

Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
School	<p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Locate places in the community such as the student's home and the classroom on campus. <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> Identify authority figures in the home, school, and community. Explain how authority figures make and enforce rules. Recognize the need for rules for daily living and fair treatment of others. Define Cooperation <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.</p> <ul style="list-style-type: none"> Explain that people learn in the context of families, peers, schools, and communities. Explain the consequences of an individual's decisions and actions. Recognize that individuals have a space or develop an understanding of space and spatial relationships. Understand that cooperation is necessary when 	<p>Language Arts/ Writing: Make a class book titled The First Day of School. Take each students picture on the first day of school and print it with the caption "Today is the first day of kindergarten. I want to learn all about _____. " Have students dictate or write what they want to learn while the are in Kindergarten.</p> <p>Other Writing Topics *Draw a self-portrait. *How do you get to school? *What do you like to do on the playground? *What's your favorite thing to do at school?</p> <p>Social Studies: Read as many versions of "The Gingerbread Man" as possible. Once the children have discovered that the gingerbread man has disappeared, they naturally must find him. Have precut gingerbread men from construction paper and stick them up in various places around the school. Each gingerbread man should have a cute rhyme to go with it such as: Run, run as fast as you can You can't catch me, I'm the Gingerbread Man. I decided to take a look, To find my picture in a book! (This would lead the children to the library, where there would be another. Continue looking for the gingerbread man until the last clue leads the children back to their classroom (after meeting the librarian, principal, cafeteria workers, etc.) When the children get back to the room, there is a gingerbread man for each of them to eat for snacks. *Have a fellow teacher place the gingerbread men in the classroom while your class is searching.</p> <p>Discuss Rules: Make a chart of all the good things and bad things that hands can do. This fits in nicely with teaching school rules.</p> <p>Make a Language Experience Big Book of children's drawings of their hands (or of handprints made with paint), adding a sentence from each child about something special they do with their hands. Make a book Hands can _____ and _____, but hands shouldn't _____.</p> <p>Math/Graphs:</p>	<p>Miss Bindergarten Gets Ready for Kindergarten</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Other Selections</p> </div> <p>The Kissing Hand School Bus Froggy Goes To School The First Day of School When You Go To Kindergarten Look Out Kindergarten Here I Come The Night Before Kindergarten</p>

- Science Online addresses each science objective and offers a variety of activities to be used with each unit.
- Reading a-z.com offers a variety of printable readers to be used with each unit.

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	<p>working within large and small groups to complete tasks.</p> <ul style="list-style-type: none"> Work independently and cooperatively to accomplish goals. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 	<p>We graph the "Way We Go to School," the color of our eyes, the number of letters in our names, and our favorite colors.</p>	
All About Me	<p>Social Studies Objectives</p> <p>Culture Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.</p> <ul style="list-style-type: none"> Identify personal attributes, such as physical characteristics, that are common to all people. Identify differences among people. Recognize all cultures have family units where decisions are made. Understand some differences among people result in their culture. <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of</p>	<p>Science: My Fingerprints! This activity helps children see that we are all unique and special by comparing fingerprints with others. Stamp pad, card or paper, marker, magnifying glass Trace your entire hand on your card or paper. Using the stamp pad, press each finger firmly and place the correct print on the matching finger outline. Take the magnifying glass and explore the world of fingerprints! Compare your prints with someone else's. Now you can see just how individual and special everyone really is! Make fingerprints and examine them with a magnifying glass.</p> <p>Art: Make finger-and-thumb-prints and have the children make a picture of their family using fingerprints for heads.</p> <p>Poem:</p> <p>Here are my fingerprints For everyone to see No one else has these prints; They belong just to me.</p> <p>Writing: Make a "Me Book" make a simple fill-in-the-blank</p>	<p>Bunny Cakes</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Other Selections</p> </div> <p>I Like Me A My Name Is Alice Chrysanthemum Leo The Late Bloomer</p>

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	<p>geography.</p> <ul style="list-style-type: none"> Locate places in the community such as the student's home and the classroom on campus. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> Define history as the story of our past. Recall events in the past and present in order to recognize that individuals have a personal history. Recognize that change occurs over time. Recognize that each family has a family tree. Recall family stories and celebrations to develop a personal history. Illustrate a family history to demonstrate that every family has a heritage. <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.</p> <ul style="list-style-type: none"> Explain that people learn in the context of families, peers, schools, and communities. Explain the consequences of an individual's decisions and actions. Recognize that individuals have a space or develop an understanding of space and spatial relationships. Understand that cooperation is necessary when working within large and small groups to complete tasks. Work independently and cooperatively to accomplish goals. 	<p>book about their first day at school. Pages may include:</p> <p style="text-align: center;">My name is _____. I am _____ years old. I go to _____ school. My teacher's name is _____. I am in _____ grade. I like to _____ at school. They illustrate each page.</p> <p>Letter Stamps Allow children to sponge letter paint with letter stamps using tempera paint. They can also use letter stamps and ink pads to form their name.</p> <p>Rainbow Writing Furnish the children with a copy of their name written rather large. Instruct them to keep tracing over their name using different colors to form a rainbow. Or, you could instruct them to use the 7 colors found in a rainbow, so that when they'd used all 7 colors they would know that they were through.</p> <p>Magnetic Letters Use magnetic letters to form their name and those of their friends. Cookie sheets can be used as magnetic boards.</p> <p>Reading: Have everyone's name on a sentence strip cut to length of name. Draw one out of a box each day. Cheer the name:</p> <p style="text-align: center;">Give me a M! Give me an A! Give me a R! Give me a K! What's that spell? Mark!</p>	
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	<p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 	<p>Word Wall: The children's' names are the very first words on the Word Wall. Put them all up at the beginning of the year and go over them every day. Point at them with a very long pointer as you read them. As the children learn them, stop reading with them and let them read the words to you.</p> <p>Poems: I'm Glad I'm Me</p> <p style="text-align: center;"> No one looks The way I do. I have noticed That it's true. No one walks the way I walk. No one talks the way I talk. No one plays the way I play. No one says the things I say. I am special. I am me. There's no one else I'd rather be! </p> <p>Math: Read <u>Chrysanthemum</u> by Kevin Henkes. Graph your student's names by number of letters.</p> <p>Graph eye color, hair color, number of boys and girls.</p> <p>Put all the students' names on sentence strips, so they can sort them by initial consonant, number of letters, boys names and girls names, alphabetical order. This works well on a table top, the floor, or in a pocket chart.</p>	

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Family	<p>Social Studies Objectives</p> <p>Culture Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.</p> <ul style="list-style-type: none"> • Identify differences among people. • Recognize all cultures have family units where decisions are made. • Recognize how individuals learn to do skills from their culture. • Understand some differences among people result in their culture. • Identify similarities and differences in food, clothes, homes, games, and families in different cultures. • Explain the value of family traditions and customs. <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Locate places in the community such as the student's home and the classroom on campus. • Identify the human characteristic of places such as types of houses and ways of earning a living. • Describe personal connections to place, especially place as associated with immediate surroundings. 	<p>Social Studies: Make a family tree.</p> <p>School/Home Connections: Have a family day and invite parents, grandparents, etc... to visit the class for lunch and a special program.</p> <p>Language Arts/ Writing: Read the book <i>A House Is a House for Me</i>. For a fun interactive chart to go along with the activity, draw a large house shape on butcher paper (approximately 4-by-7feet), then laminate it so it can be reused. Together with your students, make a list of various household things (such as cups and shoes) that can serve as houses for other things. Then offer children blank index cards so they can illustrate their ideas and tape them directly onto the house. Help each child label their cards by completing for each one the line "A is a house for a ..."</p> <p>Math: Button Broods</p> <p>To help show that families come in all shapes and sizes, turn students loose on your button collection and ask them to find buttons that match in some way. Students put these buttons together into families and glue them onto cutout construction-paper houses. Then they describe what makes their buttons a family (for example, the same color and two holes, despite different shapes and sizes).</p> <p>Animal Families</p> <p>Young children love learning about animal families. Using books and nature magazines learn about what animal family groups are called (herd, litter, and so on) as well as animal baby names (such as cub and foal). Also explore animal family behaviors (how animals live together and how they care for their young) and compare these with human behaviors. Then invite children to create their own picture books about animal families.</p> <p>Family Graphs</p> <p style="text-align: center;">Turn a piece of graph paper horizontally. Print the letters</p>	<p style="text-align: center;">A House Is A House Ginger Shoes Like Miss Alice</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <p>Other Selections</p> </div> <p>The Relatives Came Nana Upstairs, Nana Downstairs Amelia Bedilia's Family Album Me and My Family Tree Clifford's Family Lots of Dads Love Is A Family The Kissing Hand A Pocketful of Kisses</p>
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	<p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> • Know that family structures can change. • Identify authority figures in the home, school, and community. • Explain how authority figures make and enforce rules. • Recognize the need for rules for daily living and fair treatment of others. • Define Cooperation <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> • Define history as the story of our past. • Recall events in the past and present in order to recognize that individuals have a personal history. • Recognize that change occurs over time. • Recognize that each family has a family tree. • Recall family stories and celebrations to develop a personal history. • Illustrate a family history to demonstrate that every family has a heritage. <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.</p> <ul style="list-style-type: none"> • Explain that people learn in the context of families, peers, schools, and communities. • Explain the consequences of an individual's 	<p>of the alphabet along the bottom (one letter per square). Make one copy of this page for each child. At the top of the page, help each child print the names of his or her family members. Then, have children create name bar graphs by coloring in one square above each letter that appears in each name until all the names have been graphed. Finally, help children to count and record the total number of letters represented in their family members' names. Also you could graph the number of people in each child's family or how many students are the oldest, youngest.</p> <p>Music:</p> <p style="text-align: center;">Families (tune: Ten Little Indians) Some have fathers, Some have mothers, Some have sisters, Some have brothers. In some houses there are others Every family is special.</p>	
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	<p>decisions and actions.</p> <ul style="list-style-type: none"> Recognize that individuals have a space or develop an understanding of space and spatial relationships. Understand that cooperation is necessary when working within large and small groups to complete tasks. Work independently and cooperatively to accomplish goals. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 		
Colors	<p>Science Objectives:</p> <p>Structure and Function of Matter The student will investigate the characteristic properties of matter.</p> <ul style="list-style-type: none"> Describe an object according to its simple properties <p>Social Studies Objectives:</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. 	<p>Math: Color Sort- Have students sort objects teddy bear counters, attribute blocks, crayons, etc....by color.</p> <p>Color Find: have students find objects in the room that are the color of your choice.</p> <p>Language Arts/ Writing: Predictable Chart- <u>Child's name</u> favorite color is _____." Make a class book Our Favorite Colors.</p> <p>Book: Put Me in the Zoo by Robert Lopshire Cut out circles of various colors, roll small pieces of tape for each circle to stick on different body parts. This can be played like a Simon Says type game.</p> <p>Science/ Cooking:</p> <p>Make Play-Dough 2 cups Flour 2 cups water 1 cup salt 4 tsp. cream of tartar</p>	<p style="text-align: center;">Cats Colors Mary Wore Her Red Dress I Need A Lunchbox Lily's Purple Plastic Purse</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;">Other Selections</div> <p>Red: Clifford The Big Red Dog Blue: Blueberries for Sal Green: Little Blue, Little Yellow Orange: The Big Orange Blot Purple: Harold and The Purple Crayon White: It Looks Like Spilt Milk Black: Ten Black Dots Brown: Brown Bear, Brown Bear</p> <p>Colors: Put Me In The Zoo My Many Colored Days</p>

