

## Grade 1 Science Curriculum

### Table of Contents:

Course Description.....	1
Unit Sequence and Timeline:.....	2
Unit 1 Scientific Process.....	4
Unit 2 Human Body.....	9
Unit 3 The Earth.....	12
Unit 4 The Sky.....	14
Unit 5 Weather.....	17
Unit 6 Properties.....	19
Unit 7 Matter.....	21
Unit 8 Magnetism/Motion.....	23
Unit 9 Plants.....	25
Unit 10 Animals.....	29

### Course Description

The first grade science curriculum focuses on the introduction and development of scientific concepts and skills necessary for students to investigate, discover, and understand their world. The major themes include the science process skills, earth science, physical science, and life science. Students learn about plants and animals, their characteristics and needs. Habitats are defined and described. We compare living and non-living things. We explore movement and machines. Weather, seasons, land and water forms are explored. We discuss the five senses and learn how to take care of our health. The students learn and discover that they are part of a universe that has moving objects and that they share the planet with many living things that have similar needs, characteristics, and functions. Students should begin to develop an understanding of their world and respect for all life on the planet.

First grade students have daily science instruction.

### Course Essential Questions

How do objects in the universe move and how does the movement affect life on the planet?

What is weather and how does it affect daily life?

What is matter, how can it be classified, and how does it change?

What are some forces and energy that affect life on Earth?

What do plants and animals (including humans) need to survive on Earth?

What are the life cycles of plants and animals (including humans)?

How do plants and animals depend on each other and on their environment?

How have humans changed the earth over time?

*Note: Each unit contains statements of the state standards. In those statements, the use of e.g. denotes examples which may be used for in-depth study. The terms for example and such as denote material which is testable. Items in parenthesis denote further definition of the word(s) preceding the item and are testable.*

## **Unit Sequence and Timeline:**

\*See Unit 5 for weather observations that should begin in September

### **Unit 1 – Science Process Skills**

Includes: Learning process skills: observation, communication, classification, estimating and measuring, inferring, predicting, hypothesizing, collecting and recording data, and experimenting

Length: ~ 3 weeks

Time frame: Early to late September (used all year)

### **Unit 2 – Human Body**

Includes: senses, growth and change, good health, good food, exercise, hygiene and rest

Length: ~ 4 weeks

Time frame: Early to late October

### **Unit 3 –The Earth**

Includes: rocks, properties, weathering, types of rock, living vs. non-living, air, land, water, reusing and recycling

Length: ~ 3 weeks

Time frame: Late October to mid-November

### **Unit 4 – The Sky**

Includes: Sun, phases of moon, rotation of Earth (day/night), revolution of Earth (years, seasons), stars, movement/changes of objects in sky

Length: ~ 4 weeks

Time frame: Late November to Winter break

### **Unit 5 – Weather**

Includes: weather, changes in weather, seasons, water cycle, effects of weather on humans, animals, and plants

Length: ~ 4 weeks

Time frame: Early to late January (weather observation during calendar activities should start in September and continue throughout the year)

### **Unit 6 - Properties**

Includes: classification, sorting, grouping, observing

Length: ~ 3 weeks

Time frame: Late January to mid-February

### **Unit 7 – Matter**

Includes: Phases of matter (gases, liquids, solids), sound, light, heat

Length: ~ 3 weeks

Time frame: Late February to mid-March

**Unit 8 – Magnetism/Motion**

Includes: magnetism, attraction, repelling, movement of objects, pushing/pulling, simple machines

Length: ~ 3 weeks

Time frame: Mid-March to early April

**Unit 9 - Plants**

Includes: parts of the plant, function of the parts of the plant, needs of plants, life cycle, habitat, growth and change

Length: ~ 5 weeks

Time frame: Early April to mid May

**Unit 10 – Animals**

Includes: different kinds of animals, movement, growth, change, habitats, life cycles, needs, baby animals, adaptation

Length: ~ 4 weeks

Time frame: Mid-May to mid-June

**Unit 1**            Scientific Process  
**Length:**        ~ 3 weeks  
**Timeframe:**   Early to late September (used all year)

**State Standards:**

The tables below show the Scientific Inquiry key ideas, performance indicators, and major understandings for Grades K – 4. First grade teachers are responsible to ensure that students can perform the major understandings identified by a check (✓) in the Grade 1 column over the course of the year.

**Standard 1:**

It should be a goal of the instructor to foster the development of science process skills. The application of these skills allows students to investigate important issues in the world around them.

Inquiry-based units will include many or most of the following process skills. These process skills should be incorporated into students' instruction as developmentally appropriate.

**Classifying** – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system

**Communicating** – giving oral and written explanations or graphic representations of observations

**Comparing and contrasting** – identifying similarities and differences between or among objects, events, data, systems, etc.

**Creating models** – displaying information, using multi-sensory representations

**Gathering and organizing data** – collecting information about objects and events which illustrate a specific situation

**Generalizing** – drawing general conclusions from particulars

**Identifying variables** – recognizing the characteristics of objects or factors in events that are constant or change under different conditions

**Inferring** – drawing a conclusion based on prior experiences

**Interpreting data** – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data

**Making decisions** – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons

**Manipulating materials** – handling or treating materials and equipment safely, skillfully, and effectively

**Measuring** – making quantitative observations by comparing to a conventional or nonconventional standard

**Observing** – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties

**Predicting** – making a forecast of future events or conditions expected to exist

## Scientific Inquiry (Standard 1)

*Key Idea 1:* The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

Performance Indicator S1.1: Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.

