

# Unit: Science-5.4

Content Area: **Science**  
Course(s):  
Time Period: **Trimester 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

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The children will learn about the earth and the environment around them. Students will develop an awareness of daily weather vocabulary and changes that occur in our four seasons. They will understand the importance of recycling as a way to help protect the future of our environment.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

AL.PK.9.3.2	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
SCI.PK.5.4.1	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).
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.5.4.3	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
SCI.PK.5.4.4	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as

paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).

## **Transfer**

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## **Essential Questions**

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- What do I notice about the sky and land?
- What is the weather like where I live?

## **Essential Understandings**

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- Clouds, sun, rain, lightning, etc. can be seen in the sky
- Plants and trees grow on land
- The weather affects the kind of clothing we wear
- We have four seasons where we live

## **Students Will Know**

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- The four seasons are winter, spring, summer, and fall
- There are certain things done at night and certain things we do during the day
- They can observe and identify the weather by looking into the sky or observing the changes on land (e.g. frost on glass or car windows, sun shining in sky etc.)

## **Students Will Be Skilled At**

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- Explaining what is done at night and what is done during the day
- Identifying the weather and seasons
- Talking about the clothing worn for each season

## **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Answer questions about day and night (e.g. when do we go to school, when do we wear pajamas, etc.)
- Answering which season we are in during morning circle
- Identifying the weather during morning circle discussion
- Sorting pictures of clothing according to the season

## **Learning Plan**

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- Each season, read a book specific to that season
- Have children create individual weather books
- Introduce sorting games where clothing is placed according to season,
- Sing the weather song during morning circle and have children walk to window to identify the weather for the day
- Take a walk outside where the focus is observing the sky and what can be seen in the sky
- Take walks outside and discuss plants, flowers, trees growing from the earth

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Allow for extra time and practice
- Incorporate accommodations and modifications of the students' IEPs
- Incorporate multi-sensory strategies
- Provide 1:1 time and assistance
- Repeat directions and provide multiple examples
- Use visuals