

[◀ Logout of Mapster](#)[◀ Back to the Home Page](#)Map: **Science;Grade 1-LMinotto, LSklow** Type: **Consensus** Grade Level: **1** School Year: **2008-2009**Author: **Leigh Minotto** District/Building: **Island Trees/Michael F. Stokes School**Created: **07/06/2009** Last Updated: **07/21/2009**This map copied from: **Science;Grade 1-A.MitchellS.Emigholz** by **Susan Kelly**[<< Printable Version](#)

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>How do your nose, eyes, ears, and mouth and skin help you?</p> <p>Why are your nose, eyes, ears, and mouth and skin important?</p>	<p>Performance Indicator: Senses can provide essential information to animals about their environment.</p> <p>Performance Indicator: Many factors help promote good health and growth in humans.</p> <p>There are common visual properties of objects.</p> <p>Vocabulary:</p> <p>senses</p> <p>eyes</p> <p>sight</p> <p>ears</p> <p>hear</p>	<p>Observe the world around you using the 5 senses.</p> <p>Classify sounds, smells, sights, textures using the 5 senses.</p> <p>Identify and describe common items/properties of items or sounds using the 5 senses.</p> <p>Communicate ways to stay healthy.</p> <p>Infer information using the 5</p>		<p>MST1-K6-2C</p> <p>MST4-K10-10B</p> <p>MST4-K10-10C</p>	

		fingers/hands	senses.		
		touch			
		nose	Predict whether you can taste something if you can't smell it?		
		smell			
		tongue			
		taste			
		safe			
		impaired			
		property			
		size			
		shape			
		color			
		heavy/light			
		texture			
		sound			
		sweet			
		sour			
		bitter			
		salty			
		describe			
		environment			
		healthy			
		feeling			
		sound			
		habits			
		nutrition/nutritious			
		emotions			

		Recognize the importance and roll the 5 senses play in our everyday life. (Keeping us safe etc.)			
Unit 2	<p>How are animals different from and similar to each other?</p> <p>How are water, soil, and sun essential for plant and animal growth?</p> <p>How are animals and plants different and similar?</p> <p>How can we identify living and nonliving things?</p> <p>How can I use picture clues to teach students to make accurate predictions on flower names while reading the text Name that Plant, by Lisa Trumbauer?</p>	<p>Performance Indicator: There are similar characteristics and variations between living and nonliving things.</p> <p>Performance Indicator: There are life processes common to all living things.</p> <p>Performance Indicator: Each plant has different structures that serve different functions in growth, survival, and reproduction.</p> <p>Performance Indicator: In order to survive in their environment, plants and animals must be adapted to that environment.</p> <p>Vocabulary;</p> <p>animal</p> <p>body covering</p>	<p>Classify animals by their covering (scale, fur, feather etc.)</p> <p>Imitate animal movements using your body</p> <p>Compare how animals eat (Use of beak, tongue, teeth, mouth)</p> <p>Compare how animals and humans eat</p> <p>Observe how animals' mouths help them catch and eat their food</p> <p>Compare and contrast the observable properties of various seeds</p> <p>Describe the parts of a seed (seed coat, food, and baby plant) and their function</p> <p>Identify plant parts and their function (roots, stem, leaves, flower)</p>	<p>MST4-K6-6A</p> <p>MST4-K6-6B</p> <p>MST4-K8-8A</p> <p>MST4-K8-8B</p> <p>MST4-K10-10A</p> <p>MST4-K10-10B</p> <p>MST4-K10-10B</p>	

<p>How can I use the main idea to teach students about animal teeth and their uses, while reading the text, Animal Teeth, by Daniel Shepard?</p>	<p>camouflage leaf plant root stem flower</p>	<p>Explain the function of the plant roots, leaves, and stem, and flower</p> <p>Recognize the differences between various types of leaves</p>			
<p>How can I teach students to read a nonfiction text for information, while also learning about animal and plant partnerships, using the book Stuck on You by Ellen Goodenow?</p>	<p>fruit seed soil sun water chlorophyl photosynthesis cone</p>	<p>Analyze the importance of soil, sun, and water in plant growth</p> <p>Compare and contrast living and non-living things</p>			
<p>How can I teach students to recall facts about roots, leaves, and seeds, using reading the books Roots by P. Whitehouse, Leaves by P. Whitehouse, and Seeds by P. Whitehouse?</p>	<p>living nonliving</p>				

