# LITTLE ROCK SCHOOL DISTRICT

## Curriculum Map

### Kindergarten Science

- Science in Black
- Literacy Connections in Green
- Health Connections in Blue

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| **August** | **SLEs=Student Learning Expectations**<br>HW.9.K.1 Identify positive and negative ways to gain attention.<br>HW.9.K.2 Recognize personal and shared space<br>HW.11.K.12 and 13 Identify types of abuse such as bullying and identify sources to report abuse<br>ESS.8.K.6 Describe the four seasons (Summer)<br>NS.1.K.8 Apply appropriate rules of safety related to daily activities<br>HW.11.K.11 Practice safety rules pertaining to strangers<br>LS.2.K.5 Name and describe the five senses<br>LS.2.K.6 Discuss the function of the five senses<br>NS.1.K.1 Record observations pictorially, | **Vocabulary**<br>• Taste<br>• Touch<br>• Smell<br>• Hear<br>• See<br>• Eyes<br>• Ears<br>• Tongue<br>• Nose<br>• Skin<br>• Sense(s)<br>• Season<br>• Weather | What do I use to gather information about the world around me? | Harcourt Science T.E. p. 5<br>Performance /rubric TR41-42<br>Formal | **August Lab Experiences**<br>Secrets in the Bag<br>Sensitive Toes<br>We Need 5 Senses<br>Hidden Coloring<br>Taste | **Harcourt Science Ready, Set, Science**<br>*Teacher’s Edition (T.E.)*<br>Lesson 1- pp.8-9<br>Lesson 2- pp.10-11<br>Lesson 3-pp. 12-13<br>Links and Centers pp. 14-15<br>**Big Book of Science Readers:**<br>My Senses pp.1-8<br>**Big Book of Science Songs and Rhymes-** pp.3-4 (Senses)<br>**Teaching Resources and Assessments (TR)**<br>School/Home Connection TR 3<br>**Trade Books:**<br>*Your Five Senses*- Melvin Berger<br>*The Listening Walk*-Paul Showers<br>*Brown Bear, Brown Bear*-Bill Martin Jr.<br>*Arthur’s Nose*- Marc Brown<br>*See, Hear, Touch, Taste, Smell*-Newbridge<br>*Me and My Senses*- Joan Sweeney<br>*Goldilocks and the Three Bears*<br>**Websites:** Project Learning Tree [www.plt.org](http://www.plt.org)<br>Support for Arkansas SLEs for Science p.5-8

**Inquiry Focus:**<br>- Record<br>- Describe<br>- Observe

**Inquiry Skills**<br>Description T.E. p. T10

**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.**

**Draw and label the parts of your body that you use for each of the five senses.**
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<td>ESS.8.K.7 Demonstrate safety procedures related to severe weather</td>
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<td>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.</td>
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<td>LS.3.K.1 Describe plant development and growth</td>
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<td>Draw and label the pumpkin plant at each stage of development.</td>
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<td>HW.12.K.3 Name the sources of various foods: plants and animals</td>
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**Inquiry Focus:**
- demonstrate
- sequence

**Vocabulary:**
- grow
- change
- plants
- light
- soil
- water
- air
- seed
- root
- stem
- leaves
- sprout
- seedling
- safety

**Harcourt Science**
- AB82 Plants Grow and Change
- How Does the Sun Change Things- Chapter 2 T.E. p. 62

**Harcourt Science**
- Fall R2 R3

**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

**Support for Arkansas SLEs for Science** p.15-18
- Trade Books:
  - The Reasons for Seasons-Gail Gibbons
  - Seeds Get Around-Melvin Berger
  - I Am a Seed-Jean Marzollo
  - Seeds, Seeds, Seeds- Nancy Wallace
  - Pumpkin, Pumpkin- Jeanne Titherington
  - Big Book of Science Songs and Rhymes
    - p. 21 Plants
    - p. 22 Oats, Peas, Beans, and Barley Grow
    - p. 23 I’m a Little Cactus
    - Big Book of Science Readers pp. 65-72
    - The Garden p. 89 How do plants grow and change?
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<td>PS.7.K.1</td>
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<td>NS.1.K.5</td>
<td>Estimate relative temperature of matter (e.g., objects, living things, and earth materials)</td>
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**Inquiry Focus:**
- estimate
- classify
- compare
- predict

