

**Randolph Township School District
Randolph Elementary Schools**

**Science Curriculum
Grade 1**

*“Scientists investigate that which already is; engineers create that which has never been.”
-Albert Einstein*

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**Randolph Township School District
Randolph Elementary Schools
Grade 1 - Science**

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township School District Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township School District
Randolph Elementary Schools
Science ~ Grade 1

Introduction

Science inquiry is an integral part of building curiosity about the world around us. As natural phenomena occur every day, the ability to observe, question and analyze them are crucial skills. In developing these skills, students will become independent, lifelong thinkers and self-catalyzed learners. The first grade science curriculum has been developed through integration of crosscutting concepts, disciplinary core ideas, and science and engineering practice standards promoting inquiry and exploration into natural phenomena through the New Jersey Student Learning Standards in Science (NJSLS-S). Through hands-on activities, students will see themselves as problem-solvers and engineers. They will engage in the engineering and design process to identify and solve problems. The first grade science curriculum will foster sustain curiosity for science, and facilitate exploration beyond the wall of the classroom.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Science ~ Grade 1

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT – UNIT OF STUDY
4 Weeks	I	Engineering
6 Weeks	II	Light and Changing Shadows
5 Weeks	III	Communicating with Light and Sound
5 Weeks	IV	How Living Organisms Grow and Survive

RANDOLPH TOWNSHIP SCHOOL DISTRICT

**Science ~ Grade 1
UNIT I: Engineering**

TRANSFER: Develop models and use technology to solve problems.		
<p>STANDARDS / GOALS:</p> <p><u>NJSLS-S</u></p> <p>K-2-ETS1-1 Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-2 Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p><u>ELA</u> 1.SL.1 1.SL.3 1.SL.5 1.RI.10 1.W.7</p> <p><u>MATH</u> MP.2 MP.5 1.MD.A.2</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Engineers define problems and find solutions to them.	<p>What is the role of an engineer?</p> <p>How do engineers solve problems?</p>
	Design is important in the function of an object.	Why is an object's design important?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>A situation that people want to change or create can be approached as a problem to be solved through engineering.</p> <p>Engineers follow a design process to solve problems and create new tools.</p> <p>Engineers use and create technology to solve problems.</p>	<p>Students will be able to:</p> <p>Collaborate and discuss real-world, relatable problems.</p> <p>Name and order the steps of the design process.</p> <p>Explain the importance of the design process.</p> <p>Identify technology in the classroom</p> <p>Classify technology by the problem it is used to solve.</p>

<p><u>TECHNOLOGY</u> 8.2.2.A.2 8.2.2.A.5 8.2.2.B.1 8.1.2.C.1 8.2.2.C.2 8.2.2.C.3 8.2.2.D.1 8.2.2.D.3</p>	<p>It is important to clearly understand a problem before beginning to design a solution.</p> <p>Representations are useful in communicating ideas for a problem’s solutions to other people.</p> <p>There is always more than one possible solution to a problem, so it is useful to test and compare designs.</p> <p>KEY TERMS: engineer, problem, solution, model, design, function, analyze, data</p>	<p>Define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Ask question about a situation people want to change.</p> <p>Conduct observations and research to identify solutions to a problem.</p> <p>Develop a simple sketch, drawing or physical model.</p> <p>Describe or illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>Analyze data from tests of two objects designed to solve the same problem.</p> <p>Evaluate the strengths and weaknesses of how each object performs.</p> <p>Defend an argument for the most effective design.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Following the design process to define a problem, gather information and find solutions to problems (i.e., tangled headphone)
- Planning two solutions to solve a problem (i.e., tangled headphone)
- Constructing a model of an identified solution to a problem (i.e., model house)
- Building two solutions and analyzing data to determine which materials will had a greater level of success (i.e., model house)

KEY LEARNING EVENTS AND INSTRUCTION:

- Explore key terms: engineer, problem, solution, technology in context to identify a definition
- Identify and ask questions about observed problems (i.e., tangled headphone)
- Plan and share multiple solutions to the proposed problem
- Understand and follow the steps of the design process
- Plan, build, test, and redesign models to find the best solution to a given problem
- Defend designs with an argument or evidence

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Science ~ Grade 1
UNIT I: Engineering

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT I: Engineering	<p><u>Suggested Resources</u></p> <p>Science Dimensions Unit 1 – Lesson 1 Unit 1 – Lesson 2</p> <p>Safari Montage (Use video chapters as needed) Sid the Science Kid: Sid Engineers a Solution Sid the Science Kid: I Want to Be a Scientist! The Magic School Bus: Under Construction</p> <p>Brainpop, Jr. Homes</p> <p>Interactive Practice through Science Dimensions Online component through <i>Ed: Your Friend in Learning</i></p> <p>Literary Resources – <i>Building A House</i> by Byron Barton <i>Flying High Through the Air</i> by Lynette Evans</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Science ~ Grade 1

UNIT II: Light and Changing Shadows

TRANSFER: Utilize light to create and change visibility to navigate their environment.		
<p>STANDARDS / GOALS:</p> <p><u>NJSLS-S</u></p> <p>1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.</p> <p>1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p>1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p><u>ELA</u></p> <p>1.SL.1 1.SL.3 1.SL.5 1.RI.1 1.RI.10 1.W.7 1.W.8</p> <p><u>MATH</u></p> <p>MP.2 MP.5 1.MD.2 1.MD.4</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	The direction and availability of a light source determines what we see.	How does light help us see?
	Patterns of the sun, moon and stars in the sky can be observed, described, and predicted.	What patterns do you notice in the sky?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Objects can be seen if light is available to illuminate them or if they give off their own light.</p> <p>Light travels in a straight line.</p> <p>Different materials allow different amounts of light to pass through them.</p> <p>Materials that block all light create a dark shadow on any surface beyond them, where the light cannot reach.</p>	<p>Students will be able to:</p> <p>Identify sources of light.</p> <p>Determine how clarity of vision is different based on varying amounts of light exposure.</p> <p>Observe and describe how light travels.</p> <p>Explore how light passes through different materials.</p> <p>Illustrate their observations through sketches.</p> <p>Explain how a shadow is made.</p>

<p><u>TECHNOLOGY</u> 8.2.2.A.2 8.2.2.B.1</p>	<p>Mirrors can be used to reflect and redirect a beam of light.</p> <p>There are observable and predictable patterns in the sky.</p> <p>The sun’s position in the sky changes throughout the day which creates different shadows.</p> <p>The moon reflects light from the sun.</p> <p>Phases of the moon are the observable moon’s pattern of light and shadow as the moon moves.</p> <p>KEY TERMS: light, energy, beam, transparent, translucent, opaque, shadow, reflect, pattern, stars, sun, moon, phases</p>	<p>Determine how changing the distance and angle of the light source affects the size and position of the shadow.</p> <p>Discover why certain materials reflect light.</p> <p>Predict and test what will happen when light hits a mirror.</p> <p>Observe the sun at different times of the day.</p> <p>Describe the pattern and appearance of the sun during the daytime.</p> <p>Illustrate how the direction of the sun affects the shadow of an object at different times of the day.</p> <p>Utilize appropriate tools to measure and compare the length of the shadows.</p> <p>Understand that the moon is not a natural source of light.</p> <p>Demonstrate patterns of light as objects move around a light source.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Making predictions and testing how light passes through different objects and materials ● Explaining how shadows are formed and can change based on the location of the light source ● Observing and answering the phenomenon: “Why does my shadow look different at different times of the day?” 		

