

UNIT | Up in the Sky! (7.5 weeks)

1.1 | Objects in the Sky (10 days)

1.2 | Holding It Down (10 days)

1.3 | Yesterday, Today, and Tomorrow (2 days)

UNIT | Sound (2 weeks)

2.1 | Making Sounds (6 days)

UNIT | Objects in Motion (3 weeks)

3.1 | Moving Things (6 days)

3.2 | Heat (2 days)

UNIT | What Is It? (4 weeks)

4.1 | Changing Things (6 days)

4.2 | Sorting Things (6 days)

UNIT | Living Things (7 weeks)

5.1 | Observing Living Things (10 days)

5.2 | Making Sense of Me (10 days)

UNIT: Up in the Sky!

1.1 Objects in the Sky

Recommended Timeframe: (10 Days)

Benchmarks:

- SC.K.E.5.2 - Recognize the repeating pattern of day and night. (Cognitive Complexity/Depth of Knowledge Rating: Low)
- SC.K.E.5.3 - Recognize that the Sun can only be seen in the daytime. (Cognitive Complexity/Depth of Knowledge Rating: Low)
- SC.K.E.5.4 - Observe that sometimes the Moon can be seen at night and sometimes during the day. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)
- SC.K.E.5.5 - Observe that things can be big and things can be small as seen from Earth. (Cognitive Complexity/Depth of Knowledge Rating: High)
- SC.K.E.5.6 - Observe that some objects are far away and some are nearby as seen from Earth. (Cognitive Complexity/Depth of Knowledge Rating: High)

Key Resources:

Engage: [Day and Night](#) (Image)
(SC.K.E.5.5, SC.K.E.5.6)

Engage: [What is in the Sky? & Objects Near to Far](#) (TEIs)
(SC.K.E.5.3, SC.K.E.5.4, SC.K.E.5.6)

Explore: [When Can We See the Sun and Moon?](#) (CIT & Video)
(SC.K.E.5.3, SC.K.E.5.4)

Explore: [How Would You Describe the Pattern of Day and Night?](#) (CIT & TEI)
(SC.K.E.5.2)

Explore More Resources: [The Inchworm's Trip](#) (Reading Passage)
(SC.K.E.5.2)

Explore: [Can You Name Three Objects That Are Far from Earth?](#) (CIT)
(SC.K.E.5.6)

Explore: [How Big Are Objects That Are Seen from Earth?](#) (CIT)
(SC.K.E.5.5)

Explore More Resources: [Your Place in Space](#) (Fun-damental)
(SC.K.E.5.2, SC.K.E.5.5, SC.K.E.5.6)

Explain: [Explaining Objects in the Sky](#) (CIT & TEI)
(SC.K.E.5.2, SC.K.E.5.3, SC.K.E.5.4, SC. K. E.5.5, SC.K.E.5.6)

Elaborate: [Observing Objects in the Sky](#) (STEM Project Starter)
(SC. K. E.5.5, SC.K.E.5.6)

Hands-On Activities &
Hands-On Labs:
[Star Patterns](#)

[Moon Patterns](#)

[Objects in the Sky
Assessment](#)

Key Vocabulary:

[star](#), [satellite](#), [gravity](#), [position](#),
[color](#), [heat](#), [moon](#), [temperature](#)
[\(weather\)](#), [cloud](#)

UNIT: Up in the Sky!

1.2 Holding It Down

Recommended Timeframe: (10 Days)

Benchmarks:

SC.K.E.5.1 - Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Elaborate: [STEM in Action: Controlling the Fall](#) (CIT & TEI)
(SC.K.E.5.1)

Engage: [Falling or Not?](#) (TEI)
(SC.K.E.5.1)

Explore More Resources: [How Does Gravity Work?](#) (Reading Passage)
(SC.K.E.5.1)

Explain: [Explaining Holding It Down](#) (CIT & TEI)
(SC.K.E.5.1)

Elaborate: [Which Way is Slower?](#) (STEM Project Starter)
(SC.K.E.5.1)

Hands-On Activities &
Hands-On Labs:

[How Will It Drop?](#)

[Don't Let It Drop!](#)

[Holding It Down Assessment](#)

Key Vocabulary:

[planet](#), [satellite](#), [force](#), [Earth](#), [gravity](#), [orbit](#)

UNIT: Up in the Sky!