Unit 3	<p>How can we observe and identify the physical properties of everything around us (matter)?</p> <p>How can we compare common states of matter?</p>	<p>Performance Indicator: We can describe properties of materials, using appropriate tools.</p> <p>Performance Indicator: Chemical and physical changes can occur in various states of matter.</p> <p>Vocabulary;</p> <p>matter</p> <p>solid</p> <p>liquid</p> <p>gas</p> <p>bubbles</p> <p>properties</p> <p>texture</p> <p>hard</p> <p>soft</p> <p>bumpy</p> <p>smooth</p> <p>rough</p> <p>slimy</p> <p>shape</p> <p>size</p> <p>classify</p>	<p>Create a list of words which may be used to describe the properties of objects including: size, shape, color, weight, texture etc.</p> <p>Compare and classify solid objects by their observable properties.</p> <p>Recognize and organize solid objects in serial order.</p> <p>Define and recognize that matter has weight and takes up space.</p> <p>Measure (weigh) relative mass of objects.</p> <p>Predict if a solid will sink or float.</p> <p>Identify properties of a liquid using water, oil, liquid starch etc.</p>		<p>MST4-K2-2A</p> <p>MST4-K3-3A</p> <p>MST4-K3-3B</p> <p>MST4-K3-3B</p> <p>MST4-K4-4B</p>	
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sort	Recognize that liquids take the shape of a given container.
group	
weight	
space	Identify properties of a gas.
color	
objects	Recognize that gases may be invisible and still take up space.
different	
similar	
observe	
collect	
material	
metal	
plastic	
wood	
water	
starch	
vinegar	
compare	
air	
measure	

Unit 4	<p>How do pushes and pulls affect movement?</p> <p>How can we recognize the forces of gravity, magnets, and static electricity?</p> <p>How do machines help make work easier?</p> <p>How can I use compare and contrast to teach the difference between complex and simple machines, and how they help us, with the text Machines That Work, by Thea Franklin?</p>	<p>Performance Indicator: Common forces such as pushes and pulls (gravity, magnetism, and mechanical forces) affect objects.</p> <p>Performance Indicator: Forces can operate across distances.</p> <p>Vocabulary:</p> <p>Force</p> <p>gravity</p> <p>push</p> <p>pull</p> <p>magnet</p> <p>pole</p>	<p>Demonstrate how pushes and pulls can start something moving.</p> <p>Demonstrate that pushes and pulls can stop something from moving.</p> <p>Demonstrate how pushes and pulls can change the speed or direction of motion.</p> <p>Identify gravity as a force that pulls things toward earth.</p> <p>Demonstrate that magnets can exert a force that pushes or pulls.</p> <p>Demonstrate that static electricity is a force that can push or pull.</p> <p>Identify machines that can help people push or pull things.</p>		MST4-K5-5A MST4-K5-5B	

		<p>static electricity</p> <p>machine</p> <p>wheel</p> <p>axle</p> <p>ramp</p>			
Unit 5	<p>How can we identify and describe the properties of rocks?</p> <p>How do rocks change over time?</p>	<p>Performance Indicator: On Earth there exists a relationship among air, water, and land.</p> <p>Vocabulary:</p> <p>rock</p> <p>weathering</p> <p>sand</p> <p>brick</p> <p>gravel</p>	<p>Describe the physical characteristics of rocks.</p> <p>Categorize rocks according to physical similarities and differences.</p> <p>Identify the forces that break down and wear away rocks.</p> <p>Analyze the movement and texture of sand.</p>		<p>MST4-K2-2A</p> <p>MST4-K3-3A</p> <p>MST4-K3-3B</p> <p>MST4-K12-12A</p>

		<p>soil</p> <p>clay</p> <p>mud</p> <p>farmer</p> <p>gardener</p> <p>nest</p>	<p>Identify end uses of various rocks and sand.</p> <p>Compare and contrast the elements that make up different types of soil. (Dry soil, sandy soil etc.)</p> <p>Demonstrate the presence of air and water in soil.</p> <p>Describe and demonstrate some ways animals and people use soil.</p>		
Unit 6	<p>How does the sun help warm the air around us?</p> <p>Why is wind an important component of weather?</p> <p>How do changes in the air cause weather?</p> <p>How do the characteristics of each season vary?</p>	<p>Performance Indicator: There are patterns of daily, monthly, and seasonal changes in the environment.</p> <p>Performance Indicator: Air, water, and land have a distinct relationship on Earth.</p>	<p>Explain how air is warmed by the sun</p> <p>Define "wind."</p> <p>Describe the characteristics of each season</p> <p>Demonstrate that wind is air in motion</p>		<p>MST1-K4-2A</p> <p>MST1-K4-2B</p> <p>MST1-K4-2C</p> <p>MST1-K6-2B</p> <p>MST1-K6-2A</p> <p>MST4-K1-1A</p> <p>MST4-K2-2A</p> <p>MST4-K11-11B</p>

	<p>How can I use picture clues to teach students what types of weather are associated with each season using the text Changing Seasons, by Elena Martin?</p> <p>How can I teach students to sequence the order of events leading up to a storm using the book Stormy Weather by Ellen Catala?</p>	<p>Vocabulary;</p> <p>Temperature</p> <p>thermometer</p> <p>wind</p> <p>weather</p> <p>cloud</p> <p>water vapor</p> <p>fog</p> <p>evaporation</p> <p>water cycle</p> <p>rain</p> <p>snow</p> <p>sleet</p> <p>hail</p>	<p>Describe clouds and explain that they are made of water droplets</p> <p>Explain that water droplets formed in clouds fall as rain</p>		
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tornado

hurricane

tsunami

thunder

lightning

season

spring

summer

fall

winter

autumn

Earth

Earth's rotation

Earth's revolution

		moon				
		sun				
		phases of the moon				
Unit 7						
Unit 8						
Unit 9						

Unit 10						
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