Major understandings:	K	1	2	3	4
S1.1a Observe and discuss objects and events and record observations	✓	✓	✓	✓	✓
S1.1b Articulate appropriate questions based on observations	✓	✓	✓	✓	✓

Performance Indicator S1.2: Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.

Major understandings:	K	1	2	3	4
S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings				✓	✓

Performance Indicator S1.3: Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

Major understandings:	K	1	2	3	4
S1.3a Clearly express a tentative explanation or description which can be tested		✓	✓	✓	✓

*Key Idea 2:* Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

Performance Indicator S2.1: Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.

Major understandings:	K	1	2	3	4
S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)				✓	✓

Performance Indicator S2.2: Share their research plans with others and revise them based on their suggestions.

Major understandings:	K	1	2	3	4
S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate				✓	✓

Performance Indicator S2.3: Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time.

Major understandings:	K	1	2	3	4
S2.3a Use appropriate "inquiry and process skills" to collect data				✓	✓
S2.3b Record observations accurately and concisely				✓	✓

*Key Idea 3:* The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

Performance Indicator S3.1: Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.

Major understandings:	K	1	2	3	4
S3.1a Accurately transfer data from a science journal or notes to appropriate graphic organizer			✓	✓	✓

Performance Indicator S3.2: Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.

Major understandings:	K	1	2	3	4
S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected			✓	✓	✓

Performance Indicator S3.3: Share their findings with others and actively seek their interpretations and ideas.

Major understandings:	K	1	2	3	4
S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas			✓	✓	✓

Performance Indicator S3.4: Adjust their explanations and understandings of objects and events based on their findings and new ideas.

Major understandings:	K	1	2	3	4
S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation				✓	✓
S3.4b State, orally and in writing, any new questions that arise from their investigation				✓	✓

#### General Skills (Standard 4)

Skill:	K	1	2	3	4
i. follow safety procedures in the classroom, laboratory, and field	✓	✓	✓	✓	✓
ii. safely and accurately use the following tools:					
• hand lens	✓	✓	✓	✓	✓
• ruler (metric)			✓	✓	✓
• balance		✓	✓	✓	✓
• gram weights		✓	✓	✓	✓

Skill:	K	1	2	3	4
• spring scale				✓	✓
• thermometer (C°, F°)		✓	✓	✓	✓
• measuring cups	✓	✓	✓	✓	✓
• graduated cylinder				✓	✓
• timepiece(s)			✓	✓	✓
iii. develop an appreciation of and respect for all learning environments (classroom, laboratory, field, etc.)	✓	✓	✓	✓	✓
iv. manipulate materials through teacher direction and free discovery	✓	✓	✓	✓	✓
v. use information systems appropriately					
vi. select appropriate standard and nonstandard measurement tools for measurement activities		✓	✓	✓	✓
vii. estimate, find, and communicate measurements, using standard and nonstandard units	✓	✓	✓	✓	✓
viii. use and record appropriate units for measured or calculated values	✓	✓	✓	✓	✓
ix. order and sequence objects and/or events	✓	✓	✓	✓	✓
x. classify objects according to an established scheme	✓	✓	✓	✓	✓
xi. generate a scheme for classification	✓	✓	✓	✓	✓
xii. utilize senses optimally for making observations	✓	✓	✓	✓	✓
xiii. observe, analyze, and report observations of objects and events	✓	✓	✓	✓	✓
xiv. observe, identify, and communicate patterns	✓	✓	✓	✓	✓
xv. observe, identify, and communicate cause-and-effect relationships	✓	✓	✓	✓	✓
xvi. generate appropriate questions (teacher and student based) in response to observations, events, and other experiences	✓	✓	✓	✓	✓
xvii. observe, collect, organize, and appropriately record data, then accurately interpret results	✓	✓	✓	✓	✓
xviii. collect and organize data, choosing the appropriate representation:					
• journal entries			✓	✓	✓
• graphic representations	✓	✓	✓	✓	✓
• drawings/pictorial representations	✓	✓	✓	✓	✓
xix. make predictions based on prior experiences and/or information	✓	✓	✓	✓	✓
xx. compare and contrast organisms/objects/events in the living and physical environments	✓	✓	✓	✓	✓
xxi. identify and control variables/factors				✓	✓
xxii. plan, design, and implement a short-term and long-term investigation based on a student- or teacher-posed problem					✓

Skill:	K	1	2	3	4
xxiii. communicate procedures and conclusions through oral and written presentations				✓	✓

**Big Ideas:**

Science is discovery. The scientific process is the set of skills needed to inquire, investigate, and discover the surrounding world.

**Essential Questions:**

What are the scientific process skills that are necessary for discovery?

**Prior knowledge:**

Student will be able to use their senses to observe and verbally describe surroundings.

**Unit Objectives:**

- Student will know or be able
  - to classify objects based on physical properties
  - to communicate orally, pictorially, and in writing their observations and conclusions.
  - to form a simple hypothesis and test it
  - to use senses to observe surroundings.
  - to compare and contrast objects based on observations.
  - to gather and organize data
  - to safely manipulate materials.
  - to measure in non-standard or standard units.

**Resources:**

Scott Foresman Science  
 Appendix: -Your Science Handbook: Process Skills pp.6-29  
 Flip Chart pp. xii-xvi

Possible Wayne Finger Lakes County BOCES Science Kits:  
 Three Pigs – ES187  
 Classifying – ES108  
 Properties – ES143

**Vocabulary:**

science	non-standard units	standard units	observe
classify	compare/contrast	scientific process	measure
experiment	simple hypothesis	predict	interpret
infer			

**Unit 2** Human Body  
**Length:** ~ 4 weeks  
**Timeframe:** Early October through early November

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Living Environment**

*Key Idea 1:* Living things are both similar to and different from each other and from nonliving things.

