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[◀ Back to the Home Page](#)

 Map: **Science;Grade K-Denise Kern and Danielle Aniano** Grade Level: **K** School Year: **2009-2010**

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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes	
Unit 1	<p>What do living things need?</p> <p>What are characteristics of living things?</p> <p>What are characteristics of non-living things?</p> <p>What is an example of something that was once -living?</p> <p>How can I teach use of commas about the topic pets through Naughty Kitten?</p> <p>How can I teach nouns about the topic of pets through A Dog's Day?</p> <p>How can I teach retelling of events about the topic of animals through the story Animals?</p> <p>How do we care for plants?</p> <p>What are some things that plants need?</p> <p>What are the parts of a</p>	<p>The Living Environment</p> <p><u>Characteristics of Living and Non-Living Things</u></p> <p><u>Plants and Animals</u></p> <p>vocabulary: <i>alive, animal, living, nonliving, plant</i></p> <p>vocabulary: <i>air, leaf, root, soil, stem, sun, flower</i></p> <p>vocabulary:</p> <p><i>food, pet, shelter, safety, wild, habitat</i></p>	<p>Compare and contrast living, once-living, and nonliving things.</p> <p>Identify plant parts and what plants need to survive.</p> <p>Identify the places where animals find food and water.</p> <p>Describe how plants and animals depend on one another.</p> <p>Compare and contrast human needs with animal needs.</p> <p>Identify the things animals need to survive.</p>		<p>MST4-K6-6A</p> <p>MST4-K8-8A</p> <p>MST4-K8-8B</p> <p>MST4-K9-9A</p> <p>MST4-K10-10A</p> <p>MST4-K10-10C</p> <p>MST4-K11-11A</p> <p>MST4-K11-11B</p>		

<p>plant?</p> <p>How do people depend on plants?</p> <p>How do I teach sequence of events about the topic plants through A Little Seed?</p> <p>What do animals need?</p> <p>Why do animals live in different parts of the environment?</p> <p>How do plants grow?</p> <p>What is a life cycle?</p> <p>How does a plant look at the end of its life?</p> <p>Why do plants die?</p> <p>How do animals grow?</p> <p>What is the difference between a dog's life cycle compared to a chicken's life cycle?</p> <p>How have you changed since you were a baby and how might you change as you grow older?</p>	<p>vocabulary:</p> <p><i>home, nest, house, environment</i></p> <p>vocabulary:</p> <p><i>seed, seedling, adult, flower</i></p> <p>vocabulary:</p> <p><i>stage, egg, hatch, hatchling, duckling, young</i></p>	<p>Describe how animals interact with the environment.</p> <p>Compare your home to an animal's home.</p> <p>Identify animal habitats in your community.</p> <p>Identify plants that you see in your community.</p> <p>Describe and examine the different stages of plant growth.</p> <p>Demonstrate ways animals grow and change.</p> <p>Describe how you will look as an adult as opposed to now.</p>				
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Unit 2	<p>What are characteristics of toys?</p> <p>What is a magnet?</p> <p>What are the functions of a magnet?</p>	<p>The Physical Setting</p> <p><u>Matter and Energy</u></p> <p>vocabulary: <i>bend, texture, shape, size</i></p>	<p>Observe and classify objects based on their properties (size, color, shape, texture).</p> <p>Explore the unique and useful characteristics of magnets.</p>		<p>MST4-K1-1A</p> <p>MST4-K2-2A</p> <p>MST4-K3-3A</p> <p>MST4-K3-3B</p> <p>MST4-K5-5A</p>		<p>< Print This Month</p>