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		<p>2 Tbls. Oil</p> <p>Mix over hot plate until smooth</p> <p>* add food coloring to make different colors</p> <p>Science/ Art Science/Art: Painting/ Mixing Colors Prepare ahead of time zip-lock baggies with shaving cream inside. Have ready blue and yellow finger paint or liquid tempera paint. Read: Little blue and Little Yellow. Activity: Add the blue paint and yellow paint to the shaving cream. Zip the bag (use masking tape to secure the bag!) Then have the children squeeze the baggie and just play with it. It will turn green! Allow students to use a paint brush, open the baggie, and then paint a picture on white paper using their new color.</p> <p>Color Collage: Allow the students to search through old magazines and catalogs to find things representing a certain color. Then they add it to the color's collage.</p> <p>Music:</p> <p style="text-align: center;">The Color Song</p> <p style="text-align: center;">(To the tune of "This Old Man") Red, red, red, touch your head. Blue, blue, blue, tie your shoe. Brown, brown, brown, touch the ground. White, white, white, take a bite. Black, black, black, touch your back. Purple, purple, purple, draw a circle. Pink, pink, pink, give a wink. Gray, gray, gray, shout hurray!</p>	

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Human Body	<p>Science Objectives</p> <p>Cell Structure and Function The student will investigate the structure and function of plant and animal cells</p> <ul style="list-style-type: none"> • Assemble and take apart objects to determine that most things are made up of parts. • Observe and describe what happens when an object is missing a part. <p>Social Studies Objectives</p> <p>Culture Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.</p> <ul style="list-style-type: none"> • Identify personal attributes, such as physical characteristics, that are common to all people. • Identify differences among people. <p>Economics Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus want, using versus saving money, and policy-making versus decision-making.</p> <ul style="list-style-type: none"> • Identify basic human needs. • Explain how basic human needs of food, clothing, shelter, and transportation are met. • Distinguish between needs and wants. <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and</p>	<p>Social Studies: School Nurse Visit- arrange a classroom visit from the school nurse to discuss various topics such as growth, germs, ways to take care of our body, etc...</p> <p>Investigate how we "change". After reading <u>How Have I Grown</u> by Mary Reid, discuss how everybody changes as they grow up. Brainstorm what we were like as "babies," "little kids," and now as "big kids". Then have each family help create a timeline for their kindergarteners as a home project.</p> <p>Who Am I? Have students bring in baby pictures. Allow students to guess which picture belongs to their friends. Discuss changes.</p> <p>Math: Measure Height with Yarn / Weigh Students using scales Chart Height and Weight. Complete the activity at the beginning and end of the year and discuss changes.</p> <p>Art: Q-tip Skeletons- Each student should receive a piece of construction paper along with several plastic bendable Q-tips. (The teacher should cut the Q-tips in varying lengths prior to the lesson -- several cut in half, some with just the tips, etc.) Students can now assemble their Q-tips - This should now be the basic outline of a skeleton. Students should feel free to add in any bones that they feel might add to the skeleton. Each student can also draw in a face for his/her skeleton.</p> <p>Science/Art: Trace around their bodies on bulletin board paper, and let them paint themselves. Label parts of the body. Cut them out and decorate your room with these paintings, or make a Super Large class book by laminating the people shapes to poster board and attaching them together with "O" rings.</p> <p>Put together a booklet of body parts drawn on paper, ex. elbow, knee, ankle, chin, finger, and supply small band aids. Title the book "My Band Aid Book". Look at each page and ask the child to show his/her elbow, etc. When they can do that, they get to put a band aid on their elbow and one on the elbow in the book. It helps to learn various body parts plus fine motor</p>	<p>Head To Toe</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <p>Other Selections</p> </div> <p>The Foot Book The Skeleton Inside of You Magic School Bus: Flexes It's Muscles Magic School Bus: Inside the Human Body Wee Sing and Learn My Body Skeletons, Skeletons A Book About Bones Hand, Hand Finger, Thumb I'm Growing! by Alik</p> <p>Videos: Magic School Bus: Flexes It's Muscles Magic School Bus: Inside the Human Body Slim Good Body Video Series</p>
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	<p>cooperatively.</p> <ul style="list-style-type: none"> Describe how individuals meet their needs and wants through different means. Give examples of how learning and physical development affect behavior. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 	<p>in getting the band aids on.</p> <p>The Magic School Bus gets inside Ralphie's body by going through a cut on his leg. Germs can get in the body that way, too. But usually the skin protects the body. Set up this activity to show how skin protects our bodies the way apple skin protects an apple.</p> <ul style="list-style-type: none"> 2 sheets of paper 2 apples with no cuts or blemishes table knife copies of <u>Skin to Germs: KEEP OUT!!</u> Page <p>As you set up the activity, ask: What do you think will happen to each apple in one week? Label the sheets of paper A and B. Wash hands and the apples. Place one apple on each sheet. With the knife, peel back the skin to leave four openings about 1/2 inch in diameter on apple B. Get an assistant with unwashed hands to rub her hands all around the apples. Watch the apples for a week. Do not touch them. Each day, kids can write down their observations.</p> <p>Poems/Music:</p> <p style="text-align: center;">I See Me By Vicki Witcher</p> <p style="text-align: center;">I see my head. I see my shoulder. I see my arm. I see my elbow. I see my wrist. I see my knee. I see my ankle. I see all of me!</p> <p style="text-align: center;">This is my hand; My hand will do</p>	
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		<p>A 1000 loving things for you. And you will remember When I am tall That once my hand Was just this small.</p> <p>Sing "If You're Happy and You Know It" Vary the verses by substituting "touch your nose, touch your knees," etc., for "clap your hands."</p>	
Five Senses	<p>Science Objectives</p> <p>Interactions Between Living Things and Their Environment The student will investigate how living things interact with one another and with nonliving elements of their environment.</p> <ul style="list-style-type: none"> Recognize that humans have five senses and be able to discriminate among these. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 	<p>Sense of Smell: Scent Center- using cotton balls explore different types of spices or oils. Have students make observations and guess the different smells.</p> <p>Sense of Hearing: play sound bingo, or use listening audio to guess various sounds. Sense of Sight: Take students on a walk to make observations about their surroundings. As they walk have students complete the sentence "I see..." Explore with magnifying glasses. Make binoculars: glue two paper rolls together, decorate. Play I Spy</p> <p>Sense of Touch: Feely Box/ Bag- fill boxes or bags with items that provide different sensations and have students make observations and group what they feel.</p> <p>Sense of Taste: Plan a tasting activity with students making smell and taste observations.</p>	<p>Mice Squeak, We Speak Listen Buddy</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;">Other Selections</div> <p>Arthur's Eyes Arthur's Nose The Nose Book My Five Senses I Spy Books A Girl Named Helen Keller</p>

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Apples	<p>Science Objectives:</p> <p>Cell Structure and Function The student will investigate the structure and function of plant and animal cells</p> <ul style="list-style-type: none"> • Assemble and take apart objects to determine that most things are made up of parts. <p>Earth Resources</p> <ul style="list-style-type: none"> • Classify objects as natural or manmade. <p>Social Studies Objectives:</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Describe Seasons • Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 	<p>Johnny Appleseed</p> <p>Math: Graphing: Ask each child to bring an apple to school, but don't specify what kind or color. Graph the apples by color, using Ellison die cut apples on the graph. Write sentences about your graph, telling how many of each color, and which color has the most, the least, fewer, greater, more than and less than. Have an apple tasting, and graph each child's favorite color apple.</p> <p>Art: Apple Printing - Cut an apple in half. (make a lateral cut, separating the top from the bottom) You should be able to see the "star" that the core forms in the apple. Put some red or green tempera paint in a shallow container, (a pie tin works well) and show students how to dip the apple in the paint and press onto a piece of paper creating an apple print.</p> <p>Science: Make Applesauce</p> <p>APPLESAUCE</p> <p>6 tart apples 1 1/4 cups water 3-4 tablespoons honey cinnamon</p> <p>Peel, core, and slice apples. Place apple slices and water in a saucepan. Cover and cook until tender (approximately 25 minutes). Add honey and cinnamon to taste. Makes 12 small servings.</p> <p>After reading <u>The Apple Pie Tree</u> by Zoe Hall, the students create their own "apple seed cycle," using pictures of apple seeds, an apple tree, apple blossoms, and an apple. They love telling (anyone who'll listen) how a cycle keeps repeating over and over!</p> <p>Apple Sequence- Book – "The Seasons of Arnold's Apple Tree"</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Other Selections</div> <p>The Big Red Apple How Do Apples Grow Pick Me An Apple From Seed to Tree Apples The Apple Pie Tree Johnny Appleseed The Seasons Of Arnold's Apple Tree Ten Apples On Top I Am An Apple</p> <p>Video: Tall Tales and Legends Johnny Appleseed</p>
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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
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		<p>Writing Topics: *draw an apple tree in the fall *draw an apple, label the parts *draw your favorite apple product *Who planted apple trees all across America? *Apples can be _____.</p> <p>Poem:</p> <p style="text-align: center;">Way up high in the apple tree Five little apples were smiling at me! I shook that tree as hard as I could, Down came those apples M-m-m! They were GOOD!</p>	
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Transportation	<p>Science Objectives:</p> <p>Forces and Motion</p> <p>The student will investigate the effects of force on the movement of objects.</p> <ul style="list-style-type: none"> Recognize that objects can move in different directions and at different speeds. <p>Social Studies Objectives:</p> <p>Economics</p> <p>Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus want, using versus saving money, and policy-making versus decision-making.</p> <ul style="list-style-type: none"> Explain how basic human needs of food, clothing, shelter, and transportation are met. 	<p>Math: Track Left to Right with Vehicles Graph- How We Get To School Ways We Travel: Classify Transportation Land, Air, Water</p> <p>Poems:</p> <p style="text-align: center;">If I Had If I had a __ Zoom, zoom, zoom. I would go to Mexico Wave my hands and off I'd go. If I had a __ Zoom, zoom, zoom.</p> <p style="text-align: center;">Engine, Engine Number Nine Engine, engine number nine, Coming down Chicago line. If the train falls off the track, do you want your money back?</p> <p>Art: Allow the children to dip the wheels of a toy car in paint and "drive" it on a dark colored piece of paper to create a design.</p>	<p>On The Go</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Other Selections</p> </div> <p style="text-align: center;">This Is The Way We Go Things That Go A Traveling Alphabet Beep, Beep Vroom, Vroom Airplane Alphabet Book Amy's Airplane Trip Magic School Bus Takes Flight Trains The Little Engine That Could Little Toot</p>
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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
	<p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Use personal directions such as up, down, left, right, near, and far to describe relative direction. • Locate places in community such as the student's home and the classroom on the campus. • Describe how landforms and bodies of water influence how people live. <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> • Be aware that laws and rules are followed and created by the people, school, community, and country. • Know rules of safety including signs and signals. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> • Define history as the story of our past. • Recognize that change occurs over time. • Observe how sites in neighborhoods and communities change over time. <p>Social Studies Process Skills</p>	<p>Social Studies: Field Trip Visit a local car dealership</p> <p>Science: CAR IN A BUBBLE Blow a big bubble on the counter top. Dip a toy car into bubble solution and drive it into the bubble. You will have a car in a bubble.</p> <p>Identify wheels used in a variety of ways Investigate things that roll</p>	

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
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	<p>The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 		
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Fall	<p>Science Objectives</p> <p>Atmospheric Cycles The student will investigate the relationships among atmospheric conditions, weather, and climate.</p> <ul style="list-style-type: none"> Identify daily weather conditions (hot, cool, sunny, snowy, and rainy). Associate clothing and activity choices with various types of weather. <p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Describe how weather impacts daily life. Describe Seasons Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. 	<p>Science/ Art: Leaf Prints/ Rubbings Each child selects three or four different leaves, and places them one at a time beneath a plain piece of white photocopy paper or computer paper, with the vein side of the leaf facing up. Demonstrate how to use the flat edge of a broken crayon to gently rub across the leaf in order to show all the veins and the stem, as well as the unique shape of each leaf. You may want to practice on plain brown newsprint paper until the students get the technique down.</p> <p>Science: Fall Walk/ Collections Take a Listening Walk at school or a walking field trip to a nearby playground, to collect many kinds of fallen leaves. Each child fills a brown paper lunch sack with the leaves, twigs, and seed pods that they find. Other items to collect include pine needles and pine cones, dried weeds and grasses, acorns, seeds and nuts. Build a classroom collection; students can also bring in additional items from home or weekend walks -- bird's nests, feathers, dried beans, Indian corn, gourds, and many other items. Investigate using magnifying glasses.</p> <p>Poems:</p> <p style="text-align: center;">Taking A Walk by Mary Jackson Ellis</p> <p style="text-align: center;">Taking a walk is so much fun! We don't hurry, We don't run. We watch for birds, We watch for bees, We watch for all the falling leaves.</p> <p>Science: Do Leaves Make Sounds?</p>	<p>Raccoon and Ripe Corn</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Other Selections</p> </div> <p>Red Leaf, Yellow Leaf Fall Leaves Fall A Just Ask Book: Why Do Leaves Change Colors? Why Do Leaves Change Colors?</p>
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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