There are basic characteristics, needs, and functions common to all living things. Nonliving things are present in nature or are made by living things.

Younger students' ideas about the characteristics of organisms develop from their basic concepts of living and nonliving things. As students are given opportunities to observe and classify living and nonliving things, they should be reminded that living and nonliving things are sometimes given attributes they do not really have.

Understanding the variety and complexity of life and its processes can help students develop respect for their own and for all life. It should also lead them to better realize the value of all life on this fragile planet.

4.K-4.LE1.1 Describe the characteristics of and variations between living and nonliving things.

4.K-4.LE1.1c Nonliving things do not live and thrive. (M)

4.K-4.LE1.1d Nonliving things can be human-created or naturally occurring. (M)

4.K-4.LE1.2 Describe the life processes common to all living things.

4.K-4.LE1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die. (D)

*Key Idea 5:* Organisms maintain a dynamic equilibrium that sustains life.

Students need many opportunities to observe a variety of organisms for the patterns of similarities and differences of the life functions used to sustain life. All organisms carry out basic life functions in order to sustain life. These life functions include growing, taking in nutrients, breathing, reproducing, and eliminating waste. Students need many opportunities to observe and compare these similarities and differences in a variety of organisms. Specimens that could provide these opportunities may include guppies, mealworms, and gerbils, as well as fish, insects, mammals, birds, amphibians, reptiles, plants, and fungi.

4.K-4.LE5.1 Describe basic life functions of common living specimens (e.g., guppies, mealworms, gerbils).

4.K-4.LE5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste. (D)

4.K-4.LE5.1b An organism's external physical features can enable it to carry out life functions in its particular environment. (D)

4.K-4.LE5.2 Describe some survival behaviors of common living specimens.

4.K-4.LE5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment. (D)

- 4.K-4.LE5.2d Some animals, including humans, move from place to place to meet their needs. (D)
- 4.K-4.LE5.3 Describe the factors that help promote good health and growth in humans.
  - 4.K-4.LE5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow (D)
  - 4.K-4.LE5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise and maintain good health. (D)

*Key Idea 7:* Human decisions and activities have had a profound impact on the physical and living environments.

Humans are dependent upon and have an impact on their environment. Students should recognize how human decisions cause environmental changes to occur.

Students should be given opportunities to identify and investigate the factors that positively or negatively affect the physical environment and its resources.

- 4.K-4.LE7.1 Identify ways in which humans have changed their environment and the effects of those changes.

- 4.K-4.LE7.1a Humans depend on their natural and constructed environments. (D)

Also see Process skills from Unit 1

**Big Ideas:**

Human beings are living things that grow, change, and adapt to their environment.

**Essential Questions:**

- Is a human being living?
- How does a human being live, grow and adapt?

**Prior knowledge:**

to know that he/she is a human being and is alive.

**Unit Objectives:**

- Student will be able
  - to identify living and non-living things.
  - to know that human beings require air, water, and food in order to live and thrive.
  - to identify healthy and unhealthy foods.
  - to identify and use the five senses and name the sense organs.
  - to understand that senses are used to gain information about their environment.
  - to observe, predict, and generalize using data obtained via senses.
  - to measure and identify growth of a human being.
  - to identify and explain importance of exercise.
  - to identify human adaptations to environment.

to use the science process skills to observe, inquire, test, gather and record data,  
and form conclusions

**Resources:**

Text: Scott Foresman Science  
Unit D: Human Body  
pp. D1-D48

Book: Aliko, My Five Senses (available in library or Growing Healthy Kit)

Wesbites:

Description: All About Me booklet/activities

[http://www.swlauriersb.qc.ca/schools/crestview/ls/Teacher/Teacher\\_All\\_About\\_Me.htm](http://www.swlauriersb.qc.ca/schools/crestview/ls/Teacher/Teacher_All_About_Me.htm)

Description: sample lesson plans for the five senses

<http://www.sedl.org/scimath/pasopartners/senses/welcome.html>

Description: USDA website; good diagrams of food pyramid

[http://riley.nal.usda.gov/nal\\_display/index.php?info\\_center=4&tax\\_level=2&tax\\_subject=256&topic\\_id=1348](http://riley.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=256&topic_id=1348)

Description: new food pyramid image

[http://www.pedialliance.com/images/fp\\_images/2006FoodPyramid.jpg](http://www.pedialliance.com/images/fp_images/2006FoodPyramid.jpg)

Growing Healthy Kit-Grade 1

Possible Wayne Finger Lakes County BOCES Science Kits:

Senses – ES201

Healthy Food/Healthy Body - ES192

Properties - ES143

Vocabulary:

adapt	living	non-living	healthy
unhealthy	environment	senses	grow
exercise	balanced diet	energy	touch
infer	see	hear	feel
taste	tongue	eyes	hand
skin	nose	ears	muscles
skeleton	bones	food pyramid	

**Unit 3**            The Earth  
**Length:**        ~ 3 weeks  
**Timeframe:**   Early to mid-November

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Physical Setting**

*Key Idea 2:* Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

The water cycle, weather, erosion, deposition, and extreme natural events involve interactions among air, water, and land. Students should observe and describe naturally occurring changes in their world involving these phenomena. They can also investigate these phenomena in classroom experiments.

Younger (K-2) students should be engaged in observation of their immediate surroundings with emphasis on recognizing change around them. As students mature (3 - 4), they can begin to recognize cycles and identify the processes and natural events which are causing the changes they are observing.

