

## Curriculum Map

<b>Subject: SCIENCE</b>	<b>Grade: K2</b>
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Time Frame	Topic	Content	Resources *Reading Street (RS) **Scholastic Weekly Readers(SWR)	Standard	Assessment
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SEPTEMBER	Identify and describe the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.	Brainstorm/discuss topic, Intro vocabulary, explore tools, Milk Rainbow activity, construct simple structure w/ marshmallows, scientist badges, Make scientist booklet	Balance, goggles, microscope, magnifying glasses, tweezers, test tubes, measuring cups, ruler, thermometers, notebook, sorting cards, marshmallows, toothpicks, straws, Chart paper, drawing paper, pencils, colored pencils, crayons, Scientist song, pictures of scientists + tools, Folder game, <i>What are Scientists: What Do They Do?</i> , <i>Let's Find Out</i> , <i>What is Science?</i>	<i>Technology /Engineering-1.3</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
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SEPTEMBER	Sort objects by observable properties such as size, shape, color, weight, and texture.	Brainstorm/discuss topic, Use senses to explore and investigate and sort findings using Hula Hoops as Venn Diagram, draw/label sorted objects  (Center Activity)	Hula hoops balance, magnifying glasses, various objects of different sizes, shapes, colors, weights, and textures, graphing organizer for sorting Chart paper, drawing paper, pencils, colored pencils, crayons, Folder game, <i>Odd and Even Socks, Sort it Out!</i>	<i>Physical Sciences (Chemistry and Physics) #1</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
OCTOBER	Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.	Brainstorm/discuss topic, sort objects, write about what we use senses for, Venn diagram to compare animals/people's senses, explore sensory bags, guessing game –What sense would I use? Draw self-label senses  (Center Activity)	Misc. objects for senses table/bags, popcorn, clue cards –what sense do I use?- Chart paper, drawing paper, pencils, colored pencils, crayons, senses cards, posters, <i>SWR, My Five Senses, Animal Senses: How Animals See, Hear, Feel,</i> <a href="http://www.teachpreschoolscien">http://www.teachpreschoolscien</a>	<i>Life Science (Biology) #6</i>	Observation, participation, use of vocabulary, discussion, drawings, writing

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OCTOBER	Describe how human beings use parts of the body as tools (e.g., teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies.	Brainstorm/discuss topic, list what parts are use for, (people + animals)Venn Diagram to compare make faces w/ animal teeth-write sentence	<a href="http://www.teachpreschoolscience.com/lessonplanindex.html">ce.com/lessonplanindex.html</a> Paper, printout of animal teeth, Chart paper, drawing paper, pencils, colored pencils, crayons, pictures of animals using tools, Folder game, <i>My Body, Your Body, What If You Had Animal Teeth?</i> <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Technology/Engineering</i> -2.2	Observation, participation, use of vocabulary, discussion, drawings, writing
OCTOBER-NOVEMBER-DECEMBER (ongoing throughout the months)  (re-visit in May)	Recognize changes in appearance that animals and plants go through as the seasons change.	Brainstorm/discuss topic. Draw plant + animal in summer/winter, Draw pumpkin and frog life cycle.	Chart paper, drawing paper, pencils, colored pencils, crayons, pictures of animals/plants at different stages, life cycle fill-in charts, <i>RS, In the Small, Small Pond, A Tree Is a Plant, Life Cycle</i> series <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Life Science (Biology) #6</i>	Observation, discussion participation, use of vocabulary, drawings, writing

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NOVEMBER-DECEMBER	Identify the ways in which an organism’s habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).	Brainstorm/discuss topic, list needs, and types of habitats. Discuss why habitat is just right for specific animal and not another, Draw label animal/plant in habitat, Animal Habitats Memory Match	Chart paper, drawing paper, pencils, colored pencils, crayons, pictures of various habitats, Matching Game, <i>SWR</i> , <i>RS</i> , Folder game, <i>Animal Habitat series</i> <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Life Science (Biology) #8</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
JANUARY-FEBRUARY	Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.	Discuss, model, explore items using various movements, Use vocabulary cards to tell how to move objects	Vocabulary word cards, toy cars, ball, top, masking tape, <i>Biggest, Strongest Fastest</i>	<i>Physical Sciences (Chemistry and Physics #3)</i>	Observation, participation, use of vocabulary, discussion, drawings, writing

