# Wells Elementary School
# Kindergarten Curriculum
# Science

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| **Grade Level:**<br>**Kindergarten** |
| **Topic: Daily Weather & Let's Find Out Seasonal** |
| **Timeline: All Year** |

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| **Focus Skills/Strategies:**<br><br>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.

| **Common Experiences** | **Learning Targets ("I Can" statements)** |
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| 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. |

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| **Grade Level:** |

| **Kindergarten** |
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| **Topic: What Plants and Animals need to live and survive & Let's Find Out** |
| **Timeline: September/October** |

| **Focus Skills/Strategies:**<br>Discuss what plants and animals need to live and survive. Discuss let's find out seasonal topics. |
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**Standards (Next Gen Science Standards):**
**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

| **Common Experiences** | **Learning Targets ("I Can" statements)** |
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| 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:**<br>**Kindergarten** |
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| **Topic: Magnets & Let's Find Out Seasonal** |
| **Timeline: November/December** |

| **Focus Skills/Strategies:**<br><br>**Discuss what magnets are and how they work.** |
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**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.

| **Common Experiences** | **Learning Targets ("I Can" statements)** |
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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. |

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| **Grade Level:**<br>**Kindergarten** |
| **Topic: Engineering (magnatiles)** & **Let's Find Out Seasonal** |
| **Timeline: January/February** |

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| **Focus Skills/Strategies:**<br>Discuss Let's Find Out seasonal topic.<br>Discuss how a building stands by experimenting with building different constructions with different materials. |

**Standards (Next Gen Science Standards):**
**K-2-ETS1-1.** 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.
**K-2-ETS1-2.** 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.
**K-2-ETS1-3.** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

| **Common Experiences** | **Learning Targets ("I Can" statements)** |
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| 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. |
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**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.

| **Common Experiences** | **Learning Targets ("I Can" statements)** |
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| 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. |