4.K-4.PS2.1 Describe the relationship among air, water, and land on Earth.

4.K-4.PS2.1d Erosion and deposition result from the interaction among air, water, and land.

- soil is composed of broken-down pieces of living and nonliving earth material (I)

**Living Environment**

*Key Idea 7:* Human decisions and activities have had a profound impact on the physical and living environments.

(See Unit 2 for additional detail on Key Idea 7)

4.K-4.LE7.1 Identify ways in which humans have changed their environment and the effects of those changes.

4.K-4.LE7.1a Humans depend on their natural and constructed environments. (D)

4.K-4.LE7.1b Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities. (D)

4.K-4.LE7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms. (D)

Also see Process skills from Unit 1

**Big Ideas:**

Many of the phenomena that we observe on Earth involve interactions among components of air, water and land.

Human decisions and activities have a profound impact on the physical and living environments.

**Essential Questions:**

How does the earth change over time?

What have humans done to change the physical appearance of the earth over time? Are those changes helpful or harmful?

How do people use air, land and water?

**Prior knowledge:**

Students will be able

to recognize that the earth has changed

**Unit Objectives:**

Students will be able

to describe characteristics of air

to describe characteristics and forms of water

to describe characteristics and forms of land

to describe, define, and identify different kinds of soil

to describe the relationship among air, water and land on Earth.

to identify ways in which humans have changed their environment and the effects of those changes.

**Resources:**

Unit C Chapter 1 Scott Foresman Science

Website:

Description: science website designed for teachers; homepage from which you can navigate to relevant sites

<http://www.teachersdomain.org/K-2/sci/phys/index.html>

Vocabulary:

Earth	helpful	harmful	air
land	water	change	soil
river	lake	ocean	pond
stream	mountain	plain	hill
valley	texture	weathering	desert
reuse	recycle		

**Unit 4**            The Sky  
**Length:**        ~ 4 weeks  
**Timeframe:**   mid November to mid December

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Physical Setting**

*Key Idea 1:* The Earth and celestial phenomena can be described by principles of relative motion and perspective.

The universe is made up of many different objects. Students should observe and describe the motions of the Sun, Moon, and stars. The movement of these objects through space can be traced and measured over various time segments.

By keeping daily records, students will learn to identify sequences of changes and look for patterns; this skill will be useful throughout their study of the natural world. Younger students should draw what they see. Older students should be encouraged to keep journals and use instruments to measure and record their observations.

*Note: Students at this age are concrete thinkers; therefore, only the effects of gravity they can directly observe should be discussed. Drawing models that show size and position and discussing phenomena based on gravity are too abstract and may lead to misconceptions.*

- 4.K-4.PS1.1 Describe patterns of daily, monthly, and seasonal changes in their environment.
- 4.K-4.PS1.1a Natural cycles and patterns include:
- Earth spinning around once every 24 hours (rotation), resulting in day and night (D)
  - Earth moving in a path around the Sun (revolution), resulting in one Earth year (D)
  - the length of daylight and darkness varying with the seasons (M)
  - weather changing from day to day and through the seasons (R)
  - the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle (M)
- 4.K-4.PS1.1b Humans organize time into units based on natural motions of Earth:
- Second, minute, hour (I)
  - Week, month (I)
- 4.K-4.PS1.1c The Sun and other stars appear to move in a recognizable pattern both daily and seasonally. (D – Sun, perceived movement of stars not addressed at 1<sup>st</sup> Grade)

**Living Environment**

*Key Idea 6:* Plants and animals depend on each other and their physical environment

Plants and animals interact in a number of ways that affect their survival. The survival of plants and animals varies, in response to their particular environment. As the physical environment changes over time, plants and animals change.

Younger students should focus on simple, observable associations of organisms with their environments. Their studies of interactions among organisms within an environment should start with relationships they can directly observe.

Note: Although the concept of plants making their own food may be difficult for elementary students to grasp, they should understand that the Sun is the ultimate source of energy for life and physical cycles on Earth.

4.K-4.LE6.2 Describe the relationship of the Sun as an energy source for living and nonliving cycles.

4.K-4.LE6.2c Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2). (I)

Also see Process skills from Unit 1

**Big Ideas:**

The universe is made up of many different objects that move through space.

**Essential Questions:**

What are the patterns of daily, monthly and seasonal changes in their environment?

How does the Sun act as an energy source for living and nonliving things?

**Prior knowledge:**

Students will be able

to identify that the earth spins and moves.

to identify that the length of day and night vary

to know that weather changes with the seasons.

to identify that the moon changes

to recognize that the sun appears to move in the sky.

to identify that we get heat from the sun

**Unit Objectives:**

Students will be able

to identify and understand the rotation of the Earth.

to identify and understand the revolution of the Earth around the sun.

to explain how the length of daylight varies with the change of seasons.

to describe the seasons.

to identify and understand the changes of the appearance of the moon during a monthly cycle.

to understand that the movement of the earth is measured in time units (seconds, minutes, hours, days, weeks, months and year).

to identify and understand why the sun appears to move in the sky.

to understand the importance of the Sun as an energy source.