KEY LEARNING EVENTS AND INSTRUCTION:

- View objects in varying amounts of light and discuss what they notice
- Observe how light travels in a straight line using a flashlight or laser pointer
- Test different objects to determine if light can pass through, including transparent, translucent and opaque objects
- Explore how shadows are made using a flashlight and opaque objects, or by making shadow puppets
- Predict and analyze what happens when light hits a smooth, shiny surface such as tin foil and a mirror
- Observe the pattern of the sun's movement in the sky from morning to mid-day to afternoon
- Document how shadows change at different points of the day based on the sun's position, including illustrations and measurement data
- Describe how light from the sun affects the patterns of the moon (reenact the orbit of the moon)

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Science ~ Grade 1

UNIT II: Light and Changing Shadows

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	UNIT II: Light and Changing Shadows	<p><u>Suggested Resources</u></p> <p>Science Dimensions Unit 3 – Lesson 1 Unit 3 – Lesson 2 Unit 6 – Lesson 1 Unit 6 – Lesson 2</p> <p>Safari Montage The Magic School Bus Gets a Bright Idea The Magic School Bus Inside the Haunted House Sid the Science Kid: Too Much Noise Bill Nye: Time - Chapter 3: Bill Nye: Shadows, Time Zones & the International Date Line The Moon All About the Moon</p> <p>Brainpop, Jr. Light Sun</p> <p>Interactive Practice through Science Dimensions Online component through <i>Ed: Your Friend in Learning</i></p> <p>Literary Resources – <i>All About Light</i> by Lisa Trumbauer <i>Day Light, Night Light: Where Light Comes From</i> by Franklyn M.</p>

		<p>Branley <i>Flicker Flash</i> by Joan Bransfield Graham <i>Shadow Race</i> by Shel Silverstein <i>The Magic School Bus Takes a Moonwalk</i> by Joanna Cole <i>The Moon</i> by Melanie Chrismer <i>The Sun</i> by Melvin and Gilda Berger <i>Thomas Alva Edison</i> by Wil Mara</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT

Science ~ Grade 1

UNIT III: Communicating with Light and Sound

TRANSFER: Analyze the relationship between light and sound.		
<p>STANDARDS / GOALS:</p> <p><u>NJSLS-S</u></p> <p>1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound, and that sound can make materials vibrate.</p> <p>1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p> <p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p><u>ELA</u></p> <p>1.SL.1</p> <p>1.SL.3</p> <p>1.SL.5</p> <p>1.RI.1</p> <p>1.RI.10</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	Sound is the movement of energy caused by vibrations.	How is sound created?
	People communicate messages over distances using light and sound.	How can people communicate over distance?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Energy is used in various forms.</p> <p>Sound is a form of energy that we can hear.</p> <p>Vibrations are quick movements back and forth that create sound.</p> <p>Sound can be described in terms of volume and pitch.</p> <p>Sound waves can cause another object to vibrate or move.</p>	<p>Students will be able to:</p> <p>Identify the connection of light and sound as forms of energy.</p> <p>Distinguish the difference between natural and man-made sounds.</p> <p>Categorize objects that make sound.</p> <p>Describe what they notice when their hand is placed on an object that makes sound.</p> <p>Alter the volume and pitch of sounds on various instruments or objects.</p> <p>Investigate how loud sounds can make other</p>

<p>1.W.7 1.W.8</p> <p><u>MATH</u> MP.2 MP.5 1.MD.2 1.MD.4</p> <p><u>TECHNOLOGY</u> 8.2.2.A.2 8.2.2.A.4 8.2.2.A.5 8.2.2.B.1 8.1.2.C.1 8.2.2.C.2 8.2.2.D.1 8.2.2.D.3</p>	<p>Sound and light are used to communicate messages.</p> <p>People use a variety of devices to communicate over long distances.</p> <p>KEY TERMS: sound, vibrate, volume, pitch, light, communicate, device, reflect, vibration</p>	<p>objects move.</p> <p>Explore ways sound and light are used to communicate.</p> <p>Explain the purpose of different lights and sounds.</p> <p>Plan and design a device to enhance communication with light or sound.</p> <p>Analyze the effectiveness of their design and make improvements.</p> <p>Judge and evaluate the designs.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Investigating how vibrations create sound and how sound can also create vibrations
- Explaining how sound and light can be used to communicate over distance
- Constructing a device to answer the problem: “How do I get my friend’s attention when I am not near them?”

