**Quarter 4:** Science and Social Studies Content

April 14 – June 13

**Unit 4.1: Spring by the Stream 18 Day Window April 4 - 29**

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|  | **Assessments** | **Learning Activities** |
| Spring by the Steam | * Label diagrams of plants and seeds.
* Writing samples
* Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.

**Essential Questions*** How does the weather change in spring?
* Describe the life cycle of most plants.
* Why do plants grow in the spring?
* Describe a fresh water habitat.
* Describe the wild life in a fresh water habitat.
* How does water change?
 | **Authentic Learning Tasks:** * Make investigatory nature walks to the park near the pond to observe and document the plants and animals living there.
* Experiment with water and in all its states to better understand properties of water and the water cycle.
* Seed and Plant investigations: to better understand plants and their life cycle we will experiment with seeds, plant parts, and grow beans. During this unit teachers should keep various types of plants in the classroom for students to reference.
* Create model clouds to better understand how clouds are formed and rain occurs.
* Make kites and fly them in the park.
* Keep caterpillars, ladybugs or frogs to watch an animal progress through their life cycle.
* Go to Gunpowder Fall State Park to visit a fresh water habitat.
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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.
* Act out the life cycle of plant.
* Create cloud art using cotton balls or shaving cream after reading It Looked Like Spilt Milk.
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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 spring, fresh water habitats, plants.
* Use a combination of writing, drawing and dictating to narrate a story about a rainy day.
* Use a combination of writing, drawing and dictating to write an opinion piece about your favorite season.
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| **Recommended Text and Media****To be completed as a team during Quarter 4 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 4 unit development meeting.** |
| **Author Study** | **Genre Study** | **Special Event/Holiday** |
|  |  | * Rainbows-Light
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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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| K.5.B.1.a | **Describe that sunlight warms the land, air, and water using observations and age appropriate tools. K.5.B.1*** Recognize and describe temperature changes of the land, air, and water before and after the sun warms them using senses and thermometers.
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| **Social Studies** |
| K.3.D.1.a-b | **Describe how people adapt to and modify their immediate environment. SSK.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 4.2 Living Things around the World 19 Day Window May 2 - 26**

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|  | **Assessments** | **Learning Activities** |
| Living Things Around the World | * Writing samples
* Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.

**Essential Questions*** How does an animal’s body effect how it moves, communicates, fulfills needs or senses the world?
* What are basic needs of living things?
* Name and describe animals that live in \_\_\_\_\_\_? How are they similar/different?
 | **Authentic Learning Tasks:** * Visit the zoo to observe and investigate animals from around the world. Students will make comparisons among them and other animals we learned about.
* Animal Attribute Sort: Students will sort animals into various groups based on a particular body feature (s). Students will make connections between the physical features of an animal and its locomotion, communication, habitat, food sources etc.
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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.
* Animal charades: Students will act our animals while classmates guess what it is.
* Make models of animals and/or habitats using student chosen materials.
* Perform readers theater about some favorite animal books.
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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 animals with \_\_\_\_\_\_\_ .
* Use a combination of writing, drawing and dictating to narrate a story about an animal with attributes of many different animals.
* Use a combination of writing, drawing and dictating to write about your favorite animal.
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| **Recommended Text and Media****To be completed as a team during Quarter 4 unit development meeting.**  |
| **Fiction** | **Non-Fiction** | **Other Media** |
|  | * Steve Jenkins collection of animal books.
	+ Actual Size
	+ What Do You Do With a Tail Like This
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| **Recommendations for Morning Text Study****To be completed as a team during Quarter 4 unit development meeting.** |
| **Author Study** | **Genre Study** | **Special Event/Holiday** |
|  | * Animal Poetry
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| **Science**  |
| K.3.A.1.a-d |  |
| 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

o locationo activityo movemento 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.A.1.a-b | **Identify and describe how a glove and maps can be used to help people locate places. SSK.3.A.1*** Describe a globe as a model of Earth showing land and water.
* Describe how maps are models showing physical features and/or human features of places.
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**Unit 4.3 Space 11 Day Window May 27-June 13**

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|  | **Assessments** | **Learning Activities** |
| Space | * Label diagrams containing celestial objects
* Writing samples
* Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.

**Essential Questions*** What is the sun/moon/a star?
* How is the daytime and nighttime sky different?
* Why are the day and night sky different?
 | **Authentic Learning Tasks:** * Eat space food
* Oreo Moon Phases: use Oreo cookies to like the phases of the moon.
* Invite an astronaut to come speak to the class.
* Have an astronomy night to invite parents and families for a night of star gazing.
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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.
* Create astronaut self portraits.
* Paper filter planets: use coffee filters, water based markers and water to create planets.
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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 space.
* Use a combination of writing, drawing and dictating to narrate a story about a trip to space.
* Use a combination of writing, drawing and dictating to write about your favorite sky, day or night.
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| **Recommended Text and Media****To be completed as a team during Quarter 4 unit development meeting.**  |
| **Fiction** | **Non-Fiction** | **Other Media** |
|  | * Steve Jenkins collection of animal books.
	+ Actual Size
	+ What Do You Do With a Tail Like This
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| **Recommendations for Morning Text Study****To be completed as a team during Quarter 4 unit development meeting.** |
| **Author Study** | **Genre Study** | **Special Event/Holiday** |
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| **Science** |
| K.2.D.1.a-b | **Observe celestial objects that are visible in the day and night sky. K.2.D.1*** Identify and describe the sun, moon, and stars.
* Describe ways in which the daytime and nighttime skies are different.
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