1.3 Yesterday, Today, & Tomorrow

Recommended Timeframe: (2 Days)

Benchmarks:

SC.K.E.5.2 - Recognize the repeating pattern of day and night. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Explore: [Looking at Yesterday, Today, and Tomorrow](#) (CIT & Video)
(SC.3.E.5.2)

Explore More Resources: [What Makes Day and Night?](#) (Reading Passage)
(SC.3.E.5.2)

Hands-On Activities &
Hands-On Labs:

[Yesterday, Today, & Tomorrow Assessment](#)

Key Vocabulary:

[predict](#), [forecast](#)

UNIT: Sound

1.1 Making Sounds

Recommended Timeframe: (6 Days)

Benchmarks:

SC.K.P.10.1 - Observe that things that make sound vibrate. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Explore: [Japanese Drums](#) (Image)

(SC..K.P.10.1)

Explore: [How Are Sounds Made?](#) (CIT)

(SC..K.P.10.1)

Explore: [How Does Movement Cause Sound?](#) (CIT & Video)

(SC..K.P.10.1)

Explore: [Sound, Heat, and Light](#) (Fun-damental)*Only Sound portion

(SC..K.P.10.1)

Explain: [Explaining Making Sounds](#) (CIT & TEI)

(SC..K.P.10.1)

Hands-On Activities &

Hands-On Labs:

[Sound Vibrations](#)

[Making Sounds Assessment](#)

Key Vocabulary:

[vocal](#), [sound](#), [communicate](#), [volume](#)

[\(sound\)](#), [pitch](#), [senses](#), [echo](#), [vibration](#), [thunder](#), [air](#)

UNIT: Objects in Motion

1.1 Moving Things

Recommended Timeframe: (6 Days)

Benchmarks:

SC.K.E.5.1 - Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

SC.K.P.13.1 - Observe that a push or a pull can change the way an object is moving. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Engage: [Virtual Reality: Skateboarding Downhill](#) (Video)

(SC.3.E.5.1, SC.K.P.13.1)

Explore: [What Causes Things to Start or Stop Moving?](#) (CIT & Video)

(SC.K.P.13.1)

Explore: [What Causes Things to Fall Down?](#) (CIT & Video)

(SC.3.E.5.1)

Explain: [Explaining Moving Things](#) (CIT & TEI)

(SC.3.E.5.1, SC.K.P.13.1)

Hands-On Activities &
Hands-On Labs:

[The Way Things Move: Ker-Plunk!](#)

[Crazy Contraptions](#)

[Moving Things Assessment](#)

Key Vocabulary:

[electric](#), [force](#), [energy](#), [coal](#), [rotate](#), [gravity](#), [motion](#)

UNIT: Objects in Motion

1.2 Heat

Recommended Timeframe: (2 Days)

Benchmarks:

SC.K.P.8.1 - Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Engage: [Heat](#) (Video)

(SC.K.P.8.1)

Explore: [How Does Heat Affect Temperature?](#) (CIT)

(SC.K.P.8.1)

Explore More Resources: [Thermometers](#) (Reading Passage)

(SC.K.P.8.1)

Explore More Resources: [Measuring Temperature](#) (Exploration)

(SC.K.P.8.1)

Explain: [Explaining Heat](#) (CIT & TEI)

(SC.K.P.8.1)

Hands-On Activities &
Hands-On Labs:

[Heat Assessment](#)

Key Vocabulary:

[animal](#), [energy](#), [thermometer](#), [weather](#), [burn](#), [heat](#), [temperature \(general\)](#), [air](#), [water](#)

UNIT: What Is It?