KEY LEARNING EVENTS AND INSTRUCTION:

- Identify objects that make sound and feel the vibrations that cause the sound, (including speakers, voice, etc.)
- Explore how volume and pitch can change (using a rubber band guitar with different sized rubber bands)
- Test how sound can cause another object to move (i.e., banging a pot over a “drum” of rice)
- Go on a listening walk and identify sounds
- Explain how sounds are being used to communicate a message
- Explore how light is used to communicate messages
- Utilize knowledge of sound and light to construct a device to communicate over a distance

RANDOLPH TOWNSHIP SCHOOL DISTRICT

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UNIT III: Communicating with Light and Sound

<p align="center">SUGGESTED TIME ALLOTMENT</p>	<p align="center">CONTENT-UNIT OF STUDY</p>	<p align="center">SUPPLEMENTAL UNIT RESOURCES</p>
<p>5 Weeks</p>	<p>UNIT III: Communicating with Light and Sound</p>	<p><u>Suggested Resources</u></p> <p>Science Dimensions Unit 2 – Lesson 1 Unit 2 – Lesson 2 Unit 3 – Lesson 3</p> <p>Safari Montage (Use video chapters as needed) Sid the Science Kid: Hello Doggie- Chapter #3: Animal Communication: The Super Fab Lab Investigation Woodland Animals: Chapter #4: Some Woodland Animals Use Sound to Communicate</p> <p>Brainpop, Jr. Sound Pitch, Tone, Beat Safety Signs</p> <p>Interactive Practice through Science Dimensions Online component through <i>Ed: Your Friend in Learning</i></p> <p>Literary Resources – <i>All About Sound</i> by Lisa Trumbauer <i>Sound: Loud, Soft, High and Low</i> by Natalie M. Rosinsky <i>Sounds All Around</i> by Wendy Pfeffer <i>The Listening Walk</i> by Paul Showers</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Science ~ Grade 1

UNIT IV: How Living Organisms Grow and Survive

TRANSFER: Analyze the relationship between the form and function of living things.		
<p>STANDARDS / GOALS:</p> <p><u>NJSLS-S</u></p> <p>1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> <p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>1-ESS1-2 Make observations at different times of the year to relate the amount of daylight to the time of year.</p> <p><u>ELA</u></p> <p>1.SL.1 1.SL.3 1.SL.5 1.RI.1 1.RI.2 1.RI.10 1.W.7</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>Patterns in the natural world can be observed and used to describe phenomena.</p>	<p>What helps plants and animals survive?</p>
	<p>The parts of living things are designed for specific functions.</p>	<p>What are the roles of animal and plant parts?</p>
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know: All living organisms need air, food, and water to grow and survive.</p> <p>Plants have parts that help them grow and survive.</p> <p>Animals have parts that help them grow and survive.</p>	<p>Students will be able to: Understand the needs of living things.</p> <p>Categorize items by living and non-living.</p> <p>Identify the main parts of a plant.</p> <p>Explain the purpose of each main part of a plant and how they help it meet its needs.</p> <p>Identify how the shape of the plant helps it to meet its needs.</p> <p>Compare varying animals based on parts.</p>

<p>1.W.8</p> <p><u>MATH</u> MP.2 MP.5 1.MD.A.1</p> <p><u>TECHNOLOGY</u> 8.2.2.A.1 8.2.2.A.3 8.2.2.A.4 8.2.2.A.5 8.1.2.C.1 8.2.2.C.2 8.2.2.C.4 8.2.2.D.1 8.2.2.D.3</p>	<p>Living organisms adapt and respond to their environment.</p> <p>The amount of sunlight changes with the seasons.</p> <p>Engineers get ideas from plants and animals when designing solutions to human problems.</p> <p>Living organisms look similar, but not identical, to their offspring.</p> <p>Offspring learn behavior patterns from their parents.</p>	<p>Indicate the parts of animals that help protect them from danger and stay safe in severe weather.</p> <p>Construct explanations of how the parts of an animal help it to meet its needs.</p> <p>Note changes in growth or behavior based on environmental changes.</p> <p>Illustrate how plants change and adapt with the seasons.</p> <p>Compare the amount of sunlight in winter to the amount in summer.</p> <p>Identify examples of how engineers use characteristics of plants and animals in their designs.</p> <p>Utilize knowledge of important plant and animal parts to solve a problem or address a human need.</p> <p>Compare and contrast the physical characteristics of an adult animal and their offspring.</p> <p>Compare and contrast the physical characteristics of a parent plant to a young plant.</p> <p>Discover how parents teach, feed, and care for</p>
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	<p>KEY TERMS: adaptation, environment, mimic, parent, offspring, trait, behavior, engineer</p>	<p>their young.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Describing the functions of the parts of a plant ● Explaining how the physical characteristics of an animal help it to survive ● Designing a tool that mimics an animal of their choice to address a need or problem <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Identify the needs of living things ● Categorize items by living and non-living ● Understand that plants and animals are living things, and name their needs ● Illustrate and label the parts of a plant ● Explain the purpose of each plant part and how it helps the plant to meet its needs ● Describe how the shape of different plant parts help the plant survive ● Identify the parts of animals that help them stay safe and describe how those parts work ● Create a model of an animal and label the important physical characteristics that keep them safe ● Show how animals and plants change and adapt with the changing seasons ● Connect pictures of animals and plants to mimicked man-made designs (i.e., webbed feet to scuba flippers, thorns to barbed wire, etc.) ● Utilize knowledge of plant and animal adaptations to design a solution to a problem or human need (i.e., the “picking up food” problem) ● Compare and contrast the physical characteristics of young plants and animals to their parents 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Science ~ Grade 1
UNIT IV: How Living Organisms Grow and Survive

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	UNIT IV: How Living Organisms Grow and Survive	<p><u>Suggested Resources</u></p> <p>Science Dimensions Unit 4 – Lesson 1 Unit 4 – Lesson 2 Unit 4 – Lesson 3 Unit 4 – Lesson 4 Unit 5 – Lesson 1 Unit 5 – Lesson 2 Unit 5 – Lesson 3 Unit 6 – Lesson 2</p> <p>Safari Montage (Use video chapters as needed) Animal Weapons Animal Changes Ready, Set, Go: How Animals Move From the Wild All About Plant Structure and Growth The Magic School Bus Gets Planted The Magic School Bus Goes to Seed</p> <p>Brainpop, Jr. Camouflage Hibernation Arctic Climates Parts of a Plant Plant Adaptations</p>

**Interactive Practice through Science Dimensions Online
component through *Ed: Your Friend in Learning***

Literary Resources –

A Kitten is a Baby Cat by Wiley Blevins

Animal Babies by Bobbie Hasma

Animal Families by Peter and Connie Roop

At Home in a Shell by Charlotte Jordan

Baby Dolphin's First Day by Peter and Connie Roop

Critters in Camouflage by Karen Alexander

Curious Critters by David FitzSimmons

Egg to Robin by Melvin and Gilda Berger

From Seed to Plant by Gail Gibbons

I'm a Seed by Jean Marzollo

Is It a Baby Animal? by Bridget Taylor

Knowing about Noses by Allan Fowler

Leaves by Violet Findley

Spring by Ann Herrings

Welcome to the World, Zoo Borns! by Andrew Bleiman and
Chris Eastland

What Do You Do With a Tail like this? by Steve Jenkins &
Robin Page

What Makes the Seasons by Megan Montague Cash

What's It Like to Be a Fish? by Wendy Pfeffer