**Vocabulary:**
- land
- air
- water
- sink
- float
- temperature
- resources
- soil
- sand
- pebbles
- rocks
- soil

**Harcourt Science**
- Animal Places T.E. p. 132
- Kinds of Land T.E. p. 140
- Sink or Float T.E. p. 148

**Harcourt Science Chapter 4-Our Earth**
- Lesson 1- pp. 132-139
- Lesson 2- pp. 140-147
- Lesson 3- pp. 148-153

**Big Book of Science Songs and Rhymes p. 19 The Ocean**

**Trade Books:**
- Land- Emma Nathan
- The Earth- Melvin Berger
- Sink or Float-Newbridge
- The Earth and I- Frank Asch
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<td>PS.7.K.2 Identify uses of electricity</td>
<td>HW.11.K.9 Discuss safety procedures for lifetime activities</td>
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<td>What are some uses of electricity? How can we conserve electricity?</td>
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<td>PS.7.K.3 Identify ways to conserve electricity in the classroom and at home</td>
<td>HW.11.K.10 Understand how to get help in an emergency</td>
<td>Vocabulary:</td>
<td>What moves on a thermometer to show a measurement?</td>
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<td>NS.1.K.5 Estimate relative temperature of matter (e.g., objects, living things and earth materials)</td>
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<td>Support for Arkansas SLEs for Science p.20, 25-26</td>
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<td>Trade Book Switch On Switch Off - Melvin Berger</td>
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**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.**
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<td>• make models</td>
<td>What are some ways that a magnet can be used as a tool?</td>
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<td>• attract</td>
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<td>• gravity</td>
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ESS.8.K.6 Describe the four seasons
PS.7.K.4 Demonstrate effects of magnets on each other and other objects
PS.7.K.5 List some uses of magnets in everyday objects
PS.7.K.6 Investigate magnets of various shapes

NS.1.K.5 Estimate relative temperature of matter (e.g., objects, living things and earth materials)
NS.K.3 Conduct scientific investigations as a class and in teams.
P.EL.5.K.3 Participate in cooperative play
PEL.5.K.1 Identify acceptable behaviors

NS.1.K.7 Use age-appropriate equipment and tools in scientific investigations (eg. balances and hand lenses)
P.EL.5.K.2 Use and share equipment safely and properly

Trade Books
- It’s Winter – Linda Glaser
- Circle of Seasons - Gerda Muller
- Animal Seasons - Brian Wildsmith
- What Makes a Magnet - Franklyn Brantley
- Mystery of Magnets - Newbridge
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| February  | NS.1.K.5 Estimate relative temperature of matter (e.g., objects, living things and earth materials) | **Inquiry Focus:**  
- observe  
- classify  
- demonstrate  
- construct  
- make models  
Move forward, side to side, high/medium/low/, under ,over, behind, beside, and through | **Harcourt Science**  
T.E. p. 93  
Performance/Rubric TR47-48 Formal  
**Divide your paper into thirds. Draw and describe an object that**  
1. rolls  
2. slides  
3. flies | **February Lab Experiences**  
Shadow Box  
The Great Brush Off | **Harcourt Science**  
Chapter 3-On The Move  
Lesson 1- pp. 96-103  
Lesson 2- pp.104-109  
Lesson 4- pp. 118-123  
**Big Book of Science Readers**  
pp. 17-24  
**Harcourt Science**  
Chapter 2-About Energy  
Lesson 2 pp. 70-75  
Lesson 4 pp.82-87  
**Big Book of Science Songs and Rhymes**  
p. 7 Shadows  
**Resource Speaker:**  
School Nurse/Community Dentist (Dental Health)  
**Support for Arkansas SLEs for Science**  
pp.1-4, 19, 21-22, 23-24  
**Science Songs CD:**  
Track 17-18  
**Trade Books:**  
*Push and Pull*- Patricia J. Murphy  
*Wheels*- Annie Cobb  
*How Many Teeth*- Paul Showers  
*My Tooth is About to Fall Out*- Grace Maccarone |
|          | PEL.1.K.2 Demonstrate various ways that objects can move, including but not limited to  
- straight  
- zig-zag  
- back and forth  
- round and round  
- fast and slow | **PEL.1.K.1 Demonstrate dynamic and static movements**  
**Vocabulary:**  
- Teeth  
- Shade  
- Shadow  
- Food  
- roll/ slide  
- push/ pull  
- force  
- hygiene  
- primary teeth  
- permanent teeth  
**What materials are needed to clean teeth?**  
**What is the correct way to clean teeth?** |   |   |   |
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<td>March</td>
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<td>How are living and nonliving things different?</td>
<td>Harcourt Science ABB2</td>
<td><a href="http://www.naturalheritage.org">www.naturalheritage.org</a></td>
<td>Harcourt Science Chapter 7-Animals A to Z</td>
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<td>What do plants need?</td>
<td>Plants Grow and Change</td>
<td>March Lab Activities</td>
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<td>Growing Beans</td>
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<td>What can we see in the sky?</td>
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<td>I've Got a Hunch, Seed Sponge Garden</td>
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<td>Harcourt Science Spring R6R7</td>
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<td>Take a walk outside and find your tree. Observe how the tree looks in spring.</td>
<td>Support for Arkansas SLEs for Science p.9, 14</td>
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<td>Harcourt Science ABB2</td>
<td>Draw your tree in spring and tell about how it looks. Describe how it looks</td>
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<td>Harcourt Science ABB2</td>
<td>different than it did in the three previous seasons.</td>
<td>Lesson 1 and 2-pp. 204-217</td>
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**Vocabulary:**
- plants
- light
- soil
- water
- air
- seed
- root
- stem
- leaves
- sprout
- seedling
- spring
- growth
- change
- celestial
- sun
- moon
- star
- clouds