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	<ul style="list-style-type: none"> Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 	<p>Take the students outside and allow them to make a large pile of leaves. After the child has jumped into the pile and out again, ask them to describe the sounds the leaves made. Brainstorm a list of describing words that describe the characteristics of leaves and the way they sound.</p> <p>Language Arts/ Writing: Display a tree covered with fall-colored leaves, which will be gradually removed as the leaves fall down outside. The tree is labeled with sentence strips identifying the colors of the leaves. Have students color and label their leaves.</p> <p>Other Writing Topics: *Draw a tree in the fall. *What do you wear in the fall? *Draw things that "fall" in the fall. *What do you like to do in fall weather? *What can you hear/smell/taste in the fall? * In the fall I can see _____.</p> <p>Math: Make AB/ ABB patterns (leaf cut-outs on sentence strips to make hats, leaf cut-outs on paper plate "wreaths," assorted nuts, etc.).</p> <p>Also make "grab and graphs". Put equal numbers of red, yellow, orange, and brown leaves in a bag. Then each child "grabs and graphs" his/her leaf on the graph paper. This is a great way to teach probability, as well as graphing. They can predict which color leaf each student will draw.</p> <p>Practice estimation skills by guessing how many acorns you can hold in one hand.</p>	

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
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Pumpkins	<p>Science Objectives</p> <p>Cell Structure and Function The student will investigate the structure and function of plant and animal cells</p> <ul style="list-style-type: none"> • Assemble and take apart objects to determine that most things are made up of parts. <p>Earth Resources</p> <ul style="list-style-type: none"> • Classify objects as natural or manmade. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Science/ Math: Pumpkin Science/Math Booklets How many creases does the pumpkin have? How much does the pumpkin weigh? How many seeds does it have? Will the pumpkin float or sink? What is inside the pumpkin? Are pumpkins mostly full or mostly empty?</p> <p>Plant Pumpkin Seeds Each child plants 6 pumpkins seeds in a baggie with dirt and water. They sprout quickly and the children can also see how the bag "creates its own rain" to keep the soil moist.</p> <p>Math: Use twelve small plastic pumpkins and 78 wooden popsicle sticks for this activity that teaches sequence and one-to-one correspondence. Using a permanent marker, number the pumpkins from 1 to 12 on the back. Students arrange the pumpkins in numerical order, then place the corresponding number of popsicle sticks in each pumpkin. If they do it correctly, there are no popsicle sticks left over.</p> <p>Order Pumpkins by Size</p> <p>Pumpkin Sequence</p> <p>Social Studies/ Science: Field Trip: Pumpkin Patch</p> <p>Music/ Poems:</p> <p style="padding-left: 40px;">Peter, Peter, Pumpkin Eater</p> <p style="padding-left: 40px;">Peter, Peter Pumpkin Eater Had a wife and couldn't keep her. He put her in a pumpkin shell And there he kept her very well.</p> <p>Language Arts/ Writing: Make individual student books or a class book using the following writing frame:</p> <p>Pumpkin, pumpkin, what's in my pumpkin? Something that's _____, _____, and _____.</p> <p>Children provide the clues/descriptive words and draw a</p>	<table border="1" style="width: 100%; margin-bottom: 10px;"> <tr> <td style="text-align: center;">Other Selections</td> </tr> </table> <p>It's Pumpkin Time The Pumpkin Patch The Biggest Pumpkins Ever Apples and Pumpkins Too Many Pumpkins</p>	Other Selections
Other Selections				

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		<p>picture. You can make this book from large Ellison pumpkin shapes -- orange for the covers with two white pages inside</p> <p>Art: Make your own pumpkin patch by finger-painting pumpkins and displaying them on a wall. Give each student a sheet of plain white painting paper, with a glob of liquid starch in the middle. Then they add a squirt of yellow paint and a squirt of red paint, and swirl the colors together to make an orange pumpkin shape. When the pumpkins are dry, cut them out and label with the children's names.</p>	
Fire Prevention	<p>Social Studies Objectives:</p> <p>Economics Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus want, using versus saving money, and policy-making versus decision-making.</p> <ul style="list-style-type: none"> • Recognize how jobs are similar and different from one community to another. • Explain why people have jobs. • Recognize that all jobs are significant and realize that some jobs are interdependent. <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p>	<p>Music/ Poems:</p> <p style="text-align: center;">Hurry, Hurry Hurry hurry __. Hurry hurry __. Hurry hurry __. Ding, ding, ding, ding, ding!</p> <p>Create three sets of matching word cards for the blank spaces. Suggestions include: drive the fire truck, climb the ladder, squirt the water.</p> <p style="text-align: center;">Firefighter (tune: Frere Jacques)</p> <p style="text-align: center;">Firefighter, firefighter You are brave, you are brave. Putting out the fires, putting out the fires, Lives you save, lives you save.</p> <p>Art: Construction Paper Fire Truck Use large red rectangles and smaller black squares that can be trimmed into circles by snipping off the corners. Add details</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Other Selections</div> <p>I'm Going To Be A Firefighter Fire, Fire Fire Engine Shapes It's Time To Call 911 Dot the Fire Dog The Fire Cat The Fire Engine Book Fire Drill</p> <p>Videos: Big Fire Trucks Ambulances and Rescue Helicopters</p>

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
	<ul style="list-style-type: none"> Locate places in the community such as the student's home and the classroom on campus. Identify the human characteristics of places such as types of houses and ways of earning a living. <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> Understand that rules are created to protect the environment. Identify authority figures in the home, school, and community. Explain how authority figures make and enforce rules. Recognize the need for rules for daily living and fair treatment of others. Identify the purposes for having rules. Be aware that laws and rules are followed and created by the people, school, community, and country. Know rules of safety including signs and signals. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> Recognize that change occurs over time. <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.</p> <ul style="list-style-type: none"> Describe how individuals meet their needs and 	<p>with markers or crayons.</p> <p>Social Studies: Fire Station Field Trip- Visit a fire station or have them come visit your classroom.</p> <p>Science: Make An Emergency Fire Pail Make an Emergency Fire Pail using ARM & HAMMER® Baking Soda! Here's a great Fire Safety Awareness project for kids that will help the whole family be prepared for small fires. Using Baking Soda and a coffee can, kids can make a Fire Pail to have on hand in the event of a kitchen fire. To make a Fire Pail, request a label with instructions by sending a self-addressed, stamped envelope to ARM & HAMMER® Fire Pail Brochures, PO Box 7468, Princeton, NJ 08543.</p> <p>After discussing what fire needs (heat, fuel, oxygen) to "stay alive," do an experiment with fire. Light a candle and observe what is happening (the wax is melting; there is a little smoke; the flame is white, yellow, and blue; it smells, there is a little light, etc.). Then discuss what the flame needs to keep burning... "What could you take away to stop the fire?" First, blow it (taking away the heat) out. "How else could you stop the fire?" Pull out a glass jar and ask students to predict what would happen if you inverted it over the flame. Some will think nothing will happen, some will predict that the glass will ignite, some think the flame will go out. They are always amazed when the flame fizzles out slowly (from lack of oxygen). They'll want to watch it again and again, counting to see how long it takes. This of course, leads to a discussion about how "stop, drop, and roll" works.... by depriving the fire of oxygen! Practice Stop, Drop, Roll.</p> <p>Technology: http://teacher.scholastic.com/commclub/index.htm</p>	

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	<p>wants through different means.</p> <ul style="list-style-type: none"> Know that individuals choose jobs that impact their lives, families, and communities. Explain that people learn in the context of families, peers, schools, and communities. Describe how groups are made up of people who work, play, or learn, together and share common interests. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 		
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Community Helpers	<p>Social Studies Objectives:</p> <p>Economics Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus want, using versus saving money, and policy-making versus decision-making.</p> <ul style="list-style-type: none"> Explain how basic human needs of food, clothing, shelter, and transportation are met. Recognize how jobs are similar and different from one community to another. Explain why people have jobs. Recognize that all jobs are significant and realize that some jobs are interdependent. <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and</p>	<p>Language Arts/ Writing:</p> <p>Social Studies: Field Trips and Guest Speakers Visit a Police Station, Hospital, Post Office, Grocery Store.</p> <p>Here is a fun Community Helpers Song: First you need to make a variety of hats to represent the various community helpers (i.e.. firefighter, baker, postal worker, etc.). These hats can be made out of poster board, laminated and glued onto paint stir sticks. As you sing/chant the verse, hold up a hat and the children love to call out who wears the hat!</p> <p>"What, what can I be when I wear a hat like that? I can be a _____ when I wear a hat like that!"</p> <p>Poem: What Do You Do?</p> <p>Teacher, Teacher, What Do You Do? I teach you reading and writing too.</p> <p>Doctor, Doctor, What Do You Do? I help you when your sick with a cold or flu.</p>	<p style="text-align: center;">Maxi The Hero</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Other Selections</p> </div> <p>Franklin Goes to the Hospital Trashy Town Where Does The Garbage Go? A Day In The Life of a Police Officer Officer Buckle and Gloria Curious George Visits A Police Station Lyle at the Office Busy People I Am Going To Be A Police Officer</p> <p>Videos: Police Cars Post Office</p>
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	<p>spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Locate places in the community such as the student's home and the classroom on campus. Identify the human characteristics of places such as types of houses and ways of earning a living. <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> Understand that rules are created to protect the environment. Identify authority figures in the home, school, and community. Explain how authority figures make and enforce rules. Recognize the need for rules for daily living and fair treatment of others. Identify the purposes for having rules. Be aware that laws and rules are followed and created by the people, school, community, and country. Know rules of safety including signs and signals. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> Recognize that change occurs over time. <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis</p>	<p>Counselor, Counselor, What Do You Do? I help you with problems And I Care about you.</p> <p>Firefighter, Firefighter, What Do You Do? I help fight fires that might hurt you.</p> <p>Officer, Officer, What Do You Do? I help you stay safe In all that you do.</p> <p>Dentist, Dentist, What Do You Do? I clean your teeth and keep your gums healthy too.</p> <p>Children, Children, What Will You Do? When you grow up which job is for you?</p> <p>Science: Put different sensory items inside latex gloves and let the children feel the differences. Examples of items are sand, water, air, hazelnuts (it looks like knuckles), oatmeal and oatmeal and water mixed together. You can also weigh the filled gloves to see that even though they all fit in the same size glove they weigh different.</p> <p>Have children listen to heart beat and count number of beats in a 30 second time span (time it). Have them run, jump, and/or hop in place for at least 1 minute and then listen to heart beat again. Ask them what is different, heart beat has speed up, and why they think the beat changed. Then have children listen to a friend's.</p> <p>Technology: http://teacher.scholastic.com/commclub/index.htm</p>	

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

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	<p>of how individuals and groups work independently and cooperatively.</p> <ul style="list-style-type: none"> Describe how individuals meet their needs and wants through different means. Know that individuals choose jobs that impact their lives, families, and communities. Explain that people learn in the context of families, peers, schools, and communities. Describe how groups are made up of people who work, play, or learn, together and share common interests. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. <p>Utilize community resources such as field trips, guest speakers, and museums for historical awareness</p>		
Migration	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> Know that different organisms tend to be found in different environments. <p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Describe how weather impacts daily life. Describe Seasons 	<p>Music/Dramatic Play: Play in a Marching Band. Talk about how a marching band moves as it plays music. If possible show a videotape of a marching band. Provide instruments and have children play in a marching band.</p> <p>After reading a story on migration act this out on the playground, honking and flapping in "V" formation. Just like geese, take turns leading the flock from one side of the playground to the other. Also allow children to "honk" their encouragement to the leader... using the party horns.</p> <p>Poems:</p> <p>Ducks say "quack!" It's time to go Migrate now! Here comes the snow! Ducks fly high. Ducks fly low. Ducks fly south.</p>	<p>Honk, Honk</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Other Selections</p> </div> <p>Honk-A-Tonk Takes a Trip Goodbye Geese Animals In Winter</p>