**Resources:**

Unit C Chapters 3 Scott Foresman Science

Possible Wayne Finger Lakes County BOCES Science Kits:  
Design a Constellation - ES190

Websites:

Description: webpage on the sun; lesson plan, graphics

[http://www.teachersdomain.org/K-2/sci/ess/eiu/lp\\_superstar/index.html](http://www.teachersdomain.org/K-2/sci/ess/eiu/lp_superstar/index.html)

Description: phases of the moon webpage/lessons

<http://www.teachersdomain.org/K-2/sci/ess/eiu/mphase/index.html>

Description: rotation of the earth

[http://www.teachersdomain.org/K-2/sci/ess/watcyc/subtopic\\_weathcyc.html](http://www.teachersdomain.org/K-2/sci/ess/watcyc/subtopic_weathcyc.html)

Description: physical science homepage from which you can navigate

<http://www.teachersdomain.org/K-2/sci/phys/index.html>

Materials:

globe, flashlight, calendar

Vocabulary:

rotation	revolution	season	sun
moon	heat	second	minute
hour	week	month	phases
energy source	telescope	real	imaginary
constellation	star		

**Unit 5** Weather  
**Length:** ~ 3 weeks  
**Timeframe:** Beginning of January to end January (\*covered all year during calendar)

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Physical Setting**

*Key Idea 2:* Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

(See Unit 3 for additional detail on Key Idea 2)

4.K-4.PS2.1 Describe the relationship among air, water, and land on Earth.

4.K-4.PS2.1a Weather is the condition of the outside air at a particular moment (R)

4.K-4.PS2.1b Weather can be described and measured by:

- temperature (I)
- form and amount of precipitation (D – form only)
- general sky conditions (cloudy, sunny, partly cloudy) (M)

4.K-4.PS2.1c Water is recycled by natural processes on Earth.

- evaporation: changing of water (liquid) into water vapor (gas) (D)
- condensation: changing of water vapor (gas) into water (liquid) (I)
- precipitation: rain, sleet, snow, hail (I)
- runoff: water flowing on Earth's surface (I)
- groundwater: water that moves downward into the ground (I)

See also process skill indicators from Unit 1

**Big Ideas:**

Weather is the condition of the outside air at a particular moment.

**Essential Questions:**

What can you tell about the weather?

How can the weather be observed and measured?

How can water on the Earth be recycled?

**Prior knowledge:**

Students will be able

to state that weather occurs outside.

to identify rain and snow as forms of precipitation.

to identify that the clouds and sun are in the sky.

to identify that water evaporates.

**Unit Objectives:**

Students will be able

to describe and measure temperature of the air

to describe and measure precipitation

to identify and understand evaporation

to identify and understand condensation  
to name different types of precipitation  
to identify runoff and groundwater on the earth's surface  
to identify and describe soil

**Resources:**

Unit C Chapter 2 Scott Foresman Science

Websites:

Description: webpage "What's the weather?" sample lesson plan

[http://www.teachersdomain.org/K-2/sci/ess/watcyc/lp\\_whatweather/index.html](http://www.teachersdomain.org/K-2/sci/ess/watcyc/lp_whatweather/index.html)

Description: "Biome in a baggie" video streaming of an experiment illustrating the water cycle and relevance in the biosphere

<http://www.teachersdomain.org/K-2/sci/ess/watcyc/baggiezoom/index.html>

(biodome)

Description: list of daily weather changes webpages

[http://www.teachersdomain.org/K-2/sci/ess/watcyc/subtopic\\_weathcyc.html](http://www.teachersdomain.org/K-2/sci/ess/watcyc/subtopic_weathcyc.html)

(water cycle, weather/meteorologist website listing)

Description: water cycle animation –video streaming

<http://www.teachersdomain.org/K-2/sci/ess/watcyc/watercycle/index.html> (water cycle video)

Description: science homepage listing sites for teachers/topics

<http://www.teachersdomain.org/K-2/sci/phys/index.html>

Materials:

Calendars, weather charts, weather journals, weather station

Vocabulary:

weather	temperature	precipitation	water cycle
evaporation	condensation	runoff	groundwater
recycle	thermometer	water vapor	cloud
storm	tornado	season	

**Unit 6** Properties  
**Length:** ~ 3 weeks  
**Timeframe:** beginning February to end February

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Physical Setting**

*Key Idea 3:* Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Students should describe, categorize, compare, and measure observable physical properties of matter and objects.

Students' initial efforts in performing these processes may yield simple descriptions and sketches, which may lead to increasingly more detailed drawings and richer verbal descriptions. Things can be done to materials to change their properties, but not all materials respond in the same way to what is done to them. Younger students emphasize physical properties while older students will recognize chemical changes.

Appropriate tools can aid students in their efforts.

- 4.K-4.PS3.1 Observe and describe properties of materials, using appropriate tools.
- 4.K-4.PS3.1b Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses. (D)
- 4.K-4.PS3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light. (D)
- 4.K-4.PS3.1f Objects and/or materials can be sorted or classified according to their properties. (D)
- 4.K-4.PS3.2 Describe chemical and physical changes, including changes in states of matter.
- 4.K-4.PS3.2a Matter exists in three states: solid, liquid, gas. (D)
  - solids have a definite shape and volume
  - liquids do not have a definite shape but have a definite volume
  - gases do not hold their shape or volume
- 4.K-4.PS3.2b Temperature can affect the state of matter of a substance. (D)
- 4.K-4.PS3.2c Changes in the properties of materials or objects can be observed and described. (D)

Also see Process skills from Unit 1

**Big Ideas:**

Matter has properties that can be observed. Matter exists in 3 states and can be changed.

**Essential Questions:**

How can the properties of matter be observed and measured?  
What are the states of matter?

**Prior knowledge:**

Students will be able

to name their 5 senses.  
to classify objects.