What are the characteristics of water?	vocabulary: <i>magnetic, attract, repel</i>	Identify and observe unique and useful characteristics of water.				
Why do we need air?	vocabulary: <i>float, sink, melt, freeze</i>	Demonstrate some of the characteristics of air.				
How do we use air and water?	vocabulary: <i>air, blow, bubble, wind</i>	Show that forces move objects and people can cause some of the forces.				
How can I teach categorizing of objects about the topic air through <u>Up in the Sky?</u>	vocabulary: <i>push, pull, move, force, position</i>	Examine and describe characteristics of light.				
How can I teach the use of an exclamation point about the topic sink and float through <u>The Bath?</u>	vocabulary: <i>light, shadow, reflect, bright, dim</i>	Describe sounds and the vibrations that cause sounds.				
How do you move from place to place?	vocabulary: <i>loud, soft, noise, sound, vibrate, high, low</i>					
What are some examples of toys that can be pushed? pulled?	vocabulary: <i>light, shadow, reflect, bright, dim</i>					
What are the characteristics of light?	vocabulary: <i>loud, soft, noise, sound, vibrate, high, low</i>					
What do you hear?						
What things make sounds?						
How do vibrations cause sounds?						

Unit 3	<p>What does the earth look like?</p> <p>How does the land look where you live?</p> <p>How has the land looked where you have visited?</p> <p>What other types of landforms would you like to visit?</p> <p>What is the earth made of?</p>	<p>The Physical Setting</p> <p><u>Earth, Weather, and Seasons</u></p> <p>vocabulary:</p> <p><i>mountain, valley, canyon, plain, desert, hill</i></p> <p>vocabulary:</p>	<p>Observe various features on the earth's surface.</p> <p>Observe the various properties and uses of rocks and soil.</p> <p>Observe and classify forms and properties of Earth's waters.</p> <p>Recognize the different types of weather.</p>		<p>MST4-K1-1A</p> <p>MST4-K2-2A</p>		

<p>What purposes do rocks serve?</p>	<p><i>mud, rock, stone, sand, brick, cement, soil</i></p>	<p>Recognize and compare the four seasons.</p>				
<p>What is the difference between rocks and soil?</p>	<p>vocabulary:</p>	<p>Identify things that can be seen in the day sky and the night sky.</p>				
<p>Why do we use soil?</p>	<p><i>lake, pond, ice, stream, river, ocean, beach</i></p>	<p>Identify ways to conserve Earth's resources.</p>				
<p>Where can you find water?</p>	<p>vocabulary:</p>					
<p>What is a lake? river? stream? ocean?</p>	<p><i>clouds, rain, snow, hail, wind, storm, temperature, weather</i></p>					
<p>How do you use water?</p>	<p>vocabulary:</p>					
<p>What are the different weather conditions?</p>	<p><i>winter, spring, summer, autumn, seasons</i></p>					
<p>Can the sun shine and the temperature still be cold?</p>	<p>vocabulary:</p>					
<p>How can I teach initial sounds about the topic of weather through <u>Weather</u>?</p>	<p><i>sun, moon, star, sky, day, night, noon, midnight</i></p>					
<p>What are the four seasons?</p>	<p>vocabulary:</p>					
<p>What is different about each of the four seasons?</p>	<p><i>reuse, recycle, conserve, protect, environment, resource</i></p>					
<p>How are plants different in each season?</p>	<p>vocabulary:</p>					
<p>What is the season cycle?</p>						
<p>Which season do you think is the hottest?</p>						

	<p>Coldest?</p> <p>What do you see in the sky?</p> <p>How does the moon change over time?</p> <p>How can you care for the earth?</p> <p>Why is littering bad for the earth?</p> <p>Which trash can be recycled?</p> <p>What are some ways that you can cut down on pollution?</p>					
Unit 4	<p>How are people alike and different?</p> <p>How can people change the way they look?</p> <p>What are some things about ourselves that we can't change?</p> <p>What are some things that you do to stay safe when you are inside?</p> <p>What are some unsafe things that you want to stay away from?</p> <p>Who should you tell if</p>	<p>The Living Environment</p> <p><u>Health and Safety</u></p> <p>vocabulary:</p> <p><i>alike, different, same, similar, body parts</i></p> <p>vocabulary:</p> <p><i>safety, danger, accident, poison</i></p>	<p>Observe physical characteristics of people.</p> <p>Compare and contrast the characteristics of people.</p> <p>Describe safe behaviors in school and at home.</p> <p>Identify safety hazards.</p>		<p>MST4-K6-6B</p> <p>MST4-K9-9A</p> <p>MST4-K9-9B</p> <p>MST4-K10-10C</p> <p>MST4-K11-11A</p> <p>MST4-K10-10C</p>	