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JANUARY-FEBRUARY	Demonstrate that the way to change the motion of an object is to apply a force (give it a push or a pull). The greater the force, the greater the change in the motion of the object.	Discuss, model, Explore items using push/pull-with little/greater force, Make predictions of distance Use playground (if possible) to act out push/pull, act out movements, explore home and document push/pull objects	Vocabulary word cards, push/pull poster, string, ruler, ring magnet, assorted objects of different sizes, board for ramp, toy cars, ball, cubes for measuring, Venn Diagram, T-Chart <i>SWR</i> , Folder game, <i>Push and Pull (Rookie Read-About Science)</i>	<i>Physical Sciences (Chemistry and Physics) #4</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
JANUARY-FEBRUARY	Magnets	Discuss/model, Predict then explore classroom, record findings, explore home, record findings, share with class  (Center Activity)	Assorted sizes of magnets, box w/rice, assorted magnetic/non-magnetic objects, magnet posters, <i>What Magnets Can Do (Rookie Read-About Science)</i>	QCA	Observation, participation, use of discussion, drawings, writing vocabulary



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Ongoing (Target specific in September, December, March, June)	day to day and over the seasons.	Venn Diagram comparing change of each season, Draw Life cycle for apple tree, Draw/label months and activities for each. Web for weather events-draw types of weather	paper, pencils, colored pencils, crayons, month chart, weather poster, Venn Diagram, <i>SWR</i> , <i>RS</i> , <i>Sunshine Makes the Seasons</i> (Let's-Read-and-Find-Out Stage 2) <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Space Science #3</i>	participation, use of vocabulary, discussion, drawings, writing
Ongoing (Target specific in September, October, March)	Identify some events around us that have repeating patterns, including the seasons of the year, day and night.	Brainstorm/discuss topic, T-chart listing differences between day/ night activities, nocturnal/diurnal animals	Chart paper, drawing paper, pencils, colored pencils, crayons, seasons poster, <i>SWR</i> , Folder game, <i>Seasons (Cycles of Life)</i>  <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Earth+ Space Science #5</i>	Observation, participation, use of vocabulary, discussion, drawings, writing

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MARCH	Understand that air is a mixture of gases that is all around us and that wind is moving air.	Brainstorm/discuss topic, model breeze/gust with straw/cotton ball, make windsock, use fan/hair dryer to explore different levels of wind-walk, fast walk, turning like tornado, etc (extend to outdoors if possible)	Chart paper, drawing paper, pencils, colored pencils, crayons, tissue paper, cotton balls, fan, hair dryer, straws, SWR, <i>Feel the Wind</i> (Let's-Read-and-Find-Out Stage 2)  <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Earth+ Space Science #2</i>	Observation, participation, use of vocabulary, drawings, writing discussion
MARCH	Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	Brainstorm/discuss topic, Vocabulary cards, explore classroom/home, record findings, make jello	Matching game/cards, Sorting paper, containers of various sizes and shapes, thermometers, ice, water, jello, Folder game, <i>What Is the World Made Of? All About Solids, Liquids, and Gases</i> (Let's-Read-and-Find-Out Science, Stage 2)  <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Physical Sciences (Chemistry and Physics) #2</i>	Observation, participation, use of vocabulary, discussion, drawings, writing



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APRIL-MAY	Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.	Brainstorm/discuss topic, draw/label animal/plant (add water, food...)	Chart paper, drawing paper, pencils, colored pencils, crayons, <i>SWR</i> , <i>RS</i> , <i>Be a Friend to Trees (Let's Read and Find Out Science Stage 2)</i> , <i>Plants and Flowers (It's Science)</i>	<i>Life Science (Biology) #1</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
APRIL-MAY	Recognize that plants and animals have life cycles, and that life cycles vary for different living things.	Brainstorm/discuss topic, K-W-L butterflies Observe/document life cycle of Painted Lady Butterfly	Live Caterpillars with Butterfly Garden, Chart paper, vocabulary words, life cycle charts, drawing paper, pencils, colored pencils, crayons, <i>SWR</i> , <i>RS</i> , <i>Life Cycles of Butterflies</i>  <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Life Science (Biology) #3</i>	Observation, participation, use of vocabulary, discussion, drawings, writing