### **Unit Objectives**

Students will be able

- to observe the properties of matter
- to classify objects based on physical properties
- to identify the three states of matter
- to identify and describe liquids, solids, and gases
- to identify and describe the changes in states of matter
- to describe, categorize, compare and measure properties of matter and objects
- to describe the changes in states of matter

### **Resources:**

Unit B Chapter 2 Scott Foresman Science

Possible Wayne Finger Lakes County BOCES Science Kits:  
Properties - ES143

Websites:

Description: science website designed for teachers; navigate to specific webpages  
<http://www.teachersdomain.org/K-2/sci/phys/index.html>

Vocabulary:

matter	properties	solid	liquid
gas	change	object	air
vibrate	sound	heat	

**Unit 7** Matter  
**Length:** ~ 3 weeks  
**Timeframe:** beginning March to mid March

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Physical Setting**

*Key Idea 3:* Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

(See Unit 6 for additional detail on Key Idea 3)

4.K-4.PS3.1 Observe and describe properties of materials, using appropriate tools.

4.K-4.PS3.1b Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses. (D)

4.K-4.PS3.2 Describe chemical and physical changes, including changes in states of matter.

4.K-4.PS3.2a Matter exists in three states: solid, liquid, gas. (D)

- solids have a definite shape and volume
- liquids do not have a definite shape but have a definite volume
- gases do not hold their shape or volume

4.K-4.PS3.2c Changes in the properties of materials or objects can be observed and described. (D)

Also see Process skills from Unit 1

**Big Ideas:**

Matter is made up of particles whose properties can change.

**Essential Questions:**

What are some properties of matter and how do we observe them?

Can matter change?

**Prior knowledge:**

Students will be able  
to name their 5 senses  
to classify objects

**Unit Objectives:**

Students will be able  
to identify and describe liquids, solids, and gases  
to identify and describe the changes in states of matter  
to describe, categorize, compare and measure properties of matter and objects.  
to describe the changes in states of matter.

**Resources:**

Unit B Chapter 1 Scott Foresman Science

Description: science hopepage for teachers of science

<http://www.teachersdomain.org/K-2/sci/phys/descwrlld/index.html>

Possible Wayne Finger Lakes County BOCES Science Kits:  
Classifying - ES108

Vocabulary:

matter  
gas

properties  
change

solid

liquid

**Unit 8**            Magnetism/Motion  
**Length:**        ~ 3 weeks  
**Timeframe:**    end March to mid April

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Physical Setting**

*Key Idea 5:* Energy and matter interact through forces that result in changes in motion.

Students should be able to observe and describe relative positions between objects in their world. Exploring the observable effects of gravity and magnetism may help students develop an understanding of the reason for the direction of an object's motion. Manipulation and application of simple tools and machines may help students learn about the relationships between forces and motion.

- 4.K-4.PS5.1 Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.
- 4.K-4.PS5.1a The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.). (R)
- 4.K-4.PS5.1b The position or direction of motion of an object can be changed by pushing or pulling. (R)
- 4.K-4.PS5.1c The force of gravity pulls objects toward the center of Earth. (D)
- 4.K-4.PS5.1e Magnetism is a force that may attract or repel certain materials. (D)
- 4.K-4.PS5.2 Describe how forces can operate across distances.
- 4.K-4.PS5.2a The forces of gravity and magnetism can affect objects through gases, liquids, and solids.
  - Magnetism (I)
- 4.K-4.PS5.2b The force of magnetism on objects decreases as distance increases. (D)

Also see Process skills from Unit 1

**Big Ideas:**

Energy and matter interact through forces that result in changes in motion.

**Essential Questions:**

Why do things move?

**Prior knowledge:**

Students will be able  
to state the position of an object in relation to another given object  
to state if an object is being pushed or pulled  
to identify that gravity keeps us on the earth  
to identify a magnet

**Unit Objectives:**

Students will be able

to describe tell the position of an object in relationship to another object.

to state if an object is being pushed or pulled.

to describe the force that gravity has on the earth.

to explain magnetism.

to explain that the force of magnetism on objects decreases as distance increases.

**Resources:**

Unit B Chapter 3 Scott Foresman Science

Possible Wayne Finger Lakes County BOCES Science Kits:

Magnets – ES200

Websites

Description: webpage “How things move” lesson and video streaming

<http://www.teachersdomain.org/K-2/sci/phys/howmove/index.html>

Description: general science homepage for teachers from which you can navigate

<http://www.teachersdomain.org/K-2/sci/phys/index.html>

Materials:

Magnets, miscellaneous objects for experiments

Vocabulary:

magnetism

magnet

force

repel

attract

push

pull

gravity

wheel

ramp

pulley

lever

simple machine

**Unit 9** Plants  
**Length:** ~ 6 weeks  
**Timeframe:** beginning April to beginning/mid May

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Living Environment**

*Key Idea 1:* Living things are both similar to and different from each other and from nonliving things.

(See Unit 2 for additional detail on Key Idea 1)

4.K-4.LE1.1 Describe the characteristics of and variations between living and nonliving things.

4.K-4.LE1.1b Plants require air, water, nutrients, and light in order to live and thrive.

4.K-4.LE1.1c Nonliving things do not live and thrive. (M)

4.K-4.LE1.1d Nonliving things can be human-created or naturally occurring. (M)

4.K-4.LE1.2 Describe the life processes common to all living things.

4.K-4.LE1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die. (D)

*Key Idea 2:* Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

As students investigate the continuity of life, emphasis should be placed on how plants and animals reproduce their own kind.

Teachers should lead students to make observations about how the offspring of familiar animals compare to one another and to their parents. Students know that animals reproduce their own kind—rabbits have rabbits (but you can usually tell one baby from another), cats have kittens that have different markings (but cats never have puppies), and so forth. This idea should be strengthened by a large number of examples, both plant and animal, upon which the students can draw.

