color * type of material   (See M00-S4C1-02)  **I** | | I can compare objects. ( size, color, type of material) | | Analysis | [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com)  Unit C - Macmillan /McGraw Hill Science: A Closer Look | Compare  material |
| Strand 5: Physical Science  **Concept 2: Position and Motion of Objects** | **PO 1.** Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of objects. (See MOO-S4C1-02 and 3SS-R1-01)  **I** | | | I can tell you where an object is located. | Knowledge | Scott Foresman Math  Activity Book - Macmillan /McGraw Hill Science: A Closer Look | Located  Spatial relations  Above  Below  Next to  Left  Right  Middle  center |
| Strand 5: Physical Science  **Concept 3: Energy and Magnetism** | **PO 1.** Investigate how applied forces (push and pull) can make things move.  **I** | | I can explore how forces make things move. | | Analysis | Unit F, Leveled Reader, Activity Book - Macmillan /McGraw Hill – Science: A Closer Look  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com) | Investigate  Forces |
|  | **PO 2**. Investigate how forces can make things move without another thing touching them (e.g.*,* magnets, static electricity).  **I** | | I can see how things can move without being touched. | | Analysis | Unit F - Macmillan /McGraw Hill Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com) | Forces  Observe  Magnets  Static  Electricity |
|  | **PO 3.** Sort materials according  to whether they are or are not  attracted by a magnet.  **I** | | I can sort magnetic and non magnetic materials. | | Analysis | Unit F - Macmillan /McGraw Hill Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com) | Magnetic |
|  | **PO 4**. Identify familiar everyday uses of magnets (e.g., toys, cabinet locks, decoration).  **I** | | I can tell how to use magnets. | | Knowledge | Unit F Macmillan /McGraw Hill – Science: A Closer Look  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com) | Magnets |