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
	<p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Away they go!</p> <p>Vary verse by inserting Geese say honk, and Swans trumpet out.</p> <p>Autumn is here and the leaves start to fly. The breezes are blowing way up in the sky. The big lovely swans with their feathers of white. Call out to each other; It's time to take flight!</p> <p>The middle sized geese with feathers and down Fly high above village, city, and town. The quick little ducks with their colors so bright Flap way to the south till they've flapped out of sight.</p> <p>When swans, geese, and ducks feel the chill in the air, They remember, "Fly south- it's much warmer, down there!"</p> <p>Math: Investigate Movements: Children investigate ways to get from one place to another within the classroom. How many different ways can they move from one side of the room to the other? How many steps does it take? Have partners choose one movement such as walking and think of different ways to vary the movements.</p> <p>Science/ Social Studies: Where Are You Headed? See if your school is on the migration path of any birds. Then on a globe or map, mark the migration paths of some birds. Use rubber cement or other temporary adhesive to attach a piece of yarn to each birds starting place. Then attach the other end of the yarn to the bird's summer home. Use different colors for different birds.</p> <p>Migration Paths- Migrate to different areas around the school or playground. Make a chart to sequence your movements.</p>	
Insects	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p>	<p>Songs/ Poems: The Insects and Spiders (Sung to tune "The Wheels on the Bus") The bugs in the air fly up and down, up and down, up and down. The bugs in the air fly up and down</p>	Hush

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

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	<ul style="list-style-type: none"> Know that different organisms tend to be found in different environments. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>all through the day.</p> <p>Other verses: The spiders on the bush spin a web. The crickets in the field hop up and down. The bees in their hive go buzz, buzz, buzz.</p> <p>Art: Make insects and spiders with thumb prints. Children can draw crayon legs to make prints look like insects and spiders</p> <p>Hand Print Spiders Make half of your spider by pressing a handprint onto a page. With your OTHER hand, pointing the opposite direction, make another handprint, placing the palm over the palm print already on the page, making sure fingers are pointing the opposite direction of the existing finger prints. The two thumbs become eyes, the remaining 8 fingers legs. Very cute on a pre-painted web.</p> <p>Cooking: Ants on a Log Slice cleaned celery into 3-inch pieces. Have children use plastic knives or craft sticks to stuff the celery with peanut butter. Place raisin "ants" on top of celery before eating.</p> <p>Game: Pin the Spider on the Web Game Buy or make a large paper spider web. You can make small colored paper spiders using colored dot stickers for the body. (you need the spiders colored so you know what spider belongs to each child. Make this ahead of time.</p> <p>To Play blind-fold a child, spin them around and point them in the direction of the web on the wall. With their spider in their hand they have to put it on as close to the middle as they can. The closest spider to the middle wins.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Other Selections</div> <p>Bugs, Bugs, Bugs When The Fly Flew In I Know An Old Lady Who Swallowed A Fly Insects What Is An Insect Ladybug, Ladybug Fly Away Home The Honey Bee Magic School Bus Inside a Beehive Mighty Spiders Anasi The Spider Icky Bugs Alphabet</p>

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
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Frogs	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> • Know that different organisms tend to be found in different environments. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Dramatic Play: Create A Pond Create a pond environment in the classroom with the help of a baby wading pool and a very large rubber tub. The tub will be the pond and the pool will contain the surrounding grass. To make the grassy area, partially fill the pool with Styrofoam packing peanuts. Set the rubber tub inside the pool, at one edge. Fill the remainder of the pool with Easter grass. If possible obtain pond water to pour into the rubber tub. If pond water is unavailable, place a layer of potting soil in the bottom of the tub; then fill it with water. Create lily pads for the pond by cutting circles of craft foam and then cutting out a slice from each one. Add vinyl or plastic pond critters- such as frogs, snakes, bugs, and turtles-as well as plastic plants.</p> <p>Social Studies/ Science:</p> <p>Field Trip- Visit a nearby Pond</p> <p>Lily-Pad Pond Snack 1 spoonful soft cream cheese Blue food coloring ½ English muffin 3 cucumber slices 1 gummy frog</p> <p>Tint soft cream cheese with blue food coloring. Peel and slice cucumbers into very thin rounds. Cut a wedge from each cucumber slice.</p> <p>What A Change! From egg to tadpole to frog, the life cycle of a frog is more than fascinating. Introduce students to this metamorphosis by reading aloud Fish Is Fish. After reading the story use picture cards to sequence the frog's life cycle. Allow students to recreate the stages of the life cycle using play dough.</p>	<table border="1" style="width: 100%; margin-bottom: 10px;"> <tr> <td style="text-align: center;">Other Selections</td> </tr> </table> <p>All About Frogs Why Frogs Are Wet Frog Lunch From Tadpole To Frog The Frog Alphabet In The Small, Small Pond Fish Is Fish</p> <p>Videos: Magic School Bus Hops Home</p>	Other Selections
Other Selections				
Thanksgiving	<p>Social Studies Objectives</p> <p>Culture Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes,</p>	<p>Language Arts/ Writing: Discuss Thanksgiving a turkey's point of view. After discussing the turkey's point of view, students can brainstorm alternatives to eating turkey on Thanksgiving. Give each student a turkey outline and a paper sign reading: "Eat more _____." Students then write/illustrate</p>		

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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

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	<p>values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.</p> <ul style="list-style-type: none"> Identify differences among people. Recognize how individuals learn to do skills and customs from their culture. Understand that some differences among people are a result of their culture. Compare family customs and traditions among cultures. Describe customs of the local community. Explain the value of family traditions and customs. <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Explain what a globe and map represent. <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> Recognize that a person is a citizen of the country in which he/she is born. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> Define history as the story of our past. 	<p>the alternative food.</p> <p>Read and list all new vocabulary related to the Native American way of life: buffalo, gourd, Indian corn, etc. Students complete a booklet by matching words to the appropriate pictures.</p> <p>Create a class booklet together as a class, title Turkey, Turkey. Discuss Thanksgiving related vocabulary (Pilgrim, cornucopia, Plymouth Rock, Indian, turkey, Mayflower, etc.). Uses clip art illustrations and follow the pattern: "Turkey, turkey, what do you see? I see a Pilgrim looking at me. Pilgrim, pilgrim, what do you see? I see the Mayflower looking at me." etc.)</p> <p>Read and discuss the life of Pilgrim children. Students will illustrate what their lives might have been like in America in the 1620's. They will complete the story starter: "If I had been a Pilgrim, I"</p> <p>Art: Students trace their hands or paint handprints and add details to create a "turkey".</p> <p>Make a Placemat: Read and discuss family traditions at Thanksgiving. Students will depict their family traditions on paper (to be laminated into a placemat).</p> <p>Math: Students use knowledge of sight words ("I," "can," "see," "one," "four," "six," "three," "two," and "five") to create sets and complete <u>Indian Feathers</u> booklet. Each page follows the pattern: "I can see (number word) feathers." Students then illustrate that number of feathers on the Indian's headband.</p> <p>*Graph where students will be for Thanksgiving (home or away).</p> <p>*Graph our favorite foods.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Other Selections</p> </div> <p>Twas The Night Before Thanksgiving The Plump and Perky Turkey Cliffords Thanksgiving Feast Feeling Thankful My First Thanksgiving This First Thanksgiving Day A Counting Story Samuel Eaton's Day Sarah Morton's Day Thanksgiving Mice</p> <p>Video: Mouse on the Mayflower</p>

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	<ul style="list-style-type: none"> • Recall events in the past and present in order to recognize that individuals have a personal history. • Recognize that change occurs over time. • Observe how sites in neighborhoods and communities change over time. • Recall family stories and celebrations to develop a personal history. • Illustrate a family history to demonstrate that every family has a heritage. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>*Estimate how many corn kernels are in the guessing jar.</p> <p>Science: Plant Indian corn on wet sponges.... they sprout quickly.</p> <p>Boil Corn/Taste</p> <p>Making your own butter is a fun activity. Collect small baby food jars, fill them halfway with heavy cream (also called whipping cream), then shake and roll them till the butter thickens. Here's a fun chant, that can also be sung to the tune of Twinkle, Twinkle:</p> <p style="text-align: center;">Making Butter Boogie</p> <p style="text-align: center;">Shake it up Shake it down Shake it, shake it all around.</p> <p style="text-align: center;">Shake it high Shake it low Shake it, shake it to and fro.</p> <p style="text-align: center;">Shake it over Shake it under Pretty soon, you'll have butter!</p> <p>Also, bring in a bread machine and bake bread the same day you make butter. Measuring ingredients is a good math lesson and a great hands-on activity for the kids. Borrow extra bread machines if you can.</p> <p>Social Studies: Thanksgiving Feast! Pair up with another class or classes and have a Thanksgiving Day Feast! Have one class be pilgrims and the other be Indians. Each class could contribute a food to your feast or just bring your lunch</p>	

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Topic/Unit	Learning Objective	Suggested Activities/ Resources	Scott Foresman Textbook Alignment
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		back from the cafeteria. Make a List of Things We Do Now and Things of the Past	
Christmas	<p>Social Studies Objectives</p> <p>Culture Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.</p> <ul style="list-style-type: none"> • Identify differences among people. • Recognize how individuals learn to do skills and customs from their culture. • Understand that some differences among people are a result of their culture. • Identify similarities and differences in food, clothes, homes, games, and families in different cultures. • Compare family customs and traditions among cultures. • Describe customs of the local community. • Recognize contributions of different cultures around the world. • Explain the value of family traditions and customs. <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Explain what a globe and map represent. <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy</p>	<p>Language Arts Writing:</p> <p>After reading, ABC Christmas brainstorm other holiday words, not mentioned in the book. Make a large construction paper Christmas tree with the letters: C, H, R, I, S, T, M, A, S printed vertically. Students will fill in Christmas words that begin with those letters: C ookies H appy R eindeer I cing S anta T ree M erry A ngel S tockings (These are just examples of what students might write.)</p> <p>Predictable Charts: What do you think the North Pole looks like? *At Christmas, I can smell/hear/see/taste/feel..... *Christmas is..... *If you worked for Santa, what would your job be? *What would you GIVE to Santa for Christmas? *What would be the best present to give your Mom or Dad? "At Christmas, I can see..." " Dear Santa, please send me a....." "I want to give....."</p> <p>Social Studies: Christmas Around the World Unit</p> <p>Art: Read The Biggest Most Beautiful Christmas Tree Create and decorate mini-trees. Each child traces and cuts out as many green "hands" as they can. Then they glue them (fingers down) onto green paper cones. They curl the "fingers" to resemble limbs and add beads, sequins, etc. to decorate their trees.</p>	Fiesta!
			<p>Other Selections</p> <p>The Sweet Smell of Christmas Corduroy's Christmas Surprise The Polar Express The Gingerbread Man The Gingerbread Baby Twelve Days of Christmas The Nutcracker Seven Candles of Kwanzaa My First Kwanzaa Book Hanukkah The Biggest Most Beautiful Christmas Tree ABC Christmas</p>

