

**Wells Elementary School  
Kindergarten Curriculum  
Science**

**Grade Level:**  
**Kindergarten**

**Topic: Daily Weather & Let's Find Out Seasonal**

**Timeline: All Year**

**Focus Skills/Strategies:**

Discuss daily weather patterns and changes in the season. Discuss Let's Find Out seasonal topic.

**Standards (Next Gen Science Standards):**

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time

**K.EES3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

<b>Common Experiences</b>	<b>Learning Targets ("I Can" statements)</b>
Talking about weather daily	I can tell what the weather is.
Talking about changes in the season.	I can name the seasons.
Visit with a weatherman (February?)	I can learn and ask questions about weather.

**Grade Level:**

**Kindergarten**

**Topic: What Plants and Animals need to live and survive & Let's Find Out**

**Timeline: September/October**

**Focus Skills/Strategies:**

Discuss what plants and animals need to live and survive. Discuss let's find out seasonal topics.

**Standards (Next Gen Science Standards):**

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

<b>Common Experiences</b>	<b>Learning Targets ("I Can" statements)</b>
Talking about what animals need to live & survive.	I can tell what animals need to live & survive.
Talking about what plants need to live & survive with pumpkins.	I can tell what plants need to live & survive.

**Grade Level:**

**Kindergarten**

**Topic: Magnets & Let's Find Out Seasonal**

**Timeline: November/December**

**Focus Skills/Strategies:**

**Discuss what magnets are and how they work.**

**Standards (Next Gen Science Standards):**

**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

**K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

<b>Common Experiences</b>	<b>Learning Targets ("I Can" statements)</b>
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Talk about what magnets are and how they work.	I can tell about magnets and how they work.
Use magnet wands and magnets.	I can use magnets.

<b>Grade Level:</b> Kindergarten
<b>Topic: Engineering (magnatiles) &amp; Let's Find Out Seasonal</b>
<b>Timeline: January/February</b>

<b>Focus Skills/Strategies:</b> Discuss Let's Find Out seasonal topic. Discuss how a building stands by experimenting with building different constructions with different materials.
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<b>Standards (Next Gen Science Standards):</b> <b>K-2-ETS1-1.</b> Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. <b>K-2-ETS1-2.</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. <b>K-2-ETS1-3.</b> Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
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<b>Common Experiences</b>	<b>Learning Targets ("I Can" statements)</b>
Experimenting and building with magnatiles	I can learn about building by experimenting with magnatiles and other materials.
Experimenting and building with blocks.	I can learn about building with different materials and compare the usefulness of those materials.

**Grade Level:**  
**Kindergarten**

**Topic: Perfect Pairs Unit 3:How Animals Depend on Their Environment**

**Timeline: April/May/June**

**Focus Skills/Strategies:**  
Discuss animals and their environment.

**Standards (Maine Learning Results):**

**K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**K-LS1-1.** Make observations of plants and animals to compare the diversity of life in different habitats.

<b>Common Experiences</b>	<b>Learning Targets (“I Can” statements)</b>
Sparks Ark visit	I can tell about how an animal depends on their environment.
Lobster Boat tour	I can tell about how an animal depends on their environment.
Perfect Pairs lessons	I can tell about how an animal depends on their environment.