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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) | explorationinvestigateinvestigation |
| 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 | demonstrateinstrumentsorganisms |
|  | **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  | measurementscollectdata |
| 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  | likedifferent |
|  | **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) | measuringlongershorterlighterheavier |
| 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 | observecommunicatepictographpicturesmodels |
|  | **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) | explorationresults |
| **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) | contributionsscientistinventor |
| **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 | describetools |
| **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 | BabyParentAlikeAnimalsplants |
| 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) | LocalPlantsanimals |
|  | **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) | Surviveneeds |
|  | **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) | PropertiesTexture |
|  | **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 | Comparematerial |
| 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 MathActivity Book - Macmillan /McGraw Hill Science: A Closer Look | LocatedSpatial relationsAboveBelowNext toLeftRightMiddlecenter |
| 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) | InvestigateForces |
|  | **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) | ForcesObserveMagnetsStaticElectricity |
|  | **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 |