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	<p>requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> Recognize that a person is a citizen of the country in which he/she is born. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> Recall family stories and celebrations to develop a personal history. Illustrate a family history to demonstrate that every family has a heritage. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Math:</p> <p>Estimate how many jingle bells are in the guessing jar.</p> <p>*Make "strings of lights" using 3 colors of paper for the lights and black yarn for the wire. Students may create their own patterns (from ABC to AABCC, as complex as they want).</p> <p>*More Patterns -make the traditional red and green paper chains!</p> <p>*Graph: favorite Christmas song, where you will spend the holidays, favorite Christmas treat</p> <p>*Students complete an "I Can See" booklet to practice reading number and color words. Students illustrate each page: I can see one red hat. I can see two blue eyes. I can see one red nose. I can see one white beard. I can see one red suit. I can see one black belt. I can see two black boots. I can see Santa!</p>	
Winter	<p>Science Objectives</p> <p>Atmospheric Cycles The student will investigate the relationships among atmospheric conditions, weather, and climate.</p> <ul style="list-style-type: none"> Identify daily weather conditions (hot, cool, sunny, snowy, and rainy). Associate clothing and activity choices with various types of weather. <p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people,</p>	<p>Math:</p> <p>Estimate marshmallows in a jar.</p> <p>Complete a yes/no graph to "Have you ever thrown a snowball?"</p> <p>Discuss symmetry and create symmetrical designs on a pair of paper mittens. Place the mittens side by side (left mitten on the left, right mitten on the right). What ever design they place on the left mitten, they must reproduce on the right.</p> <p>Graph: Favorite Winter Activities</p> <p>Science:</p> <p>Instant Snow</p>	<p>Three Little Kittens</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Other Selections</p> </div> <p>The Snowy Day The Mitten Titanic Thomas's Snowsuit Winter Lullaby Froggy Gets Dressed</p>

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	<p>places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Describe how weather impacts daily life. • Describe Seasons • Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Create "magic snow pictures" after reading books about snow. Each student gets a piece of paper (any kind will do- manila, copy paper, computer paper, etc.) and folds it in half vertically (like a book). Then he/she "colors" half of the sheet with white chalk. (When folded the chalk-side should be on the inside.) Next he will tuck a half-sheet of blue construction paper in the folded chalk paper... and use a pencil to draw a winter scene on the outside paper. When it's opened the chalk has transferred the design to the blue page! (It works like NCR paper or carbon paper and the kids will want to do it again and again!)</p> <p>"Magic Static" experiments (using balloons, felt, confetti, and anything else they can find!)</p> <p>Use Thermometers- record temperatures during the winter</p> <p>Solid/Liquids</p> <p>Social Studies: Read Froggy Gets Dressed After reading the story, students work in groups to make the winter clothes for a "life-sized" Froggy. Then they label each article of clothing Then reread the story allowing students to dress Froggy as the story goes.</p> <p>Do an experiment to show the importance of wearing warm clothes during cold weather. Fill 2 jars with hot water. One "dress" in a sweater/jacket and hat. The other "wears" a T-shirt. Place both jars outside for an hour or two. Then bring them inside, open them up, and test the water temperature.</p> <p>Language Arts/Writing:</p> <p>Read the story, The Mitten, using puppets. Students help act out the tale again using the puppets. Discuss the sequence of events, especially the order of the characters. Then each student is given a mitten-shaped booklet with blank pages. Students glue the characters' pictures in order to retell the story.</p> <p>Predictable Charts In the winter, I can see... What do you like to do in the winter?</p>	
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		<p>What do you like to eat in the winter? In the winter, I wear..." "Winter is..."</p> <p>stamp/illustrate winter words: ice, icicle, snowflake, snowman, sled, mitten, jacket, scarf, cold</p> <p>Poems:</p> <p>Listen now, don't you hear? Winter is our favorite time of year! (Student's name) loves to (winter activity) you see. Yes, winter's best. We hope you agree! (You can also adapt this poem for other seasons)</p> <p>Art: Build structures using toothpicks and marshmallows (or packing peanuts or Styrofoam balls, etc.)</p> <p>Give students white paper and a collection of scraps (paper, fabric, yarn, twigs, feathers, buttons, wrapping paper, etc.) to create their own versions of a snowman.</p> <p>Students create their own winter scene. First they use crayons to draw the picture. Then they use a toothbrush and white paint to spatter "snow" all over it, creating an illustration similar to those in the book. Students write captions for their winter scenes.</p> <p>Students create paper snowflakes by folding paper circles in half, then in thirds, and then snipping shapes and wavy lines out of them. This reinforces the "uniqueness" of each snowflake!</p>	

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Bears/Hibernation	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> Know that different organisms tend to be found in different environments. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Dramatic Play- Make a Bear Cave Purchase a large box from a local U-Haul moving dealer. Allow children to paint the box with paint rollers and glue on tissue paper for an added dimension. Take the cave outside for recess so the children can pretend to be bears.</p> <p>Song: Dr. Jean- Going on a Bear Hunt</p> <p>Sleepy Bears- Introduce probability with a cave of snoozing bears! In advance, cut off the top few inches of a white paper lunch bag. Illustrate a bear cave; several paw prints, and some snowflakes. Then place in the bag ten teddy bear graham crackers- eight brown and two tan. Set aside some crackers students to snack on later.</p> <p>To begin, display a recording sheet similar to the one shown. Ask a volunteer to remove a cracker from the bag at random. Use a tally mark to record the color and then have the students return the cracker to the bag. Repeat, students predict whether there are more brown or tan bears in the bag. Remove the bears to check their predictions.</p> <p>Bear Art Activity- Make bears and allow students to have their bears hibernate in their cubbies until spring.</p>	<p>Time To Sleep Corduroy</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <p>Other Selections</p> </div> <p>Goldilocks and the Three Bears Polar Bears How Teddy Bears Are Made Bears Teddy Bear, Teddy Bear Teddy Bear Picnic The Bear Snores On</p>

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<p>Martin Luther King, Jr.</p>	<p>Social Studies Objectives</p> <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> • Recognize that a person is a citizen of the country in which he/she is born. • Recognize the need for rules for daily living and fair treatment of others. • Define cooperation. • Explain the reasons for national patriotic holidays such as President’s Day, Martin Luther King, Jr. Day and Independence Day. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> • Define history as the story of our past. • Recall events in the past and present in order to recognize that individuals have a personal history. • Recognize that change occurs over time. <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.</p> <ul style="list-style-type: none"> • Explain the consequences of an individual's decisions and actions. • Understand that cooperation is necessary when working within large and small groups to complete tasks. • Work independently and cooperatively to accomplish goals. • Describe how groups are made up of people 	<p>Social Studies:</p> <p>Discuss with the children the fact that Martin Luther King Jr. believed that people should not fight with each other and that there were peaceful ways of solving problems. He believed that the unfair laws needed to be changed but not by fighting. He tried to help others change these laws in peaceful ways. Ask the children what is meant by solving problems peacefully. Try to lead children to examples of appropriate problem solving in the classroom. For example, using words when you are upset and angry rather than hitting someone.</p> <p>Citizenship/role playing. This common activity is used in classrooms everywhere -- but it's one worth repeating from time to time! The activity helps students understand the concept of "discrimination." For this activity, divide the class into two or more groups. Some teachers divide students by eye or hair color; some invite students to select and wear badges of different colors (purple, green, and other colors that are not related to skin color); and others isolate students whose first names begin with the letter "b," (or whichever letter is the most common first letter of students' names in the class). For a class period or for an entire school day, one group of students (for example, the kids who have blond hair, those wearing orange badges, or the ones whose names start with "b") are favored above all others. Those students receive special treats or special privileges, and they are complimented often. Students who aren't in the "favored" group, on the other hand, are ignored, left out of discussions, and otherwise discriminated against. At the end of the period, students discuss their feelings. How did it feel to be treated unfairly, to be discriminated against? Invite students to talk about times when they felt they were judged or treated unfairly. How does this "experiment" relate to the life of Martin Luther King, Jr.?</p> <p>Create a MLK minibook</p> <p>Writing. Martin Luther King's "<u>I have a dream...</u>" speech is one of the most famous and often quoted speeches of all time. Read the speech aloud. Invite students to listen to the speech. Write on a chart some of the "dreams" that Martin Luther King</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Other Selections</div> <p>Scholastic First Biography: Martin Luther King Jr. Little Bill Thank You Dr. King Martin Luther King Jr. Day</p>
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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

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	<p>who work, play, or learn, together and share common interests.</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. <p>Utilize community resources such as field trips, guest speakers, and museums for historical awareness</p>	<p>expressed in it. Ask students to think about the things they dream for themselves, their families, their country, and the world, and to express those dreams on a predictable chart "I have a dream..."</p> <p>Science: A simple class or school project can demonstrate the beauty of diversity! Martin Luther King's dream was to see people of all countries, races, and religions living together in harmony. Gather seeds of different kinds and invite each student to plant a variety of seeds in an egg carton. The seeds of different shapes, sizes, and colors will sprout side by side. Once the plants are large enough, transplant them into a large pot in the classroom or in a small garden outside. Each class in the school might do the project on its own, culminating in the creation of a beautiful and colorful (and diverse!) school wide garden.</p> <p>Use a Brown Egg and A White Egg- discuss how they are different on the outside. Ask the students if they think the eggs will be different or the same on the inside. Graph your predictions. Crack open the eggs. Discuss how that even though the eggs were different on the outside they were the same on the inside- just the way people are. We all look different but we are the same on the inside. You can also use M/M's for this activity.</p>	
Space	<p>Science Objectives</p> <p>Earth and Its Place in the Universe The student will investigate the structure of the universe.</p> <p>Forces and Motion The student will investigate the effects of force on the movement of objects.</p> <ul style="list-style-type: none"> Recognize that objects can move in different directions and at different speeds. <p>Energy The student will investigate energy and its uses.</p> <ul style="list-style-type: none"> Identify the sun as the source of earth's heat and light energy. 	<p>Planet Mini Booklet</p> <p>Rockets- Balloon Powered Rockets Show students pictures of space rockets. Each student decorates a lunch sack to look like a rocket. Then give each student a long balloon to blow up and hold the end. Do not tie. Place the balloon inside the rocket and let the balloon go. It is best to take this activity outdoors if possible. It is important to caution the children to use the balloons carefully as uninflated balloons do pose a choking hazard.</p> <p>Stars and Moon Sort- Have the children sort stars and moons. You can buy plastic store bought stars and moons, or make your own out of construction paper.</p> <p>Explore Constellations: You can create constellations by</p>	<p>Zoom, Zoom</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Other Selections</p> </div> <p>What Makes Day and Night The Moon Book Goodnight Moon Me and My Place In Space</p> <p>Videos: Magic School Bus Gets Lost In Space There Goes A Spaceship</p>

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	<p>Social Studies Objectives</p> <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> Define history as the story of our past. Recall events in the past and present in order to recognize that individuals have a personal history. 	<p>poling holes in construction paper, then place the paper over the end of a flash light.</p> <p>Paint Resistance- Solar System</p> <p>Moon Chant</p> <p>A-B-CDE Learn about the moon with me F-G-HIJ It's out in space so far away. K-L-MNO No air or water so nothing will grow. P-Q-RST Reflects sunlight so brightly U-V-WXY Appears to change shape in the sky. Z-Z-ZZZ Full of craters and rocky.</p>	
Groundhog's Day		<p>Math/ Science: Pose the all important question to your class: "Will the groundhog see his shadow?" Pass out index cards to the children and have them draw a picture of what they think will happen on Groundhog Day. Discuss the two options and what the pictures should contain. Elicit from the children that if the groundhog sees his shadow, the sun should be in the sky and the groundhog should be in the picture with his shadow. If he doesn't see his shadow, the sky should be cloudy and the groundhog in the picture with no shadow. Arrange the cards in two columns or rows on bulletin board paper and make comparisons by counting and making statements using more and less. Add a title to the graph and display.</p> <p>Check out the length of shadows at various times during the day. Have the class leader for the day stand in a designated spot and measure his/her shadow at various points during the day. Why do the shadows move? Why do they change size? Interesting questions for discussion and possible further exploration.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Other Selections</div> <p>Gregory's Shadow Light's Out The Groundhog Day Book of Facts and Fun It's Groundhog Day How Groundhog's Garden Grew What Is My Shadow Made Of</p>