<p>you see something dangerous?</p> <p>When you are outside, what can you do to remain safe?</p> <p>What is a crossing guard? How do crossing guards help you?</p> <p>Why do we have traffic lights and signs in our neighborhood?</p> <p>What should you do if a stranger wants to talk to you or give you something?</p> <p>How do you exercise?</p> <p>What are some ways that you can exercise inside? Outside?</p> <p>What are some things you do to rest?</p> <p>What are healthy foods?</p> <p>Why is it important to eat foods from each of the seven food groups?</p> <p>What are some foods that are unhealthy?</p> <p>How can I teach categorizing of foods about the topic of nutrition through Hungry Bear?</p> <p>How do you keep yourself clean?</p> <p>Why is it important to care for our teeth?</p>	<p>vocabulary: <i>traffic, sign, stranger</i></p> <p>vocabulary: <i>exercise, relax, rest</i></p> <p>vocabulary: <i>milk, fruit, bread, meat, oil, vegetable</i></p> <p>vocabulary: <i>germs, cavities, floss, toothpaste, soap, gums, brush</i></p>	<p>Describe safety procedures for the outdoors.</p> <p>Describe how rest and exercise help maintain health.</p> <p>Describe a healthy meal.</p> <p>Describe unhealthy foods and/or snacks.</p> <p>Identify good hygiene habits.</p>				
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Unit 5	<p>What makes a shadow?</p> <p>How does your shadow change over time?</p> <p>What objects can light pass through?</p>	<p>The Physical Setting</p> <p><u>Shadows</u></p> <p>vocabulary:</p> <p><i>silhouette, shadow</i></p>	<p>Describe the appearance of your shadow.</p> <p>Describe changes in the size and the shape of a shadow over a period of time.</p> <p>Observe the shadows of large familiar objects.</p> <p>Observe the size and shape of light patterns made by a flashlight.</p> <p>Sort materials into those that light will pass through and those that light will not pass through.</p>		MST4-K4-4A		
Unit 6	<p>What part of the body do we use for sight?</p> <p>What does the sense of sight help us to do?</p> <p>Do we all have the same color eyes?</p> <p>How does someone who is blind get around?</p> <p>What can someone wear</p>	<p>The Living Environment</p> <p><u>Sight</u></p> <p>vocabulary:</p> <p><i>blind, braille, camouflage</i></p>	<p>State how vision differs when only one eye is used to perform tasks usually done using two eyes.</p> <p>Observe how glasses with colored lenses change what you see.</p>		<p>MST4-K6-6B</p> <p>MST4-K8-8B</p> <p>MST4-K10-10A</p>		

to help them see better?	<u>Hearing</u>	Explain why it is harder to find an object when it blends into its surroundings.			
What part of the body do we use for hearing?	vocabulary:				
What does the sense of hearing help us to do?	<i>hearing aid</i>				
What can someone who has impaired hearing use to help them hear better?	<u>Smell</u>	Identify sounds on an audio cassette/CD.			
	vocabulary:	Locate and identify sounds with eyes closed.			
What part of the body do we use for smell?	<i>scent, snout</i>				
What does the sense of smell help us to do?	<u>Taste</u>	Identify classmates based on the sound of their voices.			
Do all animals' noses look the same?	vocabulary:	Describe the sound produced by an object falling on a hard surface.			
What part of the body do we use for taste?	<i>sweet, salty, bitter, sour, tastebuds</i>				
What does the sense of taste help us to do?	<u>Touch</u>				
What are tastebuds?	vocabulary:				
What are some tastes that we get from food?	<i>hard, soft, smooth, rough, bumpy, fuzzy, texture</i>	Match the nose to the animal it belongs to.			
What parts of the body do we use for touch?		Identify specific scents.			
What does the sense of touch help us to do?					
What are the different types of textures that you can feel?		Identify food samples using sense of taste.			

