

Pre-K 2020 Unit #5: Science - Imagine It, Make It (PK)

Content Area: **Science**
Course(s): **Pre K**
Time Period: **Marking Period 3**
Length: **4 Weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

SCI.PK.5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
SCI.PK.5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
SCI.PK.5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
SCI.PK.5.2.4	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).
SCI.PK.5.4.2	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).
SCI.PK.5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- What types of tools do scientists use?
- What words can you use to describe these objects?
- Which objects move down the ramp easily? Which do not?
- Would these materials be a good choice to build a house with? Why or why not?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Balls move easily. Rocks and blocks do not
- Scientists use eye droppers, magnifying glasses, test tubes, etc.
- Smooth, rough, hard, soft, big, small, heavy and light.
- Sticks, bricks, straw, wood

Content

Students will be able to:

- Investigate materials
- Organize information
- Test observations
- Compare and contrast living and non living things
- Investigate Earth materials

Vocabulary:

- incline
- magnifier
- observe
- experiment
- observation
- observe
- rocks
- soil
- wood
- heavy
- texture
- light

Resources

Please add your Resources by clicking on the Lists tab above.

- Science Poster 10
- Science Poster 9
- Science Tools by Susan Canizares
- The Three Little Pigs by Gavin Bishop
- White Rabbit's Color Book by Alan Baker