**Skills:**
- draw conclusions
- hypothesize
- observe
- differentiate

**Inquiry Focus:**
- draw conclusions
- hypothesize
- observe
- differentiate

**Assessments**
- Formal
- TR57-TR58
- TR53-54

**Strategies/Resources**
- Harcourt Science Chapter 7-Animals A to Z
- 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
  - Big Book of Science Songs and Rhymes pp. 14-15, p. 21
  - Nursery Rhymes- Twinkle, Twinkle Little Star
  - Hey Diddle, Diddle
  - Trade Books: Floating in Space- Franklyn Branley
  - One Small Square, The Night Sky- Donald A. Silver
  - Zoo in the Sky- Jacqueline Mitton
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<th>Month/SLEs</th>
<th>Content/Skills</th>
<th>Essential Questions</th>
<th>Assessments</th>
<th>Lab Activities</th>
<th>Strategies/Resources</th>
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| April     | Inquiry Focus:  
- recognize  
Vocabulary:  
- metamorphosis  
- egg  
- larva  
- pupa  
- chrysalis  
- adult  
- butterfly  
- tadpole  
- frog  
- species | How do butterflies grow and change?  
How do people and animals use land and water?  
How can we care for our Earth? | Illustrate and record the life cycle of a butterfly.  
Earth Day: Illustrate and describe the ways you use and conserve water. | STC Butterfly Kit  
Harcourt Science  
Growth and Change  
T.E. p. 248  
*Earth Day activity | 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  
Big Book of Science Readers p. 79-80  
Trade Books:  
From Caterpillar to Butterfly D. Heiligman  
I’m a Caterpillar by Jean Marzollo  
What’s Alive?-Kathleen Zoehfeld  
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? |
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| May/June  | L.S.2.K.3 Match parents and offspring | **Inquiry Focus:**  
- match | Harcourt Science T.E. p. 289  
Performance/Rubric TR59-60 Formal |
|           | HW.6.K.2 Recognize physical characteristics of an individual: height, weight.. | **Vocabulary:**  
- parents  
- babies  
- offspring  
- environment  
- habitat  
- pond  
- forest  
- prairie  
- nest  
- lodge  
- cave  
- burrow  
- depend  
- ocean  
- rain forest | Animals and Their Homes T.E. pp. 292  
Plants and Animals T.E. pp. 302 | **Animals and Their Babies**  
**Harcourt Science**  
**Chapter 7 Animals A-Z**  
**Lesson 4- pp. 248-255**  
**Big Book of Science Songs and Rhymes** p. 20 **Legs**  
**Chapter 9 Habitats**  
**Lesson 1- pp. 292-301**  
**Lesson 2 – pp. 302-307**  
(L.S.4.K.1)  
**Support for Arkansas SLEs for Science** p.12-13  
**Big Book of Science Songs and Rhymes** p. 24 **Very Nicest Place**  
**Big Book of Science Readers** pp. 73-80  
**Do Animals Live in Plants?**  
**Science Songs CD** Track 6: *Who’s Home?* |