

Grade: Kindergarten

Subject: Science/Health

## Unit

### Healthy Habits

Essential Question #1	What are the five senses?
Essential Question #2	What food is good for your body?
Essential Question #3	How do we keep our teeth healthy?
Essential Question #4	How do we keep our body/self safe and healthy?
Essential Question #5	

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Unit: Healthy Habits

Essential Question # 1

**What are the five senses?**

		CT LEVEL
Objective/Skill #1	The student will sort and classify the five senses	K, C, A & E
Objective/Skill #2	The students will understand that people use their eyes to see	K & C
Objective/Skill #3	The students will understand that people use their ears to hear	K & C
Objective/Skill #4	The students will understand that people use their nose to smell	K & C
Objective/Skill #5	The students will understand that people use their hands to touch	K & C
	The students will understand that people use their mouth to taste	K & C

**Activities that you may opt to use with objectives/skills being taught above**

- Have a “Sensory Fair” for each sense (centers)
- A learning log (journal)

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**Unit: Healthy Habits**

**Essential Question # 2**

**What food is good for your body?**

CT LEVEL

<b>Objective/Skill #1</b>	<b>The students will identify main food groups</b>	<b>K</b>
<b>Objective/Skill #2</b>	<b>The students will sort and classify by food groups</b>	<b>K, C, AP, AN &amp; E</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Make a food pyramid
- Categorize a meal into food groups

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**Essential Question # 3**

**How do we keep our teeth healthy?**

CT LEVEL

<b>Objective/Skill #1</b>	<b>The students will understand and apply ways to keep their teeth healthy</b>	<b>K, C, AP, AN &amp; E</b>
<b>Objective/Skill #2</b>	<b>The students will dramatize/role play the ways to take care of their teeth</b>	<b>AP</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Hard boil egg experiment
- Make a large toothbrush with healthy teeth habits written on the bristles

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**Essential Question # 4**

**How do we keep our body/self safe and healthy?**

CT LEVEL

Objective/Skill #1	The students will understand and apply how to make healthy choices with their bodies in and out of school	K, C, AP & AN
Objective/Skill #2	The students will dramatize/role play ways to make good healthy choices	K, C, AP & AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- “Kids & Company”
- “Second Step Program”

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**Unit**  
**Water Play**

<b>Essential Question #1</b>	<b>What does it mean to be buoyant?</b>
<b>Essential Question #2</b>	<b>What is the water cycle?</b>
<b>Essential Question #3</b>	
<b>Essential Question #4</b>	
<b>Essential Question #5</b>	

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Unit: Water Play

Essential Question # 1

**What does it mean to be buoyant?**

CT LEVEL

Objective/Skill #1	The students will predict the buoyancy of a given object	K & C
Objective/Skill #2	The students will sort and classify objects according to their buoyancy	K, C, AP, AN & E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Chart and label the buoyancy of objects

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**Unit: Water Play**

**Essential Question # 2**

**What is the water cycle?**

CT LEVEL

Objective/Skill #1	The students will verbally communicate the water cycle	K & C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Chart and label the parts of a water cycle



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<p><b><u>Unit</u></b> <b>Life Cycles</b></p>
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Essential Question #1	How does a tadpole become a frog?
Essential Question #2	Describe what makes an object living?
Essential Question #3	
Essential Question #4	
Essential Question #5	

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**Subject: Science**

**Unit: Life Cycles**

**Essential Question # 1**

**How does a tadpole become a frog?**

CT LEVEL

Objective/Skill #1	The students will identify the parts of a frog's life cycle	K, C, AP & S
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Observe the life cycle of a frog
- Write about the stages in a learning log "pad"

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**Subject: Science**

**Unit: Life Cycles**

**Essential Question # 2**

**Describe what makes an object living?**

CT LEVEL

Objective/Skill #1	The students will observe and discuss characteristics of living and non-living	S, K, AN & C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Create a "T" chart

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<p><b><u>Unit</u></b></p> <p><b>Animals</b></p>
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Essential Question #1	What are the different kinds of animals (wild, domestic, farm)?
Essential Question #2	
Essential Question #3	
Essential Question #4	
Essential Question #5	

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**Unit: Animals**

**Essential Question # 1**

**What are the different kinds of animals (wild, domestic, farm)?**

CT LEVEL

Objective/Skill #1	The students will identify and match parent to baby animals	K, C & AP
Objective/Skill #2	The students will sort animals into the appropriate animal group	K, C, AP, AN & E
Objective/Skill #3	The students will identify the seasonal habits of each type of animal	K, C, S & AP
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Match adult wild animals to their babies
- Interactive bulletin board

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# Unit

## Sun and Shadows

Essential Question #1	What is a shadow?
Essential Question #2	
Essential Question #3	
Essential Question #4	
Essential Question #5	

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**Unit: Sun and Shadows**

**Essential Question # 1**

**What is a shadow?**

CT LEVEL

Objective/Skill #1	The students will identify a shadow	K, C & AP
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Groundhog day activities

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Unit

Plants

Essential Question #1	What does a plant need to grow?
Essential Question #2	What are the parts of a plant?
Essential Question #3	
Essential Question #4	
Essential Question #5	



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**Unit: Plants**

**Essential Question # 1**

**What does a plant need to grow?**

CT LEVEL

Objective/Skill #1	The students will identify the needs of a plant	K, C, S, E & AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Plant seeds
- Plant journal
- Bean experiments
- Role play seed growth

Grade: Kindergarten

Subject: Science

Unit: Plants

Essential Question # 2

**What are the parts of a plant?**

CT LEVEL

Objective/Skill #1	The students will identify and label the parts of a plant	K, C, S & AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Label the parts of a plant
- Make their own model by assembling parts of a plant

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<b><u>Unit</u></b> <b>Seasons</b>
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<b>Essential Question #1</b>	<b>What are the signs of each season?</b>
<b>Essential Question #2</b>	
<b>Essential Question #3</b>	
<b>Essential Question #4</b>	
<b>Essential Question #5</b>	

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**Subject: Science**

**Unit: Seasons**

**Essential Question # 1**

**What are the signs of each season?**

CT LEVEL

Objective/Skill #1	The students will observe and graph daily weather	K, C, S, AP & AN
Objective/Skill #2	The students will identify the signs and characteristics of each season	K, C, S, AP & AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Daily weather graph
- Learning logs for signs of each season
- Recording temperature and charting results

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**Unit**  
**Forces**

Essential Question #1	How does a magnet work?
Essential Question #2	How does a magnet affect different objects?
Essential Question #3	
Essential Question #4	
Essential Question #5	

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**Subject: Science**

**Unit: Forces**

**Essential Question # 1**

**How does a magnet work?**

CT LEVEL

Objective/Skill #1	The students will explore the effects of magnets	K, C, AP & AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Predict and record what is attracted to a magnet
- Free exploration with magnets

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Subject: Science

Unit: Forces

Essential Question # 2

**How does a magnet affect different objects?**

CT LEVEL

Objective/Skill #1	The students will sort and classify the results of magnet exploration	K, C, AP & AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

**Activities that you may opt to use with objectives/skills being taught above**

- Predict and record what is attracted to a magnet
- Free exploration with magnets