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APRIL	Recognize that water, rocks, soil, and living organisms are found on the earth's surface.	Brainstorm/discuss topic, Nature walk using magnifying glasses, Draw/label things found, Earth Day Activities  (Center Activity-explore rocks)	Chart paper, drawing paper, pencils, colored pencils, crayons, water color paint, Earth pictures w/ water, rocks, soil, living organisms, magnifying glasses, RS, Folder game, <i>Discovering My World-Earth, Under One Rock: Bugs, Slugs and Ughs</i>  <i>Earth Day books</i>	<i>Earth+ Space Science #2</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
MAY	Describe ways in which many plants and animals closely resemble their parents in observed appearance.	Brainstorm/discuss topic, matching baby animal with adult (game), draw /label baby + adult  Brainstorm/discuss topic,	Chart paper, drawing paper, pencils, colored pencils, crayons, pictures of baby/adult animals, Matching Game cards SWR,SR, Folder game, <i>See Me Grow A Piglet, Belongs to a Pig</i>  Chart paper, T-chart	<i>Life Science (Biology) #4</i>	Observation, participation, use of vocabulary, discussion, drawings, writing  Observation,

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MAY	Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.	Nature Walk to identify living/non-living, make booklet, classify/categorize, T-chart, Living/Non-Living Hunt-draw/label, sorting collage of living/non-living things.	organizer, drawing paper, pencils, drawing utensils, magazines, clipboards, Folder game, <i>Living and Nonliving (My World Of Science)</i> <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	<i>Life Science (Biology)</i> #2	participation, use of vocabulary, discussion, drawings, writing
MAY	Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).	Brainstorm/discuss topic, list uses for materials	Examples of wood, cotton, fur, wool, plastic, Styrofoam, metal, pictures of objects made with wood, cotton, fur, wool, plastic, Styrofoam, metal, chart paper, <i>From Sheep to Sweater</i> <i>From Cotton to Tee Shirt</i>	<i>Technology/Engineering</i> -1.1	Observation, participation, use of vocabulary, discussion, drawings, writing

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MAY	Identify and explain some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).	Students will research one topic at home, write details about their topic, bring in a sample of their topic and present report to the class/school	<i>From Sheep to Sweater.</i> <i>From Cotton to Tee Shirt</i>	<i>Technology/Engineering -1.2</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
JUNE	Recognize that the sun supplies heat and light to the earth and is necessary for life.	Brainstorm/discuss topic, ‘plant’ lima beans/place in windows, make/document weekly observations, ‘plant’ lima beans-place one I no sun, one w/ no water, one w/ too much water, Draw/label plant with sun/without sun, Make sun catcher with plant or animal drawing in center	Chart paper, pictures of the sun, drawing paper, pencils, colored pencils, crayons, tissue paper, lima bean seeds, wet paper towels baggies, RS, <i>Discovering My World-Sun</i> <a href="http://www.teachpreschoolscience.com/lessonplan">http://www.teachpreschoolscience.com/lessonplan</a>	<i>Earth+Space Science #4</i>	Observation, participation, use of vocabulary, discussion, drawings, writing
		Brainstorm/Discuss topic,	Chart paper, globe, map,		Observation,

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JUNE	The Ocean	find oceans on a globe/map, make web of ocean creatures, draw underwater scene, create booklet of things found at/in the ocean (Center Activity-Explore sea-shells)	pictures of the ocean + ocean creatures, drawing paper, pencils, colored pencils, crayons, sand, watercolor paint, web chart, Ocean Song,  <a href="http://www.teachpreschoolscience.com/lessonplanindex.html">http://www.teachpreschoolscience.com/lessonplanindex.html</a>	QCA	participation, use of vocabulary, discussion, writing, drawing
JUNE	Sink/Float	Brainstorm/discuss topic. Predict what items will sink/float. Use various items to experiment.	Containers, various items, drawing paper, pencils, crayons  <i>Does It Sink or Float?</i> BrainPop video	QCA	Observation, participation, use of vocabulary, discussion, drawing