			<p>Describe how the sense of smell affects the ability to taste.</p> <p>Predict what a variety of ingredients might taste like.</p> <p>Recall the four types of taste.</p> <p>Identify and match objects based on touch.</p> <p>Compare and contrast objects based on texture.</p>				
Unit 7							
Unit 8							

Unit 9							
Unit 10							

Key to Standards used in this Map

MST4-K1-1A [2 occurrences] - MST Standard 4 - Key Idea 1 [Physical Setting i] - Performance Indicator 1A - describe patterns of daily, monthly, and seasonal changes in their environment. [Elementary]

MST4-K2-2A [2 occurrences] - MST Standard 4 - Key Idea 2 [Physical Setting ii] - Performance Indicator 2A - describe the relationships among air, water, and land on Earth. [Elementary]

MST4-K3-3A [1 occurrence] - MST Standard 4 - Key Idea 3 [Physical Setting iii] - Performance Indicator 3A - observe and describe properties of materials using appropriate tools. [Elementary]

MST4-K3-3B [1 occurrence] - MST Standard 4 - Key Idea 3 [Physical Setting iii] - Performance Indicator 3B - describe chemical and physical changes, including changes in states of matter. [Elementary]

MST4-K4-4A [1 occurrence] - MST Standard 4 - Key Idea 4 [Physical Setting iv] - Performance Indicator 4A - describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy. [Elementary]

MST4-K5-5A [1 occurrence] - MST Standard 4 - Key Idea 5 [Physical Setting v] - Performance Indicator 5A - describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces. [Elementary]

MST4-K6-6A [1 occurrence] - MST Standard 4 - Key Idea 6 [The Living Environment i] - Performance Indicator 6A - describe the characteristics of and variations between living and nonliving things. [Elementary]

MST4-K6-6B [2 occurrences] - MST Standard 4 - Key Idea 6 [The Living Environment i] - Performance Indicator 6B - describe the life processes common to all living things. [Elementary]

MST4-K8-8A [1 occurrence] - MST Standard 4 - Key Idea 8 [The Living Environment iii] - Performance Indicator 8A - describe how the structures of plants and animals complement the environment of the plant or animal. [Elementary]

MST4-K8-8B [2 occurrences] - MST Standard 4 - Key Idea 8 [The Living Environment iii] - Performance Indicator 8B - observe that differences within a species may give individuals an advantage in surviving and reproducing. [Elementary]

MST4-K9-9A [2 occurrences] - MST Standard 4 - Key Idea 9 [The Living Environment iv] - Performance Indicator 9A - describe the major stages in the life cycles of selected plants and animals. [Elementary]

MST4-K9-9B [1 occurrence] - MST Standard 4 - Key Idea 9 [The Living Environment iv] - Performance Indicator 9B - describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises. [Elementary]

MST4-K10-10A [2 occurrences] - MST Standard 4 - Key Idea 10 [The Living Environment v] - Performance Indicator 10A - describe basic life functions of common living specimens (guppy, mealworm, gerbil). [Elementary]

MST4-K10-10C [3 occurrences] - MST Standard 4 - Key Idea 10 [The Living Environment v] - Performance Indicator 10C - describe the factors that help promote good health and growth in humans. [Elementary]

MST4-K11-11A [2 occurrences] - MST Standard 4 - Key Idea 11 [The Living Environment vi] - Performance Indicator 11A - describe how plants and animals, including humans, depend upon each other and the nonliving environment. [Elementary]

MST4-K11-11B [1 occurrence] - MST Standard 4 - Key Idea 11 [The Living Environment vi] - Performance Indicator 11B - describe the relationship of the sun as an energy source for living and nonliving cycles. [Elementary]

◀ Back to the Home Page

◀ Logout of Mapster