

**KINDERGARTEN
SCIENCE ORDER OF INSTRUCTION**

| 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|---|--|--|--|
| <u>Body of Knowledge:</u> <u>Life Science</u> (2 benchmarks) | <u>Body of Knowledge:</u> <u>Earth and Space Science</u> (6 benchmarks) | <u>Body of Knowledge:</u> <u>Physical Science</u> (5 benchmarks) | <u>Body of Knowledge:</u> <u>Life Science</u> (1 benchmark) |
| Big Idea 14: Organization and Development of Living Organisms (SC.K.L.14.1, SC.K.L.14.2) | Big Idea 5: Earth in Space and Time | Big Idea 8: Properties of Matter Big Idea 9: Changes in Matter Big Idea 10: Forms of Energy Big Idea 12: Motion of Objects Big Idea 13: Forces and Changes in Motion | Big Idea 14: Organization and Development of Living Organisms (SC.K.L.14.3) |

Big Idea 1: The Practice of Science

The Practice of Science benchmarks should be introduced during the first nine weeks and then embedded in all science lessons throughout the year as they blend easily with teaching inquiry and are the basis of an activity/lab-based science classroom. It is vital that kindergarten students be given multiple opportunities to collaborate with partners, make observations of the natural world using their five senses, keep records of investigations, observe and create visual representations, and recognize that learning comes from careful observation. Lab safety and the use of scientific tools should also be introduced at the beginning of the year and re-addressed throughout the year.

Rationale for Kindergarten Order of Instruction:

1st Nine Weeks

Life Science benchmarks 14.1 and 14.2 (Big Idea 14) are taught in the first grading period because brain-based research shows that kindergarteners are still developmentally “All about Me.” This leads to beginning the school year with the five senses.

2nd Nine Weeks

Earth and Space Science benchmarks are taught during the second grading period because the Sun sets earlier at this time of year which allows students the opportunity to make night time observations.

3rd Nine Weeks

Physical Science benchmarks are taught during the third grading period because force and motion concepts are abstract and students are better able to grasp these concepts later in the school year.

4th Nine Weeks



Life Science benchmark 14.3 (Big Idea 14) is taught during the fourth grading period because as the year progresses, the students' knowledge base expands from focusing on themselves (five senses) to include the rest of the world (plants and animals).

| |
|---|
| KINDERGARTEN |
| BODY OF KNOWLEDGE: LIFE SCIENCE |
| <p style="text-align: center;">BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS</p> <p>A. All plants and animals, including humans, are alike in some ways and different in others.</p> <p>B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.</p> <p>C. Humans can better understand the natural world through careful observation.</p> |
| ESSENTIAL QUESTIONS |
| <p>How do we use our senses to gather information?</p> <p>Why are plants and animals sometimes portrayed differently in books and movies than they are in real life?</p> |
| BENCHMARKS AND TASK ANALYSES |
| <p>SC.K.L.14.1 Recognize the five senses and related body parts.</p> <p>The student:</p> <ul style="list-style-type: none"> • explores each sense separately (e.g., using sight to observe things). • explores the body part that was used for each sense (e.g., using eyes for sight). <p>SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p> <p>The student:</p> <ul style="list-style-type: none"> • observes plants and animals through non-fiction (videos, books, and other materials), displaying their true characteristics (e.g., plants growing in the ground) and behaviors (e.g., animals searching for food). • observes plants and animals through fiction (videos, books, other materials), displaying human characteristics (e.g., wearing clothes) and behaviors (e.g., talking) that they do not have in real life. • discusses observations made from non-fiction and fiction materials. |
| OCPS ESSENTIAL LABS |
| www.science.ocps.net |
| <p>Introduction to the Five Senses</p> <p>Seeing</p> <p>Hearing</p> <p>Smelling</p> <p>Touching</p> <p>Tasting</p> <p>Plant Characteristics in Media</p> <p>Animal Characteristics in Media</p> |
| VOCABULARY |
| senses, seeing, hearing, touching, tasting, smelling |
| The textbook is NOT the curriculum. The Next Generation Sunshine State Standards for Science are the mandated curriculum. |
| SUPPORTING RESOURCES |



| | |
|---|---|
| Scott Foresman | SC.K.L.14.1 136-137 SC.K.L.14.2 5b, 71b |
| AIMS www.aimsedu.org | SC.K.L.14.1 <i>Sense-able Science: The Art of Tasting, Shape Search, Touch and Tell, Paper Picnic?, Canned Scents, Texture Rough-Texture Smooth</i> <i>Primarily Physics: Big Ears</i> <i>E-activities: Scratching the Surface, Holiday Sense</i> |
| Literature | <i>My Five Senses</i> , Margaret Miller <i>My Five Senses</i> , Alike <i>I See</i> , Helen Oxenbury <i>I Hear</i> , Helen Oxenbury <i>I Touch</i> , Helen Oxenbury <i>The 5 Senses</i> , Nuria Roca <i>The 5 Senses</i> , Maria Ruis (series) <i>Click Clack Moo</i> , Doreen Cronin |
| Web Links | http://kids.nationalgeographic.com/Stories/AnimalsNature/Meat-eating-plants venus fly traps |
| Field Experiences | |
| Other | <i>Science & Children</i> , Nov. 2006, Vol. 44, No. 3, Analyzing Anthropomorphisms |

