**Quarter 2 :** Science and Social Studies Content Units

November 9 – January 22

**Unit 2.1: Human Body 16 Day Window November 9 - December 2**

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|  | **Assessments** | **Learning Activities** |
| Human Body | * Label diagrams of the human body related to external features.
* Match each of the 5 senses to the body part(s) that enable it.
* Writing Samples
* Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.

**Essential Questions*** What are the 5 senses?
* How can you stay in good health?
* How do you use your body features?
* How are the features of your body similar or different when compared to others?
 | **Authentic Learning Tasks:** * Colors of Us: After reading the Colors of Us students will create a self portrait using paint to match their own skin tone then write a descriptive sentence about what the unique color of their skin reminds them of.
* Explorations of the Senses: Create exploration stations that enable the students to investigate the senses.
* 5 Senses Nature Walk: Students will go on a nature walk through the park, using their senses they will describe and document nature around them.
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| **Art Integration:** * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d.
* Colors of Us self portrait: students will mix paint colors to create a shade of brown to match the color of their skin students will be guided though the technical process of creating a portrait. Visual Arts K.3.1.a-c
* Painting with Spices: Create “paint” using a variety of spices. See Pinterest link
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| **Writing:** Explore writing everyday through modeling, free write, shared writing and/or interactive writing. * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about how we use our body and/or senses.
* Use a combination of writing, drawing and dictating to narrate a story about a visit the doctor, dentist or optician.
* Use a combination of writing, drawing and dictating to create a campaign explaining why a certain fruit/vegetable should win the Best Healthy Food Award.
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| **Recommended Text and Media****To be completed as a team during Quarter 2 unit development meeting.**  |
| **Fiction** | **Non-Fiction** | **Other Media** |
| * Stripes
* Parts
* 5 Senses by Aliki
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| **Recommendations for Morning Text Study****To be completed as a team during Quarter 2 unit development meeting.** |
| **Author Study** | **Genre Study** | **Related Topics/Special Event/Holiday** |
|  | * non-fiction texts
 | * Health and Hygiene
* Skeletal System
* Organs
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| **Science** |
| K.3.A.2.a-c | **Gather information and direct evidence that humans have different external features, such as size shape, etc. but that they are more like one another than like other animals. K.3.A.2*** Organize data collected and draw conclusions about similarities and differences among humans.
* Explain ways in which humans are more like one another than like other animals.
* Describe similarities in what both humans and other animals are able to do because we posses certain external features.
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| K.3.C.1.c | **Observe, describe and compare the life cycles of different kinds of animals and plants. K.3.C.1*** Identify and describe the changes that occur in humans as they develop.
	+ size
	+ weight
	+ appearance of different parts
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| K.5.D.2.a-b | **Observe and describe that sound is produced by vibrating objects. K.5.D.2*** Observe and relate the vibrations of objects that make sounds (drums, guitar strings, and tuning forks) to the sounds felt and heard.
* Based on information from observations identify the source of vibrations in familiar objects that produce sounds.
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**Unit 2.2: Winter in the Woods 17 Day Window Dec. 3- Jan. 5**

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|  | **Assessments** | **Learning Activities** |
| Winter in the Woods | * Writing Samples
* Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.