Students should move from describing individuals directly (e.g., she has blue eyes) to naming traits and classifying individuals with respect to those traits (e.g., eye color: blue). Students can be encouraged to keep lists of things that animals and plants get from their parents, things that they don't get, and things that the students are not sure about either way.

4.K-4.LE2.2 Recognize that for humans and other living things there is genetic continuity between generations.

4.K-4.LE2.2a Plants and animals closely resemble their parents and other individuals in their species. (D)

4.K-4.LE2.2b Plants and animals can transfer specific traits to their offspring when they reproduce (D)

*Key Idea 3:* Individual organisms and species change over time.

Throughout time, plants and animals have changed depending on their environment. In learning how organisms have been successful in their habitats, students should observe and record information about plants and animals.

They should begin to recognize how differences among individuals within a species can help an organism or population to survive. Students at this level will identify the behaviors and physical adaptations that allow organisms to survive in their environment.

- 4.K-4.LE3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.
- 4.K-4.LE3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction. (D)
- roots help support the plant and take in water and nutrients
  - leaves help plants utilize sunlight to make food for the plant
  - stems, stalks, trunks, and other similar structures provide support for the plant
  - some plants have flowers
  - flowers are reproductive structures of plants that produce fruit which contains seeds
  - seeds contain stored food that aids in germination and the growth of young plants
- 4.K-4.LE3.1c In order to survive in their environment, plants and animals must be adapted to that environment.
- seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals (D)
  - leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture (D)
  - animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration (D)

*Key Idea 4:* The continuity of life is sustained through reproduction and development.

It is essential for organisms to produce offspring so that their species will continue. Patterns of reproduction, growth, and development of an organism are stages in its life cycle. Life cycle stages are sequential and occur throughout the life span of the organism. The characteristics of the cycle of life vary from organism to organism.

Note: Younger students may have difficulty in recognizing the continuity of life. Using organisms with a short life cycle as examples will be important in getting the concept across. It is important for younger students to observe life cycle changes in selected animals.

- 4.K-4.LE4.1 Describe the major stages in the life cycles of selected plants and animals.
- 4.K-4.LE4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death. (D)
- 4.K-4.LE4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant. (D)
- 4.K-4.LE4.1c The length of time from beginning of development to death of the plant is called its life span. (D)

4.K-4.LE4.1d Life cycles of some plants include changes from seed to mature plant. (D)

4.K-4.LE4.2 Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.

4.K-4.LE4.2a Growth is the process by which plants and animals increase in size. (M)

4.K-4.LE4.2b Food supplies the energy and materials necessary for growth and repair. (D)

*Key Idea 5:* Organisms maintain a dynamic equilibrium that sustains life.

(See Unit 2 for additional detail on Key Idea 5)

4.K-4.LE5.1 Describe basic life functions of common living specimens (e.g., guppies, mealworms, gerbils).

4.K-4.LE5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste. (D)

4.K-4.LE5.1b An organism's external physical features can enable it to carry out life functions in its particular environment. (D)

4.K-4.LE5.2 Describe some survival behaviors of common living specimens.

4.K-4.LE5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.

*Key Idea 6:* Plants and animals depend on each other and their physical environment

(See Unit 2 for additional detail on Key Idea 6)

4.K-4.LE6.2 Describe the relationship of the Sun as an energy source for living and nonliving cycles.

4.K-4.LE6.2a Plants manufacture food by utilizing air, water, and energy from the Sun. (I)

Also see Process skills from Unit 1

**Big Ideas:**

Plants are living things that grow, change, and reproduce.

**Essential Questions:**

What does a plant need to grow?

What are the parts of a plant and their function?

How do plants adapt to their environment?

What is the life cycle of a plant?

**Prior knowledge:**

Student will know or be able

to identify a plant as a living thing.

to recognize that a plant has different parts.

**Unit Objectives:**

Student will be able

- to identify plants as living things that can grow, change, and die.
- to identify the needs of a plant (nutrients, air, light, water).
- to describe how a plant grows and reproduces (life cycle).
- to explain that a plant increases in size as it grows.
- to describe that plants produce seeds that develop into plants with common characteristics of the species.
- to identify, name, and explain the function of the parts of a plant.
- to describe a plant's adaptation to its environment.
- to explain how water moves through a plant.
- to identify that the sun is needed for a plant to manufacture food.
- to identify and explain that there are different habitats for different types of plants.
- to explain how people use plants.
- to use the science process skills to observe, inquire, test, gather and record data, and form conclusions.

**Resources:**

Text: Scott Foresman Science Teacher Manual, Grade 1  
Unit A, Chapter 1; pp.A1-25

Scott Foresman Science grade 1 Lab Manual pp. 1-15  
Scott Foresman Science grade 1 Reading for Science, p. 4  
Scott Foresman Science grade 1 Transparency 1

Possible Wayne Finger Lakes County BOCES Science Kits:  
From Seed to Plant – ES117

Literary Books:  
The Tiny Seed, Eric Carle (available in library)

Websites:  
Description: “Is it alive?” lesson and video  
<http://www.teachersdomain.org/K-2/sci/life/colt/alive/index.html>

Description: website/lesson “From seed to plant”  
<http://www.teachersdomain.org/K-2/sci/life/colt/plantsgrow/index.html>

Description: lesson : “The needs of living things”  
[http://www.teachersdomain.org/K-2/sci/life/colt/lp\\_stayalive/index.html](http://www.teachersdomain.org/K-2/sci/life/colt/lp_stayalive/index.html)

**Vocabulary:**

living	non-living	life cycle	life span
reproduce	mature plant	manufacture	die
survival	roots	leaves	stem
trunk	plant	flower	seed
growth	germination	adaptations	adult
habitat	fruit		

**Unit 10**        Animals  
**Length:**        ~ 5 weeks  
**Timeframe:**    beginning/mid May to mid June

**State Standards:** (I = Introducing, D = Developing, M = Mastery, R = Review)

**Living Environment**

*Key Idea 1:* Living things are both similar to and different from each other and from nonliving things.