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		<p>Bring shadows inside. Use your overhead projector to project various objects onto a screen. Have the students identify the objects by their shadows. You could even practice recognizing shapes or letters this way for some extra fun.</p> <p>Art: Cut the center of a small paper plate, leaving just the rim. Color or paint the rim green or brown. Fold down the top of a paper lunch bag and staple the plate rim to the folded down section of the bag. Use a groundhog pattern- snuggle the groundhog in his burrow (bag).</p> <p>Poem:</p> <p style="text-align: center;">Groundhog, groundhog, Come on out and play. It's a beautiful, beautiful, February day. The sun is shining and the sky is blue. Won't you come on out? I want to play with you!</p> <p style="text-align: center;">Groundhog, groundhog, Come on out and play. It's a gloomy, gloomy, February day. The sun is shining and the sky is gray. Won't you come on out? I want to play today!</p> <p>Language Arts/ Writing: How about brainstorming a list of words that rhyme with groundhog! Dog, fog, jog, log, frog, etc.</p> <p>Technology: http://www.groundhog.org/</p>	
Nutrition	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p>	<p>Science: Food Pyramid -Students sort pictures of the food groups.</p> <p>Art:: Duplicate a food pyramid on construction paper. Have each student color the foods on the page and cut them out. Encourage children to arrange the pieces in a pyramid shape; then glue them to a large sheet of a contrasting color of</p>	<p style="text-align: center;">Mouse Mess Mama Provi Wolf's Chicken Stew</p>

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	<p>Social Studies Objectives:</p> <p>Economics Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus want, using versus saving money, and policy-making versus decision-making.</p> <ul style="list-style-type: none"> • Identify basic human needs. • Explain how basic human needs of food, clothing, shelter, and transportation are met. • Distinguish between needs and wants. 	<p>construction paper.</p> <p>Music: Sing the song below to help children begin to sort food into groups on the food pyramid.</p> <p>(tune: The Farmer In The Dell) A-shopping we will go. A-shopping we will go. We need good food to grow, you know. A-shopping we will go!</p> <p>Let's look for bread up high. Let's look for bread down low. We need good food to grow, you know. A-shopping we will go!</p> <p>Repeat the second verse. Each time you do so, have a student name a food item from a designated food group to replace the food word.</p> <p>Grocery Bag Sorting Gather a variety of toy foods, and clean empty food containers. Provide large paper grocery bags for each of the six food groups, and label and illustrate each bag. Students can then sort the foods into the appropriate grocery sack.</p> <p>Language Arts/ Writing: Read Lois Ehlert's, <i>Growing Vegetable Soup</i> to the children. Illustrate your own class book titled <i>Our Favorite Vegetables</i>.</p> <p>Play a vegetable identification game with the children, using plastic vegetables from your play center.</p> <p>Math: Make a graph to determine children's favorite vegetables. Make a seed chart using real seeds. Glue to poster board. Then ask children what kinds of seeds they are and what vegetables will grow from those seeds.</p> <p>Cooking: Have a vegetable soup day. Ask children to bring in vegetables. Get them to help you wash and cut the vegetables up (use regular table knives) and put in pot. Use the recipe in back of <i>Growing Vegetable Soup</i>.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Other Selections</div> <p>Eating the ABC's How Are You Peeling? Foods With Moods Stone Soup Growing Vegetable Soup The Little Red Hen Gregory The Terrible Eater The Arguing Edibles Green Eggs and Ham Stone Soup What's For Lunch?</p> <p>Videos: What's On Your Plate? Peyton Manning's Training Camp A Nutrition Odyssey Magic School Bus For Lunch</p>
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Valentine's Day	<p>Social Studies Objectives</p> <p>Culture Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.</p> <ul style="list-style-type: none"> • Identify differences among people. • Understand some differences among people result in their culture. • Identify similarities and differences in food, clothes, homes, games, and families in different cultures. • Explain the value of family traditions and customs. <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Locate places in the community such as the student's home and the classroom on the campus. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> • Recall family stories and celebrations to develop a personal history. 	<p>Language Arts/Writing:</p> <p>Read the story Will You Be My Valentine, Students will listen to and discuss the story. Discuss the tradition of exchanging valentines with those you care about. Then each student will draw the name of another student from a bag. As a family project, students will make a special valentine for their secret pals. (They love coming in the next morning to check under their chairs for their secret valentines!)</p> <p>Writing: Personalized Valentines- Encourage writing practice by photocopying valentine patterns on construction paper. Stock a center with a list of class names and other likely-to-be-used names such as Mom, Dad, Grandma, Grandpa, etc... Allow students to choose a valentine that they would like to use and practice addressing the valentines with their name and a friend's name. Allow them to decorate valentines.</p> <p>Valentine Concentration- Make a Valentine Concentration Game by recycling leftover or last year's valentines. Collect a variety of matching valentines. Mount each valentine on an individual construction-paper card. Laminate the cards; then cut them out. To play the game players place the cards facedown on a flat surface. One player turns over two cards. If the pictures match, they keep the cards and turn over two more cards. If the pictures do not match, they turn the cards facedown again and continue to play until all of the cards have been matched. Program other valentine shapes with letters, numbers, word wall words, etc... to vary the game.</p> <p>Predictable Chart: I Love _____ because _____.</p> <p>Social Studies</p> <p>Field Trip- Visit a Post Office</p> <p>Post Office- In Advance have each child color a house-shaped cutout. Clearly label each house with its owner's address. For each house, also address a "stamped" envelope. Place all of the houses and envelopes in a center along with a mail-carrier</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Other Selections</div> <p style="text-align: center;">Will You Be My Valentine Mouse In Love Valentine's Grump A Valentine for Ms. Valentine Froggy's First Kiss Arthur's Valentine</p>
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		<p>hat or headband. To use this center, a child arranges the houses on a flat surface. They then “deliver” the mail by matching each envelope to the house with the same address.</p> <p>Create Address Books</p> <p>As part of a school-wide community project, students can create special valentines for senior citizens in a local nursing home.</p> <p>Math: Estimate red and pink crayons. Graph favorite kinds of Valentine candy. Students independently sort and graph Valentine heart candy</p>	
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<p>America/ President's Day</p>	<p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Explain what a globe and map represent. • Locate places in the community such as the student's home and the classroom on the campus. • Describe personal connections to place, especially place as associated with immediate surroundings. <p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p>	<p>Art: Invite kids to redesign the flag using red, white, and blue construction paper stripes and stars.</p> <p>Abe Lincoln's Cabin – Using construction paper (white and at least one other color), White glue or a glue stick, Scissors, Craft sticks (popsicle sticks), Crayons, A shiny penny. Glue craft sticks to the paper to make the wall of the cabin. Cut a triangular roof for the cabin and glue it to the paper. Cut a rectangular door and square window; the window should be bigger than a penny. Glue the door and window to the cabin. Glue a penny, Lincoln side up, to the window. Draw a door knob and a background. You may want to add a chimney, trees, and other details that the children think of. Label the picture, Abraham Lincoln's Log Cabin.</p> <p>Coin rubbings with pencils or crayons.</p> <p>Make simple presidential silhouettes on black paper to cut out, and then mount on black paper.</p> <p>Make Abe Lincoln and George Washington Hats and allow children to wear.</p> <p>Color a picture of the White House.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Other Selections</div> <p>Clifford For President Let's Read About George Washington Let's Read About Abraham Lincoln Arthur Meets the President I Can Be A President The Pledge Of Allegiance L is For Liberty A Flag For All A Picture Book of the U.S.A. The Flag We Love</p>
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	<ul style="list-style-type: none"> • Recognize that a person is a citizen of the country in which he/she is born. • Understand that rules are created to protect the environment. • Identify authority figures in the home, school, and community. • Explain how authority figures make and enforce rules. • Explain the use of voting as a method for group decision making. • Recognize the need for rules for daily living and fair treatment of others. • Identify purposes for having rules. • Be aware that laws and rules are followed and created by the people, school, community, and country. • Define cooperation. • Identify the flags of the United States and Tennessee. • Recite the Pledge of Allegiance. • Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day and Independence Day. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> • Define history as the story of our past. • Recall events in the past and present in order to recognize that individuals have a personal history. • Recognize that change occurs over time. • Observe how sites in neighborhoods and communities change over time. • Illustrate a family history to demonstrate that every family has a heritage. <p>Individuals, Groups, and Interactions Personal development and identity are shaped by factors</p>	<p>http://www.internet4classrooms.com/skills_k_social.htm</p> <p>Make a log cabin using straight pretzels. Give children a simple picture of a house. Have them cover the house with straight pretzels. Before they start, talk about how the logs lie (mostly horizontally). Build a log house using "Lincoln Logs" as a visual aide.</p> <p>Game: Discuss Lincoln's top hat. Make a game by cutting the top off of a 2 liter bottle. Wrap black poster board around the outside and glue it to a circle of black poster board. The top will be open. Let the children take turns tossing bean bags into Lincoln's hat.</p> <p>Poem:</p> <p style="text-align: center;">I Wish That I Could Be President I wish that I could be president For just one day But the president is very busy and I would want to play I wish that I could be president, I would live in the White House you see. But for now George W. Bush should be president people voted for him not me.</p> <p>Math: Sort, count, and stack pennies and quarters.</p> <p>Future Famous Americans: Enlarge silhouettes; then mount them on a bulletin board along with each child's silhouette. Have each child illustrate what he/she wants to be in the future.</p>	

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	<p>including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.</p> <ul style="list-style-type: none"> • Explain the consequences of an individual's decisions and actions. • Understand that cooperation is necessary when working within large and small groups to complete tasks. • Work independently and cooperatively to accomplish goals. • Describe how groups are made up of people who work, play, or learn, together and share common interests. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 		
Tennessee	<p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Explain what a globe and map represent. • Locate places in the community such as the student's home and the classroom on the campus. • Describe personal connections to place, especially place as associated with immediate surroundings. 	<p>Make an All About Tennessee Book- provide pages for a map of the USA, a map of Tennessee, the state flag, state flower, state bird, state animal, state bug, state song, etc...</p> <p>http://www.enchantedlearning.com/usa/states/tennessee/</p> <p>http://www.internet4classrooms.com/skills_k_social.htm</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Other Selections</div> <p>V is for Volunteer</p>

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	<p>Governance and Civics Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> Identify the flags of the United States and Tennessee. <p>History History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <ul style="list-style-type: none"> Define history as the story of our past. Recall events in the past and present in order to recognize that individuals have a personal history. Recognize that change occurs over time. Observe how sites in neighborhoods and communities change over time. Illustrate a family history to demonstrate that every family has a heritage. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 		
Dental Health	<p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire</p>	<p>Social Studies: Taking Care Of Our Teeth- Allow students to make a smile shape- cut a large smile shape from red construction paper and allow students to glue on teeth cut from white construction paper. Laminate each students smile and</p>	