**Essential Questions*** What is a woodland habitat?
* How do plants change in winter?
* How do animals adapt to winter weather?
* Why is food for animals scarce in winter?
* What is typical winter weather?
* How do people adapt to winter weather?
* What winter activities do you participate in?
 | **Authentic Learning Tasks:** * Winter Exploration: Take a walk in the park or local wooded area if temperature allows. Make observations about the wildlife, weather, natural objects etc. With prompting and support students will document their findings and discuss how they compare to the fall exploration and books we have read.
* Snowball experiment: Read Snowy Day by Ezra Jack Keats then conduct a science experiment on snowballs of our own. If weather allows we will use actual snow, if not we will make our own using ice and a blender.
* Dressing for the Weather: Teachers will bring in a collection of clothing for all seasons. Students will then dress up in an appropriate choice for a given weather condition. Students will defend their choice in clothing. We will discuss as a class the importance of dressing warmly in winter. This activity will act as an introduction for how animals adapt to winter.
* How do animals stay warm?: Students will submerge their hand in an ice water bath and describe the how it feels. Then students will wrap their hand in a zip top bag filled with shortening and submerge in a water bath. Students will understand how gaining extra fat for the winter helps the animals stay warm.
* Squirrel and Bird Feeders: Create feeders for the animals that live or visit the park in the long cold winters. Students will learn about food scarcity in winter.
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| **Art Integration:** * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d.
* Using Readers Theater students will act out The Mitten or The Hat by Jan Brett. Theater K.1.1.a
* Create a pair of mittens: Students can use a variety of materials to create a pair of matching mittens. Bring in sets of mittens as examples. Visual Art K.1.3.a-b.
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| **Writing:** Explore writing everyday through modeling, free write, shared writing and/or interactive writing. * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about winter in the woods.
* Use a combination of writing, drawing and dictating to narrate a story about an animal or person adapting to the winter weather in the woods.
* Use a combination of writing, drawing and dictating to create an opinion piece stating and defending what winter activity is the best.
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| **Recommended Text and Media****To be completed as a team during Quarter 2 unit development meeting.**  |
| **Fiction** | **Non-Fiction** | **Other Media** |
| * Snowy Day by Ezra Jack Keats
* The Mitten by Jan Brett
* The Hat by Jan Brett
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| **Recommendations for Morning Text Study****To be completed as a team during Quarter 2 unit development meeting.** |
| **Author Study** | **Genre Study** | **Related Topics/Special Event/Holiday** |
| * Jan Brett
 |  | * Gingerbread men
* Snowmen
* Penguins
* Polar Bears
* Groundhogs Day
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| **Science** |
| K.2.E.2.a-c | **Investigate and gather information about changes in weather. K.2.E.2*** Observe and describe different weather conditions using senses.
* Record observations using pictures, pictographs, or written/oral language.
* Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.
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| K.3.C.1.a-b | **Observe, describe, and compare the life cycles of different kinds of animals and plants. K.3.C.1** * Identify and draw pictures that show what an animal and plant looks like at each stage of its life cycle.
* Describe and compare the changes that occur in the life cycle of two different animals, such as a frog and a puppy and two different plants, such as a rosebush and a maple tree.
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| K.3.D.1.a,c | **Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places. K.3.D.1*** Observe, describe, and give examples of the many kinds of living things found in different places in Maryland.
* Explain that the external features of plants and animals affect how well they thrive in different kinds of places.
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| K.3.E.1.a-d | **Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival. K.3.E.1*** Make observations of the features and behaviors of many different kinds of animals/plants within an environment to identify and begin building a list of some of the basic needs these organisms share, such as water, air, etc.
* Describe ways that people and other animals manage to bring the things they need form their environment into their bodies.
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| K.3.F.1.a-c | **Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there. K.3.F.1*** Describe observations using drawings, oral or written text of the place and some of the living things found there.
* Based on the observations collected at each place compare the plants and animals found there.
	+ location
	+ activity
	+ movement
	+ features
* Describe ways that animals and plant found in each place interact with each other and with their environment.
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| **Social Studies** |
| K.3.D.1.a-b | **Describe how people adapt to and modify their immediate environment. K.3.D.1*** Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather.
* Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests.
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**Unit 2.3: Forces of Nature 10 Day Window January 6-20**

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|  | **Assessments** | **Learning Activities** |
| Forces of Nature | * Writing Samples
* Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.

**Essential Questions*** How can an object move?
* How can an object change motion?
* What is a force?
* What is motion?
* How do magnets affect objects?
 | **Authentic Learning Tasks:** * What is force?: Students will be given a task to move objects of various size and weight around the room. Some will have wheels. After their investigation student will lead a discussion about how they moved the objects (pushing/pulling). What made it easier to move an object?
* Friction: students will roll match box cars over various surfaces and rate how easily the car moved to better understand how friction affects moving objects.
* Magnet Investigation: students will investigate the affect magnets have on various materials (wood, paper, metals, plastic, rock etc) to develop a basic understanding of magnetic force. Students will record and share their findings.
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| **Art Integration:** * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d.
* Marble art: students will use magnetic marble and paint to create a piece of art. Students will manipulate the marble by using a magnetic wand to direct the movement of the marble without touching it. Visual Art K.3.1.a-c
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| **Writing:** Explore writing everyday through modeling, free write, shared writing and/or interactive writing. * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about forces of nature.
* Use a combination of writing, drawing and dictating to narrate a story about a vehicle of the future that can move in multiple ways.
* Use a combination of writing, drawing and dictating to create an opinion piece about what would be the best way to walk if we could no longer walk in a straight line.
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| **Recommended Text and Media****To be completed as a team during Quarter 2 unit development meeting.**  |
| **Fiction** | **Non-Fiction** | **Other Media** |
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| **Recommendations for Morning Text Study****To be completed as a team during Quarter 2 unit development meeting.** |
| **Author Study** | **Genre Study** | **Related Topics/Special Event/Holiday** |
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| **Science** |
| K.5.A.1.a | **Compare the different ways objects move. K.5.A.1*** Given many different objects, make them move and describe and compare how they move.
	+ straight
	+ round and round
	+ back and forth
	+ zig-zag
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| K.5.A.2.a-b | **Explain that there must be a cause for changes in the motion of an object. K.5.A.2*** Observe and describe the ways in which a variety of objects’ motion can be changed.
	+ sped up from a standstill
	+ slow down to a stop
	+ go faster
	+ go slower
	+ no change
	+ change direction
* Based on observations, identify what causes the changes in an objects motion.
	+ push
	+ pull
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| K.5.C.3.a-b | **Observe and gather information from the explorations to describe how magnets affect some objects. K.5.C.3*** Observe and describe what happens when magnets are placed on or near objects made of different materials.
* Raise and seek answers to questions about what happened to the objects investigated and/or to the magnet.
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