(See Unit 2 for additional detail on Key Idea 1)

4.K-4.LE1.1 Describe the characteristics of and variations between living and nonliving things.

4.K-4.LE1.1a Animals need air, water, and food in order to live and thrive.  
(M)

4.K-4.LE1.1c Nonliving things do not live and thrive. (M)

4.K-4.LE1.1d Nonliving things can be human-created or naturally occurring.  
(M)

4.K-4.LE1.2 Describe the life processes common to all living things.

4.K-4.LE1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die. (D)

*Key Idea 2:* Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

(See Unit 9 for additional detail on Key Idea 2)

4.K-4.LE2.2 Recognize that for humans and other living things there is genetic continuity between generations.

4.K-4.LE2.2a Plants and animals closely resemble their parents and other individuals in their species. (D)

4.K-4.LE2.2b Plants and animals can transfer specific traits to their offspring when they reproduce (D)

*Key Idea 3:* Individual organisms and species change over time.

(See Unit 9 for additional detail on Key Idea 3)

4.K-4.LE3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.

4.K-4.LE3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.

- wings, legs, or fins enable some animals to seek shelter and escape predators
- the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink
- eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings
- claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food
- some animals have parts that are used to produce sounds and smells to help the animal meet its needs

- the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)

4.K-4.LE3.1c In order to survive in their environment, plants and animals must be adapted to that environment.

- leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture (D)
- animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration (D)

*Key Idea 4:* The continuity of life is sustained through reproduction and development.  
(See Unit 9 for additional detail on Key Idea 4)

4.K-4.LE4.1 Describe the major stages in the life cycles of selected plants and animals.

4.K-4.LE4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death. (D)

4.K-4.LE4.1c The length of time from beginning of development to death of the plant is called its life span. (D)

4.K-4.LE4.1f Each kind of animal goes through its own stages of growth and development during its life span. (D)

4.K-4.LE4.1g The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary. (D)

4.K-4.LE4.2 Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.

4.K-4.LE4.2a Growth is the process by which plants and animals increase in size. (M)

4.K-4.LE4.2b Food supplies the energy and materials necessary for growth and repair. (D)

*Key Idea 5:* Organisms maintain a dynamic equilibrium that sustains life.  
(See Unit 2 for additional detail on Key Idea 5)

4.K-4.LE5.1 Describe basic life functions of common living specimens (e.g., guppies, mealworms, gerbils).

4.K-4.LE5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste. (D)

4.K-4.LE5.1b An organism's external physical features can enable it to carry out life functions in its particular environment. (D)

4.K-4.LE5.2 Describe some survival behaviors of common living specimens.

4.K-4.LE5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating). (D)

4.K-4.LE5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment. (D)

4.K-4.LE5.2d Some animals, including humans, move from place to place to meet their needs. (D)

- 4.K-4.LE5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur. (D)
- 4.K-4.LE5.2f Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating. (D)
- 4.K-4.LE5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight. (D)

Also see Process skills from Unit 1

**Big Ideas:**

Animals are living things that grow, change, and adapt to their environment in the world.

**Essential Questions:**

- Are animals living things?
- How do animals differ?
- What do animals need to sustain life? (air, water, food)

**Prior knowledge:**

Student will be able  
to understand that an animal is living  
to differentiate between animals and plants

**Unit Objectives:**

Student will be able  
to explain that animals need air, water, nutrients, and light to live and thrive.  
to understand that animals have offspring that resemble their parents.  
to understand that animals of the same species share common characteristics.  
to understand that animals have different structures that serve different functions in growth, survival, and reproduction.  
to identify different types of animals (mammals, reptiles, fish, insects, etc.)  
to identify and recognize growth in animals.  
to identify and understand different means of adaptation (hibernation, migration, camouflage, etc.)  
to understand that animals have life cycles.  
to understand that a life span is the length of time from birth or beginning of development to death.  
to describe how animals may respond to changes in their environment (shivering, heart rate, etc.)  
to identify that animals have senses that they use to gain information.  
to identify and describe the different habitats of different animals.  
to use the science process skills to observe, inquire, test, gather and record data, and form conclusions.

**Resources:**

Scott Foresman Science Teacher Manual, Unit A, chapter 2, 3

Websites:

Description: “animal planet” website

<http://animal.discovery.com/>

Description: “Zoobooks” webpage

<http://www.zoobooks.com/gatewayPages/gateway1Kids.html>

Description: science website –“Is it alive?”

<http://www.teachersdomain.org/K-2/sci/life/colt/alive/index.html>

Houghton Mifflin Reading Grade 1-Theme 6

Possible Wayne Finger Lakes County BOCES Science Kits:

Animal Survival– ES194

Composting & Decomposition - ES178

Vocabulary:

shelter	surroundings	adaptations	hibernation
migrate	living	non-living	life cycle
life span	breathe	reproduce	die
survival	adult	larva	pupa
growth	development	habitat	insect
mammal	fish	head	thorax
abdomen	parent	offspring	forest
desert			