

Curriculum Map

<b>Subject:</b> <b>Science</b>	<b>Grade Level:</b> <b>K</b>	<b>Sixth Week:</b> <b>2nd</b>	<b>Week:</b> <b>1</b>
Instructional Focus Summary	Effects of temperature		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	K.7 Science concepts. The student knows that many types of change occur. (B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature		
Concepts/ Vocabulary	Compare/contrast: hot                cold fire               ice heat               frozen dangerous       safe opposite		
Resources	Paper, pictures of hot and cold items		
Instructional Activities	Sort/draw pictures of hot/cold items		
Assessment	Discussion/observation		
Integration			
Intervention	Waterford Lab		
Extension	Waterford Lab		

<b>Subject:</b> <b>Science</b>	<b>Grade Level:</b> <b>K</b>	<b>Sixth Week:</b> <b>2nd</b>	<b>Week:</b> <b>2</b>
<b>Instructional Focus Summary</b>	Animal basic needs		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b> <u>(Power TEKS/Student Expectations are Underlined)</u>	K.9 Science concepts. The student knows that living organisms have basic needs. (A) identify basic needs of living organisms		
<b>Concepts/ Vocabulary</b>	living nonliving food shelter water		
<b>Resources</b>	Non-fiction books about pandas/ other animals		
<b>Instructional Activities</b>	Sort/draw pictures pandas/ animals in natural with basic needs		
<b>Assessment</b>	Discussion/observation		
<b>Integration</b>	Compare to fiction story "Panda Palace"		
<b>Intervention</b>	Waterford Lab		
<b>Extension</b>	Waterford Lab		

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<b>Instructional Focus Summary</b>	Classification of animals		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	K.9 Science concepts. The student knows that living organisms have basic needs. (A) identify basic needs of living organisms (B) give examples of how living organisms depend on each other		
<b>Concepts/ Vocabulary</b>	living food water cow pig	nonliving shelter hen sheep horse	
<b>Resources</b>	Non-fiction books about farms		
<b>Instructional Activities</b>	Classify animals as “farm” animals or “non-farm” animals How do farm animals help humans meet their needs?		
<b>Assessment</b>	Discussion/observation		
<b>Integration</b>	Compare to fiction story “No, No Titus”		
<b>Intervention</b>	Waterford Lab		
<b>Extension</b>	Waterford Lab		

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<b>Instructional Focus Summary</b>	Study of parts of plants.		
<b>TEKS/SE</b>  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p>K.9 Science concepts. The student knows that living organisms have basic needs. (A) identify basic needs of living organisms</p> <p>K.6 Science concepts. The student knows that systems have parts and are composed of organisms and objects. <u>(A) sort organisms and objects into groups according to their parts and describe how the groups are formed</u> (B) record observations about parts of plants including leaves, roots, stems, and flowers</p>		
<b>Concepts/ Vocabulary</b>	leaves    flowers    ground roots    plants stems    above fruit    below		
<b>Resources</b>	Non-fiction books about plants Pictures of plants		
<b>Instructional Activities</b>	Classify the parts of the plant that we eat: roots, stem, flower, leaves How do plants help humans meet their needs?		
<b>Assessment</b>	Discussion/observation		
<b>Integration</b>	Compare to fiction story "Raccoons and Ripe Corn"		
<b>Intervention</b>	Reteach		
<b>Extension</b>	Make class mural of a garden showing the parts of the plant above and below the ground		

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<b>Instructional Focus Summary</b>	Recognition of seasons/Autumn		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b> <u>(Power TEKS/Student Expectations are Underlined)</u>	K.7 Science concepts. The student knows that many types of change occur. (A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement (B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature (C) observe and record weather changes from day to day and over seasons		
<b>Concepts/ Vocabulary</b>	seasons Winter warmer hibernate	Fall/ Autumn Spring change	cooler summer weather
<b>Resources</b>	Non-fiction books about seasons/fall. Autumn leaves Red, orange, yellow and brown construction paper		
<b>Instructional Activities</b>	Collect a variety of autumn leaves. Sort leaves in many ways, such as by color, size, and shape Make leaf rubbings Make tear art of tree in autumn		
<b>Assessment</b>	Discussion/observation		
<b>Integration</b>	Relate to illustrations in story" Time to Sleep".		
<b>Intervention</b>	Waterford Lab		
<b>Extension</b>	Make tear art of tree in autumn.		

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<b>Instructional Focus Summary</b>	Sink/float- Scientific inquiry		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	K.2 Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. (A) ask questions about organisms, objects, and events <u>(B) plan and conduct simple descriptive investigations</u> (C) gather information using simple equipment and tools to extend the senses (D) construct reasonable explanations using information (E) communicate findings about simple investigations		
<b>Concepts/ Vocabulary</b>	Sink float objects		
<b>Resources</b>	Tub or sink full of water, several objects that will sink, several objects that will float		
<b>Instructional Activities</b>	Experiment with several objects by placing them into the water Which items sank? What else do they have in common? Which items floated? What else do they have in common? Record findings		
<b>Assessment</b>	Discussion/observation, recording sheet		
<b>Integration</b>	Relate to illustrations in story " Looking for Crabs"		
<b>Intervention</b>	Waterford Lab		
<b>Extension</b>	Design a toy boat that will float		