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	<p>information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>hang them in the hallway. After the students have gone home color all of the teeth with a yellow dry erase marker. When students arrive tell them they forgot to brush their teeth before they went to bed. Discuss the effects of not brushing and then give each student a toothbrush and practice proper brushing techniques as they remove the yellow from their smiles.</p> <p>Play happy tooth/sad tooth game. Draw two large teeth on poster board. One tooth should have a smiling face and the other tooth should be sad. The sad tooth should also have black areas on it to suggest cavities. You might want to make the sad tooth "stained" by painting with thinned brown paint. Cut out magazine pictures of healthy/non-healthy foods, as well as pictures of cigarettes, coffee, tea, etc. Each child chooses a picture and places it on the corresponding tooth.</p> <p>Songs/ Poems:</p> <p style="text-align: center;">To the Tune of "Row, Row, Row Your Boat"</p> <p style="text-align: center;">Brush, brush, brush your teeth. Brush them twice a day. When you do this every day, You keep decay away!</p> <p style="text-align: center;">Floss, floss, floss your teeth. Floss them every day. Plaque, plaque, plaque, be gone. You're not here to stay</p> <p>Science: Hard-Boiled Egg Experiment:</p> <p>Soak several eggs in Coke overnight; observe results the next day, (they will be brown.) Brush the eggs with toothpaste. Discuss what happens when we brush.</p> <p>Math: Graph toothbrush colors. Some teachers like to give children pictures of toothbrushes the day before. Their homework is to color the toothbrush the same color(s) as their toothbrush.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Other Selections</div> <p>Going To The Dentist Clifford's Loose Tooth Little Bill A Visit To The Dentist I Know Why I Brush My Teeth</p>
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		Art: Toothbrush Painting Collect some old toothbrushes and let the children paint a picture using the toothbrushes as paintbrushes.	
Dinosaurs	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> Know that different organisms tend to be found in different environments <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Language Arts/Writing: After reading Now I Know About Dinosaurs. Students brainstorm all the physical characteristics of the dinosaurs in the book. Students complete a booklet titled: "Dinosaurs" Each page has the prompt: "Dinosaurs had _____."</p> <p>Read the story Can I Have a Stegosaurus, Mom? Can I? Please? Students use their marble-painted egg shapes (from the art center) to complete their response to this story. They will glue the prompt: "Can I have a _____, Mom? Please?" on the egg, filling in the name of their favorite dinosaur on the blank. Then they will glue only the top of the egg to a piece of manila paper (to create a flap). Under the egg-flap, students will draw the kind of dinosaur they would like to have.</p> <p>Art: Box-a-saurus Gather cardboard boxes, paper scraps and glue, tape. Let the children work in pairs to research what the dinosaur looks like. Then build a dinosaur model using the boxes.</p> <p>Marble paint egg shapes.</p> <p>Math: Use plastic dinosaurs to discuss the different characteristics of plant-eating and meat-eating dinosaurs. Sort into groups.</p> <p>Graph plastic dinosaurs.</p> <p>Students measure ingredients to make "Dinosaur Food." 1/4 cup dirt (cocoa) 1/2 cup swamp water (milk) 2 cups crushed bones (sugar) 1/2 cup fat (butter) 2 cups grass (oatmeal) 1/2 cup squashed bugs (peanut butter) Heat the first 4 ingredients to a boil in an electric skillet. Add "grass." Remove from heat. Add "bugs." Drop by spoonfuls</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Other Selections</p> </div> <p>Dinosaurs Danny Dinosaur Can I Have a Stegosaurus, Mom? Can I? Please? Dinosaur Alphabet Book How Do Dinosaurs Say Goodnight? Now I Know About Dinosaurs An Alphabet of Dinosaurs</p>

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		<p>on wax paper. Yum!!</p> <p>Science: Sand Table: Dig for Fossils Students explore tubs of sand to find "dinosaur bones" (tongue depressors, popsicle sticks, toothpick, etc.) and other artifacts. Then they may piece them together in a skeleton shape and glue to a piece of construction paper.</p> <p>Students use toothpicks to "excavate" chocolate chips from Chips Ahoy cookies. They record the number of chips on a class data chart.</p> <p>Dinosaur Eggs- One small toy dinosaur and balloon per child, old newspapers, flour, water, paint Place one small dinosaur inside each balloon, blow the balloon up and tie it. Have the student's paper mache the balloon and let it dry. They can then paint it. The "egg" can be cut open when dry and a "baby dinosaur" is inside.</p>	
Spring	<p>Science Objectives</p> <p>Atmospheric Cycles The student will investigate the relationships among atmospheric conditions, weather, and climate.</p> <ul style="list-style-type: none"> Identify daily weather conditions (hot, cool, sunny, snowy, and rainy). Associate clothing and activity choices with various types of weather. <p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Describe how weather impacts daily life. 	<p>Songs/Poems:</p> <p style="text-align: center;">(Tune: Muffin man) Do you see a sign of spring, a sign of spring, a sign of spring? Do you see a sign of spring? Tell us what you see!</p> <p style="text-align: center;">The Seed Cycle (Sung to tune "The Farmer in the Dell") The farmer sows his seeds The farmer sows his seeds Hi-ho the dairy-o The farmer sows his seeds.</p> <p style="text-align: center;">Other verses: The wind begins to blow... The rain begins to fall... The sun begins to shine... The seeds begin to grow... The plants grow big and tall... The farmer cuts his corn... He puts it in his barns... And now the harvest is in...</p>	<p>Five Little Ducks Bunny Cakes</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Other Selections</p> </div> <p>Spring Ducks Don't Get Wet It's Spring Over In The Meadow</p>

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	<ul style="list-style-type: none"> • Describe Seasons • Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Science: Grass Hair- Save 1/2 pint milk cartons. Decorate the outside of carton like a face. Place soil in cartons and add grass seeds. After approximately 7 days the grass will start to grow and look like hair. If the grass becomes too long, have the children give them haircuts.</p> <p>Colored Celery In clear containers place several stalks of celery with leaves. In each container add 3 inches of water and drop a different color of food coloring. The leaves should turn colors in a few hours. Try splitting a celery stalk in half, but do not split the stalk all the way up to the top. Put one half of the stalk in red water, and the other half in blue water. Watch what happens to the leaves.</p> <p>Egg Sink/ Float- Fill two containers with water; add generous amounts of salt to one and stir until dissolved. Place a raw egg in each container. The egg in the unsalted water should sink and the one in the salted water should float. Discuss why they float or sink.</p> <p>Math: Counting and Classifying Seeds Place a variety of seeds on table. Encourage children to count and classify them into groups. To assist in counting and classifying, an egg carton with each section given a number from 1 to 12 may be helpful. Observe the numeral and place a corresponding number of seeds in each section.</p> <p>Fabric Flower Match Gather several types of fabric scraps in different patterns. Make pairs of flowers by cutting each piece of fabric into two flowers. Glue each piece of fabric to tag board. The flowers do not need to be the same shape. Show the flowers to the children and let them find matches. Place the flowers in a basket so they may try it during free play.</p> <p>Art: Hand and Foot Flowers Create a flower by using the child's hands and feet. Trace and cut two left and right hands and one set of left and right feet. Put one set of hands together to form the top of the flower and</p>	
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		<p>the other set (facing down) to form the bottom side. Add a circle to the middle. Cut a stem from green paper and add the green feet, as leaves.</p> <p>St. Patrick's Day Activities</p>	
Butterflies	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things</p> <p>The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> Know that different organisms tend to be found in different environments. <p>Social Studies Objectives</p> <p>Social Studies Process Skills</p> <p>The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Social Studies: People Change- review the changes a caterpillar goes through during its life cycle. Encourage discussion about how people change over their lifetime. Cut out magazine pictures that show people in various stages of life and show them to your students. Allow your students to tell about their experiences with babies, siblings, grandparents, and so on. The give each student a large sheet of drawing paper that has been folded twice so that there are four sections. Instruct students to draw themselves at four different stages of their lives. For example, as a baby, at five years, twenty years, and eight years. Encourage the children to tell each other about their drawings when they are complete.</p> <p>Science: Caterpillar Life Cycle- Review the stages of a caterpillar's life (egg, caterpillar, cocoon, butterfly). Provide each student with four 3x5 index cards, one button, a cotton ball, a small piece of brown construction paper. Have your children follow the directions below to make cards showing the stages of a caterpillar's life in sequence. First Card- Draw and color a leaf. Glue the button on the leaf to represent the egg. Second Card- Draw and color some grass. Stretch the cotton ball. Glue it on the grass to represent a caterpillar. Third Card- Draw and color a branch. Cut an oval shape from the brown construction paper. Glue it hanging from the branch to represent a cocoon. Fourth Card- Use water-based markers to draw a butterfly.</p> <p>Art: Feet Butterflies Construction Paper ,Paint , Glue , Markers or Crayons Have children take off shoes, dip feet into shallow pan of pastel paint. Step onto a piece of paper so feet are going outward from the heels together. When dry, add antenna with markers.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Other Selections</div> <p>The Very Hungry Caterpillar Butterfly Alphabet From Caterpillar To Butterfly Millions of Monarchs The Butterfly Counting Book The Journey of a Butterfly I Am A Caterpillar</p> <p>Videos: Magic School Bus Butterflies</p>

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Earth	<p>Science Objectives</p> <p>Earth Resources</p> <p>The student will investigate the properties, uses, and conservation of earth's resources.</p> <ul style="list-style-type: none"> • Recognize a variety of earth materials (e.g., rocks, pebbles, and sand.) • Classify objects as natural or manmade. <p>Social Studies Objectives</p> <p>Geography</p> <p>Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • Explain what a globe and map represent. • Use personal directions such as up, down, left, right, near, and far to describe relative direction. • Locate places in the community such as the student's home and the classroom on the campus. • Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. • Describe how landforms and bodies of water influence where and how people live. • Describe personal connections to place, especially place as associated with immediate surroundings. <p>Governance and Civics</p> <p>Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <ul style="list-style-type: none"> • Understand that rules are created to protect the 	<p>Earth Day Activities: Recycle Antilitter Bugs!</p> <p>Have the kids keep an eye out for litter both in and outside of the classroom. Tell kids to be sure they clean up when paper, pencil shavings, and other litter collect around them. Have kids come up with ways to reuse the things they pick up in class. Construction paper scraps, for instance, make good bookmarks. Kids can reuse such materials to create colorful "litter patrol" buttons to wear or signs to put on their desks.</p> <p style="text-align: center;">Yucky, Yucky, Poo</p> <p style="text-align: center;">Tune: The Bear Went Over the Mountain</p> <p style="text-align: center;">There's something polluting our water, There's something polluting our water, There's something polluting our water, I'll tell you what it is.</p> <p style="text-align: center;">It is a _____, It is a _____, It is a _____, Yucky, yucky, poo. (Hold nose)</p> <p style="text-align: center;">Litter is Garbage</p> <p style="text-align: center;">Tune: The Wheels on the Bus</p> <p style="text-align: center;">Litter is garbage that wasn't put away, Wasn't put away, Wasn't put away, Litter is garbage that wasn't put away, In the garbage can.</p> <p style="text-align: center;">I put my garbage in the garbage can, The garbage can, The garbage can, I put my garbage in the garbage can, I'm not a litterbug.</p> <p>Your kids can go on a "pollution patrol" scavenger hunt to look for different types of pollution and signs of potential pollution right in their own community. Begin the activity by asking the</p>	<p style="text-align: center;">Where's The Fly</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Other Selections</p> </div> <p>A Tree Is Nice Our Earth It's Mine</p> <p>Videos: Frog Pond Garbage Day Crunch Smash Trash Franklin Plants A Tree</p>
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	<p style="text-align: center;">environment.</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. • Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>group what kinds of things come to mind when they think of pollution. List their ideas on a chart. Briefly explain pollution. Don't forget to add water, air, and noise pollution as well as land pollution! After explaining pollution, ask children if they want to add anything or delete anything from their list. Tell the group that they will be going outside to look for some of the types of pollution that you talked about. Before taking the children outside, show the kids some examples of pollution "evidence" they might find on their hunt. You might bring in things such as an empty beverage can, some litter from a fast-food restaurant, an empty container of household cleaner and other trash. Or you could show pictures of cars, smokestacks and so on.</p> <p>Once you are outside, tell the kids that they should rely on their senses to help them locate and identify pollution. For example, they might smell exhaust, see oil spots on the road or hear a noisy plane.</p>	
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Plants	<p>Science Objectives</p> <p>Cell Structure and Function The student will investigate the structure and function of plant and animal cells</p> <ul style="list-style-type: none"> • Assemble and take apart objects to determine that most things are made up of parts. • Observe and describe what happens when an object is missing a part. <p>Earth Resources</p> <ul style="list-style-type: none"> • Classify objects as natural or manmade. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> • Use picture clues and picture captions to aid comprehension to acquire information. 	<p>Language Arts/ Writing:</p> <p>Predictable Charts: What do plants need to grow? What kind of garden would you like to tend? "Plants need...." "What hatches from an egg?" "In the spring, I..."</p> <p>Science: Growing a Seed Give each child a Ziploc bag, moistened paper towel and lima bean. Place the bean on the paper towel and put in bag. Tape bags to classroom windows and watch them sprout.</p> <p>Seeds need to be strong to grow. How strong are seeds? Test their push-up power to find out!</p> <p>You Need: Paper cup, 6-oz. size or larger, Soil, Dried lima bean, Small, flat rock, about 5 cm (2 in.) wide, Plate, Water, Measuring cup, and a Pencil. First, Poke a hole in the bottom</p>	<p>Flower Garden</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Other Selections</p> </div> <p>The Giving Tree From Seed To Plant Dandelion Plants We Know The Carrot Seed How A Seed Grows Nature Up-close A Dandelions Life Planting A Rainbow</p>
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	<ul style="list-style-type: none"> Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>of the cup. (Use a pencil point.) Fill the cup halfway with soil. Put the bean in the cup, cover it with a little soil. Place the rock over the bean. MAKE A GUESS: What will happen to the bean? Set the cup on the plate in a sunny place. Pour 60 ml (1/4 cup) of water into the cup. Feel the soil every day. When it is dry, add more water. After about a week, look in on the cup. What happened to the bean? To the rock?</p> <p>Think About It: Why do seeds need push-up power to grow? As the seed grows, it pushes the rock out of the way. The roots of growing plants also help break apart rocks, aiding in soil production. Plants need push-up power to reach sunlight.</p>	
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Weather	<p>Science Objectives</p> <p>Atmospheric Cycles The student will investigate the relationships among atmospheric conditions, weather, and climate.</p> <ul style="list-style-type: none"> Identify daily weather conditions (hot, cool, sunny, snowy, and rainy). Associate clothing and activity choices with various types of weather. <p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Describe how weather impacts daily life. 	<p>Science: Students make daily observations about the weather.</p> <p>Rainbows: Blow bubbles on a sunny day and observe the rainbow colors on the surface of the bubbles.</p> <p>Make rainbow jello. Each day for a week mix up a color of jello. Start with red. Pour a small amount into a clear plastic cup. Allow to harden and then add orange. Follow this procedure with all the other colors. At the end of the week you will have an edible rainbow.</p> <p>Air, Air, Everywhere</p> <p>Twister In A Bottle</p> <p>Experiment: Make It Rain: Aluminum Pie Pan Cooking Pot Hot Plate Water</p>	<p style="text-align: center;">In The Rain With Baby Duck</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Other Selections</p> </div> <p>I Am Rain Come On Rain First Hand Science Weather Weather Forecasting Weather Words Rain The Wind Blew Cloudy With A Chance Of Meatballs The Reason For Seasons</p>
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	<ul style="list-style-type: none"> Describe Seasons <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Punch Holes in the bottom of the pie pan and fill the pan with ice. Put water in the pot and bring to a boil. Hold the pie pan over the boiling water. Allow the steam to melt the ice and watch it rain.</p> <p>Language Arts/ Writing: Clouds: Books It Looked Like Spilt Milk and Little Cloud- following the reading of the stories use straws and "blow paint" white paint on dark blue paper. Then have the students complete story frames which say "Sometimes it looked like a (blank), but it wasn't a (blank)." with original ideas.</p>	
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Zoo	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> Know that different organisms tend to be found in different environments <p>Energy The student will investigate energy and its uses.</p> <ul style="list-style-type: none"> Identify different sounds and their sources. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>Language Arts/ Writing:</p> <p>Students should find 6-8 pictures, glue them to large index cards, and label them by name. Then they are given the following words (copied on cardstock for durability): "At" "I" "see" "zoo" "can" "the"</p> <p>Students cut the words apart, place in logical order ("At the zoo, I can see..."), and add an animal card at the end to complete the sentence. They may read their sentences to a peer, a younger student, or they may write their sentences in a self-made book.</p> <p>After reading the book My Visit to The Zoo, make predictions about what your visit to the zoo will be like, filling in the blanks on a predictable chart: Maybe we will see a _____. Or maybe we will see a _____. Maybe we will see a _____. Or maybe we will see a _____.</p> <p>What animals live in the zoo? Describe them in sentences; then illustrate them. If you were a zoo-keeper, how would you start you day? Which animals would be your favorites? Which animals would be your least favorite? Draw yourself at the zoo. Write about the animals you want to visit first. Draw some zoo animals in their natural habitat. Which ones live in the jungle? The desert? In swamps?</p>	<p>Panda Palace</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Other Selections</p> </div> <p>I Can Be A Zoo Keeper A Trip To The Zoo ZooBooks Series Zoo Animals I See At the Zoo Weekly Reader Series Sammy The Seal How The Zebra's Got Their Stripes Rumble In The Jungle If I Ran The Zoo Feeding Time At the Zoo Color Zoo</p> <p>Videos: Zoo Day</p>
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		<p>Social Studies: Field Trip: Knoxville Zoo</p> <p><u>What Am I?</u> Take large photos of animals. Cut out a small window from a 8x10 envelope, enough to reveal the type of animal inside. Each envelope would have a short riddle clues such as: I am big. I have big ears. I have a long nose. My name starts with an "e" sound (Elephant)</p> <p>Science: Sort magazine pictures of wild animals by number of legs (no legs, 2 legs, or 4 legs)</p> <p>Math: Monkey See, Monkey Do! Display a chart or transparency of Five Little Monkeys. Chant and read it with the children. Assign roles for five monkeys. Make subtraction cards (5-1=, 4-1=, 3-1=, 2-1=, 1-1=) Also, assign children to hold five equation cards. The rest of the children can be the chanters. Chant and dramatize the poem. When the drama is over review the chant and subtraction equations.</p> <p>Students estimate how many animal crackers in a box, then sort and graph them.</p>	
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Farm	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> • Know that different organisms tend to be found in different environments <p>Forces and Motion The student will investigate the effects of force on the movement of objects.</p> <ul style="list-style-type: none"> • Recognize that objects can move in different directions and at different speeds <p>Energy The student will investigate energy and its uses.</p>	<p>Farmyard Listening Activities- develop farmyard sounds listening skills. Record or find a pre recorded sound track of animal sounds. Use picture cards for children to help recognize and find the animals they hear.</p> <p>Cooking/ Science:</p> <p>Recipe: Pigs In A Blanket Ingredients Hot dogs Refrigerator Roll - Crescent Rolls</p> <p>Each child gets a quartered piece of hot dog. (Quartering the hot dog will help prevent choking.) Children also receive triangle shaped crescent dough. Children roll their hot dog in</p>	<p>No, No, Titus</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Other Selections</p> </div> <p>Over On The Farm Old McDonald Little Red Hen The Big Red Barn Barn Yard Hullabaloo Click Clack Moo</p> <p>Videos:</p>
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	<ul style="list-style-type: none"> Identify different sounds and their sources. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>the dough and bake in the toaster oven until done. Leave ample time to cool.</p> <p>Farm Animal / Zoo Animal Sorting Make two picture signs. One to represent a farm and one to represent a zoo. With a collection of farm and zoo toy animals, have the children name and sort the animal by the place they can be found.</p> <p>Music: Barn Game Concepts: In/Out, Animal Names Make a large barn pattern on the floor with different colors of tape. Children can wear puppets or make their own animals to hold. As each animal verse is sung the child takes their animal in and out of the barn.</p> <p style="text-align: center;">To the tune of: "The Farmer in the Dell"</p> <p style="text-align: center;">The (animal) is in the barn, The (animal) is in the barn, Hi - Ho, the derry - o, The (animal) is in the barn,</p> <p style="text-align: center;">The (animal) is out of the barn, The (animal) is out of the barn, Hi - Ho, the derry - o, The (animal) is out of the barn,</p> <p style="text-align: center;">Farm Sounds (tune: Wheels on the Bus) By John Saltsman</p> <p style="text-align: center;">The cows in the barn go moo, moo, moo, Moo, moo, moo -- moo, moo, moo. The cows in the barn go moo, moo, moo, All around the farm.</p> <p style="text-align: center;">Other verses:</p> <p style="text-align: center;">... pigs in the pen go oink, oink, oink</p>	<p>Big Equipment Farm Machines Charolett's Web</p>
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		<p>... hens in the coop go cluck, cluck, cluck</p> <p>... rooster on the fence goes cock-a-doodle-do</p> <p>... ducks in the pond go quack, quack, quack</p> <p>... lambs on the hill go baa, baa, baa</p> <p>... bunnies in the hutch go (silently wiggle nose with finger)</p> <p>Make a pocket chart and class book called Red Barn, Red Barn, What Do You See? Using all the colors, animals, and foods from the farm!</p> <p>Also do relay races carrying eggs on spoons (I use plastic eggs for less mess).</p>	
Machines/ Tools	<p>Science Objectives</p> <p>Forces and Motion The student will investigate the effects of force on the movement of objects.</p> <ul style="list-style-type: none"> Recognize that objects can move in different directions and at different speeds. <p>Social Studies Objectives</p> <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>A Hefty Load- Ask student to name large animals that might be found at the zoo. List their responses on the board. Next, select one animal from the list and invite students to describe for the class how they would go about lifting the animal. When appropriate, reveal that you would probably use a lever. Show students objects that can be used as levers, such as a ruler, the handle of a spoon, and a screwdriver. Read the book How Do You Lift a Lion? At the conclusion of the story students will have been introduced to the lever, the wheel, and the pulley. They'll also be filled with ideas about how to lift the animals listed on the board! For a fun writing follow-up have each child write and illustrate directions for lifting a hefty zoo animal. After students share their work publish the tales in a class book titled, Need a Lift!</p> <p>The Lever- A student who has played on a seesaw probably never guessed he was riding a simple machine! Sketch a seesaw on the board and reveal that it is a lever. Explain that a lever is a bar that turns around or moves on a fixed point called a fulcrum. Challenge students to describe how a lever can be used to make work easier. Then pair students for the</p>	<p>Machines at Work Mike Mulligan</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Other Selections</p> </div> <p>The Toolbox Working Tools Maria's Bubble Stick Bob's Busy Wrench Bob's Busy Screwdriver Big Machines Big Buildings How A House Is Built</p> <p>Videos: Big Machines Road Construction Real Life Construction For Kids</p>

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		<p>following hands-on investigation. For each pair of students you will need ½ of a toilet tissue tube cut lengthwise, masking tape, one 12" ruler, 2 nickels, 1 penny.</p> <p>To begin, instruct each pair to lay the cut edges of its partial tube on the work surface and use a length of masking tape to hold the resulting fulcrum in place. Explain that because there is equal force at each end of the lever, it balances when the middle of the lever rests on the fulcrum. Next, have each pair place a nickel on one end of its lever and a penny on the other. Lead students to conclude that the load is now unequal because the heavier nickel creates greater force. Then challenge students to rebalance the load without moving the coins. Students will discover that by repositioning the lever so that the heavier load is closer to the fulcrum, the force of the penny can equal (or exceed) that of the nickel!</p> <p>For a fun conclusion, have each pair place two nickels on one end of the lever and imagine them to be a gorilla. Have them place one penny on the opposite end of the lever and imagine it to be their teacher. Can their teacher use a lever to lift a gorilla?</p> <p>The Pulley- What do an elevator, fishing reel, a flag pole, and a curtain rod all have in common? They all have pulleys! A pulley is a freely turning grooved wheel through which a rope or belt moves. The main advantage of a single pulley is that it changes the direction of force. In other words, a heavy load can be picked up by pulling down. For this activity, securely tie a long length of yarn to each of several lightweight, nonbreakable classroom objects, and then gather several empty thread spools and an equal number of 12-inch pipe cleaners. To demonstrate how to make a single pulley, have one student thread a pipe cleaner through the center of a thread spool and then hold one end of the pipe cleaner in each hand. Guide the loose end of a yarn length over the thread spool and pull down, causing the object on the opposite end of the yarn to lift. Divide students into small groups and give the groups the supplies and time they need to make and investigate single pulleys.</p> <p>The Wheel and Axle- When do wheels not always look like wheels? When do wheels not always look like wheels? When you're investigating wheels and axles! The simplest wheel and axle is a large wheel and rod both turning on the same axis. A steering wheel is an excellent example of this simple machine.</p>	
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Jefferson County Science/ Social Studies Scope and Sequence Kindergarten

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		<p>However, not all wheels and axles are easy to recognize. A doorknob is a wheel and axle. The knob is the wheel and the axle is the rod that runs through the door. A faucet handle is a wheel connected to an axle. The handle bars on a bike are connected to a post to form a wheel and axle. How does a wheel and axle make work easier? A small force on the wheel makes the axle put out a larger force. Challenge students to identify different types of wheels and axles. