

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Kindergarten

Subject: Science

Adoption Date: November 10, 2012

Revision Date: April 1, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1. How can I remember how animals and people are different? (2 weeks)</p> <p>2. How can I analyze where animals live? (2 weeks)</p> <p>3. How do I create the life cycle of a butterfly? (3 weeks)</p> <p>4. How do I create the life cycle of a pumpkin? (3 weeks)</p>	<p>1. How can I understand my Five Senses? (2 weeks)</p> <p>2. How can I create an understanding for the sense of smell? (2 weeks)</p> <p>3. How can I analyze Braille? (2 weeks)</p> <p>4. How does my sense of touch help me remember how something feels? (2 weeks)</p> <p>5. Why is it important to remember my taste buds? (2 weeks)</p>	<p>1. How can I analyze different types of magnets? (3 weeks)</p> <p>2. How can I remember when magnets push or pull? (3 weeks)</p> <p>3. How do scientists apply new things? (3 weeks)</p>	<p>1. How can I remember what a plant needs to stay alive and growing? (3 weeks)</p> <p>2. How can I analyze how a seed grows into a plant? (3 weeks)</p> <p>3. Why is it important to remember which parts of a plant I can eat? (3 weeks)</p>

<p>Instructional Materials</p>	<p><u>-Gone Wild: An Endangered</u> <u>-Animal Alphabet</u> <u>-Animal Babies</u> <u>-Animal Homes</u> <u>-The Pumpkin Patch</u> <u>-The Big Red Barn</u> -www.brainpopjr.com -www.unitedstreaming.com -National Geographic -Science Spin -Teacher-created materials</p>	<p><u>-What Your Nose Knows</u> <u>-The Touch Book</u> -Braille Alphabet Cards -www.brainpopjr.com -www.unitedstreaming.com -www.enchantedlearning.com -Science Spin -Teacher-created materials</p>	<p>-Various types of Magnets <u>-Now & Ben: The Modern Inventions of Benjamin Franklin</u> <u>-Timeless Thomas: How Thomas Edison Changed Our Lives</u> by Gene Baretta -www.brainpopjr.com -www.unitedstreaming.com -www.enchantedlearning.com -Science Spin -Teacher-created materials</p>	<p>-Various types of Flower Seeds <u>-The Tiny Seed</u> <u>-From Seed to Plant</u> -www.brainpopjr.com -www.unitedstreaming.com -www.enchantedlearning.com -Science Spin -Teacher-created materials</p>
<p>Activities</p>	<p>Activity One: Students will make a poster about Animal Needs and People Needs/Wants using magazine pictures.</p> <p>Activity Two: Students will complete a “Big Red Barn” writing activity.</p> <p>Activity Three: Students will use pasta pieces to create the Life Cycle of a Butterfly on a paper plate.</p> <p>Activity Four: Students will sequence the Life Cycle of a Pumpkin Seed on a sentence strip. Students will then create a Pumpkin Mosaic before visiting the Pumpkin Patch.</p>	<p>Activity One: Students will label their “Five Senses” on a diagram.</p> <p>Activity Two: Students will determine “good smells” and “bad smells” by creating a Mini-Book of “Favorite Smells.”</p> <p>Activity Three: Students will “write” their initials in Braille.</p> <p>Activity Four: Students will sort corresponding objects into categories (soft, hard, squishy, rough, furry, and smooth) with a partner.</p> <p>Activity Five: Students will label their taste buds</p>	<p>Activity One: Students will identify and describe different types of magnets. Students will illustrate/write them in a flip-book.</p> <p>Activity Two: Students will test magnetic and non-magnetic objects and record findings on a teacher created sheet with a partner.</p> <p>Activity Three: Students will create a Benjamin Franklin kite and write two important facts about Franklin’s inventions.</p>	<p>Activity One: Students will make a flower and label its parts.</p> <p>Activity Two: Students will observe different types of flower seeds and create/label a seed graph.</p> <p>Activity Three: Students will observe different foods that come from plants.</p>

		and then participate in a Food Exploration activity with the class (by identifying a specific taste).		
Standards	<p>Activity One: K-ESS3-1.ESS3.A.1 K-ESS2-2.ESS2.E.1</p> <p>Activity Two: K-ESS3-1.ESS3.A.1 K-ESS2-2.ESS2.E.1</p> <p>Activity Three: K-ESS3-1.ESS3.A.1 K-ESS2-2.ESS2.E.1</p> <p>Activity Four: K-ESS3-1.ESS3.A.1 K-ESS2-2.ESS2.E.1</p>	<p>Activity One: K-PS3-1.3.1 K-ESS3-3.8.1</p> <p>Activity Two: K-PS3-1.3.1 K-ESS3-3.8.1</p> <p>Activity Three: K-PS3-1.3.1 K-ESS3-3.8.1</p> <p>Activity Four: K-ESS3-3.8.1</p> <p>Activity Five: K-PS3-1.3.1 K-ESS3-3.8.1</p>	<p>Activity One: K-PS2-1 K-PS2-1.2.1</p> <p>Activity Two: K-PS2-1.PS2.A.1</p> <p>Activity Three: K-PS2-2.ETS1.A.1</p>	<p>Activity One: K-LS1-1.LS1.C.1</p> <p>Activity Two: K-LS1-1.LS1.C.1</p> <p>Activity Three: K-LS1-1.LS1.C.1</p>
Accommodations and Modifications	<p>English Language Learners: -Use images, diagrams and other visual aids wherever possible (Activity One) -Provide hands-on activities and explanations</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes</p>	<p>English Language Learners: -Reduce amount of work required -Provide hands-on activities and explanations (Activity Three)</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across</p>	<p>English Language Learners: -Use images, diagrams and other visual aids wherever possible (Activity One) -Accept participation at any level, even one word</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes</p>	<p>English Language Learners: -Assign a buddy, same language or English speaking -Use images, diagrams and other visual aids wherever possible (activity one) -Use group projects rather than individual work (Activity Two)</p> <p>At Risk of School Failure: -Use behavioral</p>

	<p>-Adjust time for completion</p> <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> -Give students opportunities to mentor other students (Activity Two) -Provide independent learning opportunities <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time. <p>Special Education Students:</p> <ul style="list-style-type: none"> -Students will be provided with a list of written instructions (Activity Two) -Use visual representations of charts and diagrams with notes 	<p>classes</p> <p>-Adjust time for completion</p> <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> -Give students opportunity to teach other students -Allow students to present understanding in different and creative ways (Activity Three) <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time. <p>Special Education Students:</p> <ul style="list-style-type: none"> -Students will be provided with a list of written instructions (Activity Two) -Use visual representations of charts and diagrams with notes 	<p>-Break assignments into a series of smaller assignments (Activity Three)</p> <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> -Ask student higher level questions (Activity Two) -Provide opportunities for open-ended, self-directed activities <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time. <p>Special Education Students:</p> <ul style="list-style-type: none"> -Students will be provided with a list of written instructions (Activity One) -Use visual representations of charts and diagrams with notes 	<p>management techniques consistently within a classroom and across classes</p> <p>-Adjust time for completion</p> <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> -Allow students to present understanding in different and creative ways (Activity Three) -Give students opportunities to mentor other students -Ask student higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time. <p>Special Education Students:</p> <ul style="list-style-type: none"> -Students will be provided with a list of written instructions -Use visual representations of charts and diagrams with notes (Activity One)
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Interdisciplinary Connections	Students will go on a nature walk and listen for various animal noises around our community. (Social Studies)	Students will use their sense of taste to taste various foods and sort them into healthy/non-healthy categories. (Health)	Students will test various magnetic/non-magnetic objects and write about their results in their journals. (English Language Arts/Writing)	Students will use classroom art materials to create and display their own flowers. (Art)
Assessments	Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation Summative Assessment: -Class Projects Benchmark Assessments: N/A for Kindergarten	Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation Summative Assessment: -Class Projects Benchmark Assessments: N/A for Kindergarten	Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation Summative Assessment: -Class Projects Benchmark Assessments: N/A for Kindergarten	Ongoing Progress Monitoring Assessments: -Teacher observation -Discussion -Class Participation Summative Assessment: -Class Projects Benchmark Assessments: N/A for Kindergarten
21st Century Themes and Skills	CRP6 CRP8	CRP6 CRP8	CRP6 CRP8	CRP6 CRP8
Life Literacies And Key Skills	9.4.2.CI.1	9.4.2.CI.2	9.4.2.CI.1	9.4.2.CI.2