1.1 Changing Things

Recommended Timeframe: (6 Days)

Benchmarks:

SC.K.P.9.1 - Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Engage: [Making Things Change](#) (CIT & Video)
(SC.K.P.9.1)
Explore: [How Can the Shape of Objects be Changed?](#) (CIT & Song & TEI)
(SC.K.P.9.1)
Explain: [Explaining Changing Things](#) (CIT & TEI)
(SC.K.P.9.1)
Elaborate: [STEM in Action: Changing Clay for a Job](#) (CIT & TEI)
(SC.K.P.9.1)

Hands-On Activities &
Hands-On Labs:
[Changing Clay](#)

[Changing Things Assessment](#)

Key Vocabulary:
[solid](#), [vapor](#), [dissolve](#), [gas](#), [liquid](#), [mixture](#)

UNIT: What Is It?

1.2 Sorting Things

Recommended Timeframe: (6 Days)

Benchmarks:

SC.K.P.8.1 - Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Engage: [A Messy Room](#) (Image)
(SC.K.P.8.1)
Engage: [Dressing Room](#) (Image)
(SC.K.P.8.1)
Engage: [How Big Are the Shoes?](#) (TEI)
(SC.K.P.8.1)
Explore: [What is Sorting?](#) (CIT & Video & TEI)
(SC.K.P.8.1)
Explore More Resources: [Sorting Food](#) (Video)
(SC.K.P.8.1)
Explain: [Explaining Sorting Things](#) (CIT & TEI)
(SC.K.P.8.1)

Hands-On Activities &
Hands-On Labs:
[Discovery Centers](#)

[Sorting Things Assessment](#)

Key Vocabulary:
[temperature](#)
[\(general\)](#), [color](#), [weight](#), [magnet](#), [senses](#)

UNIT: Living Things

1.1 Observing Living Things

Recommended Timeframe: (10 Days)

Benchmarks:

- SC.K.L.14.2 - Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)
- SC.K.L.14.3 - Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Elaborate: [STEM in Action: Making the Nonliving Alive](#) (CIT & Video & TEI) (SC.K.L.14.2)
 Explore: [How Are Make-Believe Animals Different from Real Animals?](#) (CIT & Reading Passage) (SC.K.L.14.2)
 Explore: [How Are Plants and Animals the Same and Different?](#) (CIT) (SC.K.L.14.3)
 Explore More Resources: [Plant and Animal Images](#) (Images)*Use the images for comparison observations among plants and animals. (SC.K.L.14.3)

Hands-On Activities & Hands-On Labs:

[What is the Same?](#)

[What Lives Here?](#)

[Observing Living Things Assessment](#)

Key Vocabulary:

[energy](#)
[\(organisms\)](#), [behavior](#), [reproduce](#), [animal](#), [seed](#), [plant](#), [organism](#), [characteristic](#)

UNIT: Living Things

1.2 Making Sense of Me

Recommended Timeframe: (10 Days)

Benchmarks:

- SC.K.L.14.1 - Recognize the five senses and related body parts. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Engage: [Your Five Senses and the World Around You](#) (Video) (SC.K.L.14.1)
 Engage: [Investigating Rain with Our Senses](#) (Video) (SC.K.L.14.1)
 Explore: [How Do You Use Your Sense Every Day? & What Body Parts Do You Use to Taste, Smell, See, Touch, and Hear?](#) (CIT & Video & TEI) (SC.K.L.14.1)
 Explain: [Explaining Making Sense of Me](#) (CIT & TEI) (SC.K.L.14.1)
 Explore More Resources: [Five Senses](#) (Song) (SC.K.L.14.1)
 Elaborate: [Solving with Senses](#) (STEM Project Starter) (SC.K.L.14.1)

Hands-On Activities & Hands-On Labs:

[Sticking Senses](#)

[Sensory Solutions](#)

[Making Sense of Me Assessment](#)

Key Vocabulary:

[nervous system](#), [animal](#), [life cycle](#), [senses](#), [plant](#), [nerve](#)