

**Gilford School District
Science Grade K**

Seasonal and weather changes		
Proficiencies	Content	Skills
What changes can be observed as the seasons change	the four seasons	to identify the four seasons
What is the impact of the seasons on our lives?	weather	to identify the weather daily and graph it
How does the weather change as the seasons change?	calendar changes	to understand the changes of weather within a season
What are the seasons?	Fall/Autumn	to know how to dress appropriately for seasonal changes. to state the impact of the changing season on our environment (playground, trees, nature trail, etc.) to walk the nature trail and point out the seasonal changes
Trees - FOSS		
Proficiencies	Content	Skills
What do we know about trees?	Trees have identifiable structures.	Observe trees in the schoolyard.
What do trees need?	Trees are growing, living organisms.	Identify the parts of a tree.
What shapes are trees?	Trees have basic needs, including water, light, and nutrients from soil.	Compare trees for similarities and differences.
What are the parts of trees?	Trees are identifiable by their shapes.	identify what is needed to help a tree grow. Develop language associated with trees.
What can we find out about a tree?		to identify trees by the shape of their leaves
How will we care for trees?		state the three type of trees on our playground
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How does the weather change as the seasons change?	calendar changes	to understand the changes of weather within a season
What are the seasons?	Harvest	to know how to dress appropriately for seasonal changes. to state the impact of the changing season on our environment (playground, trees, nature trail, etc.) to walk the nature trail and point out the seasonal changes

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What is the impact of the seasons on our lives?	weather	to identify the weather daily and graph it
How does the weather change as the seasons change?	calendar changes	to understand the changes of weather within a season
What are the seasons?	Winter	to know how to dress appropriately for seasonal changes. to state the impact of the changing season on our environment (playground, trees, nature trail, etc.) to walk the nature trail and point out the seasonal changes
Fabric - Foss Kit		
Proficiencies	Content	Skills
How are fabrics different?	Fabrics can be compared and sorted by their properties.	Explore a set of ten fabrics, investigating their properties and playing a matching game with feely boxes.
What is fabric used for?	Fabrics are made from different materials.	Go on a fabric hunt, learn the names of the fabrics (burlap, corduroy, denim, seersucker, fleece, knit, ripstop nylon, sparkle organza, satin, terry cloth), and continue to investigate their properties.
In what other ways do fabrics differ?	Fabrics have observable properties.	Begin to become familiar with the structure of fabrics by cutting them to make collages.
How is fabric made?	Fabrics can be broken down and sewn together	Continue to investigate the structure of fabrics by taking them apart, comparing loosely woven burlap to the tight weave of a wool plaid.
How do you weave?		Make thier own fabric sample by weaving yarn on a simple cardboard loom.
How do you sew fabric together?		Students are introduced to the practical use of fabric and sew two pieces of fabric together.

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How does the weather change as the seasons change?	calendar changes	to understand the changes of weather within a season
What are the seasons?	hibernation Winter/snowflakes	to know how to dress appropriately for seasonal changes. to state the impact of the changing season on our environment (playground, trees, nature trail, etc.) to walk the nature trail and point out the seasonal changes
Fabric		
Proficiencies	Content	Skills
How are fabrics different?	Fabrics can be compared and sorted by their properties.	Explore a set of ten fabrics, investigating their properties and playing a matching game with feely boxes.
What is fabric used for?	Fabrics are made from different materials.	Go on a fabric hunt, learn the names of the fabrics (burlap, corduroy, denim, seersucker, fleece, knit, ripstop nylon, sparkle organza, satin, terry cloth), and continue to investigate their properties.
In what other ways do fabrics differ?	Fabrics have observable properties.	Begin to become familiar with the structure of fabrics by cutting them to make collages.
How is fabric made?	Fabrics are made from different materials. Many fabrics are made by weaving threads together.	Continue to investigate the structure of fabrics by taking them apart, comparing loosely woven burlap to the tight weave of a wool plaid.
How do you weave?	Many fabrics are made by weaving threads together. Scientists communicate problems, designs, and solutions.	Make thier own fabric sample by weaving yarn on a simple cardboard loom.
How do you sew fabric together?	Sewing is a process that weaves thread through more than one piece of fabric to join them. Scientists communicate problems, designs, and solutions.	Students are introduced to the practical use of fabric and sew two pieces of fabric together.

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oceans		
Proficiencies	Content	Skills
What are oceans? What animals live in the ocean?	characteristics of an ocean marine life	To identify what ocean is closest to Gilford. To create an ocean creature from a picture and make it look as real as possible.
Where can you find oceans?	fish life	To identify fish and mammals that live in the ocean.
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How does the weather change as the seasons change? What are the seasons?	calendar changes Winter	to understand the changes of weather within a season to know how to dress appropriately for seasonal changes. to state the impact of the changing season on our environment (playground, trees, nature trail, etc.) to walk the nature trail and point out the seasonal changes
Solar System		
Proficiencies	Content	Skills
What is in the solar system?	planets sun moons stars technology (kidspix) space shuttle	to create a visual picture of the solar system to state the planets in order To identify the moon and its relationship to Earth To identify stars in space To identify the sun and its importance to our planet
Plants		
Proficiencies	Content	Skills
What are the parts of a plant? What do plants need to survive? How do plants grow? How do people use plants?	Parts of Plants What Plants Need How Plants Grow Plants We Use	Identify the parts of a plant. Describe what plants need to survive. Explain how a plant grows. Recognize that plants can be identified by their parts. water and care for a seed so it will grow into a plant. create a log monitoring the growth of a seed

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wood - FOSS kit		
Proficiencies	Content	Skills
Where does wood come from?	Wood has many observable properties.	Students become familiar with different kinds and forms of wood found in their home and school environments.
How do wood samples differ?	Wood is a resource that comes from different kinds of trees.	They compare five uniform samples of different kinds of wood, learn their names, and observe how they are alike and how they are different.
How can you sink wood?	Some woods are processed and transformed by people.	Students go on a wood hunt and label objects in the classroom that are made of wood.
What objects are made of wood?	Wood is used for many everyday things.	Observe how wood and water interact.
How can you change the shape of wood?	Wood floats in water. Wood absorbs water. Some kinds of wood sink more easily than others.	Discover how easy it is to sink certain types of wood.

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Dinosaurs		
Proficiencies	Content	Skills
What are dinosaurs?	Extinction, what does it mean?	To state various ways that dinosaurs may have become extinct.
How do we know that dinosaurs even existed?	plant eaters versus meat eaters	To identify the differences between a plant eater and a meat eater.
How can we classify dinosaurs?	5 dinosaur studies: Brontosaurus, Stegosaurus, Pteranodon, Elasmosaurus and Tyrannosaurus Rex	To draw a brontosaurus.
Why aren't there dinosaurs now?	What was the environment like back when dinosaurs roamed the earth? What are volcanos?	To draw a stegosaurus. To draw a pteranodon To draw an elasmosaurus To draw a tyrannosaurus Rex. To listen to a tape about dinosaurs and recall information back.
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What are the seasons?	Summer	to know how to dress appropriately for seasonal changes. to state the impact of the changing season on our environment (playground, trees, nature trail, etc.) to walk the nature trail and point out the seasonal changes