

“I Can” Mascoma Science Kindergarten Curriculum

I Have Good SCIENTIFIC SKILLS

- I can observe and ask questions about scientific topics.
- I can explain a simple scientific model.

- I can plan a scientific investigation with my teacher and classmates.
- I can think about data collected during our scientific investigations.
- I can explain the results of our scientific investigations.

I know about MOTION

- I can push or pull an object in different directions.
- I can push or pull an object using different strengths.
- I can push or pull an object that is still to make it start moving.
- I can change the speed of an object by pushing it harder or rolling it down a steeper ramp.
- I can change the direction of an object by pushing it from another side.
- I can collide two moving objects and make them move in opposite directions.



A little primer for my teacher:

Mascoma Standards	<u>RI.K.1</u> - With prompting and support, ask and answer questions about key details	<u>W.K.7</u> - Participate in shared research and writing projects
	<u>SL.K.3</u> - Ask and answer questions to seek help, get information, or clarify something that is not understood	<u>MP.K.2</u> -Reason abstractly and quantitatively
	<u>MD.K.A1</u> - Describe measurable attributes of objects	<u>MD.K.A2</u> - Directly compare two objects with a measureable attribute in common
Vocabulary	Force, motion, direction, speed, collide, ramp, change	

I Know About ENERGY



I can observe objects warmed by the sun (sand, water, ice, crayons, rocks, etc.).

I can explain how the sun makes some objects look or feel.

I can explain why the same object feels cooler in the shade than in the sun.

I can tell one way to cool myself on a sunny day.

A little primer for my teacher:

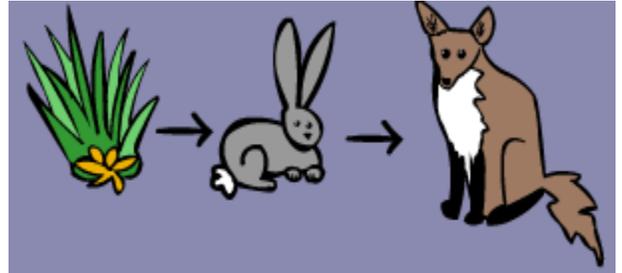
Mascoma Standards	<u>MD.K.A2</u> - Directly compare two objects with a measureable attribute in common, see which object has more or less of the attribute, and describe the difference	<u>W.K.2</u> -Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
	<u>RI.K.3</u> - With prompting and support, describe the connection between two individuals, events, ideas or pieces of information	<u>W.K.7</u> - Participate in shared research and writing projects

Vocabulary	Sunlight, warm, cool, shade, change
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I Know About STRUCTURES and PROCESSES

I can explain that all animals need food and water to live and grow.

I can explain that animals eat plants or other animals for food.

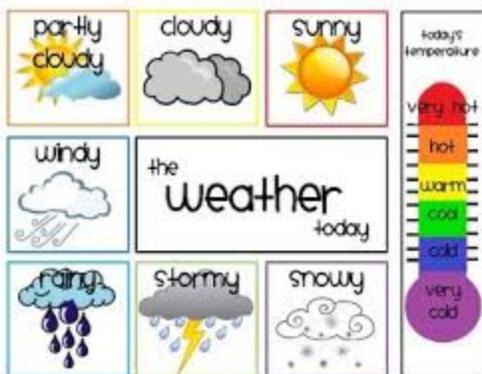


I can explain that plants need water and light to live and grow.

A little primer for my teacher:

Mascoma Standards	<u>SL.K.3</u> Ask and answer questions to seek help, get information, or clarify something that is not understood	<u>W.K.2</u> Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
	<u>RI.K.3</u> With prompting and support, describe the connection between two individuals, events, ideas or pieces of information	<u>W.K.7</u> Participate in shared research and writing projects
Vocabulary	Energy, plants, animals, food chain, light, water	

I Know About EARTH SYSTEMS



I can observe weather conditions.

I can work with my class to keep a weather calendar.

I can describe weather patterns over time.

I can tell how weather forecasting helps humans get ready for bad weather.

A little primer for my teacher:

Mascoma Standards	<u>RI.K.1</u> - With prompting and support, ask and answer questions about key details in a text	<u>W.K.2</u> - Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
	<u>W.K.7</u> - Participate in shared research and writing projects	<u>MP.K.2</u> - Reason abstractly and quantitatively
	<u>CC.K.A</u> - Know number names and counting sequence	<u>MD.K.B3</u> - Classify objects into given categories, count the number of objects in each category, and sort the categories by count
Vocabulary	Weather conditions, weather patterns, weather calendar, seasons, clouds, temperature, severe weather, change	

I Know About EARTH and HUMAN ACTIVITY

I can explain how animals and plants live in places that meet their needs. (i.e. Deer live in forests because they eat buds and leaves)

I can explain how plants and animals can change the environment to meet their needs. (i.e. Squirrels dig holes to hide food for winter, beavers use trees to create lodges for warmth and food storage, tree roots crack concrete or pavement looking for light or water, etc.)

I can explain how humans can make choices that are good for the environment. (reduce, reuse, recycle)



A little primer for my teacher:

Mascoma Standards	<u>RI.K.1</u> - With prompting and support, ask and answer questions about key details in a text	<u>W.K.2</u> -Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
	<u>SL.K.3</u> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<u>SL.K.5</u> - Add drawings or other visual displays to descriptions as desired to provide additional detail for the audience.
	<u>MP.K.2</u> - Reason abstractly and quantitatively	
Vocabulary	Environment, eco-system, reduce, reuse, recycle, habitat	

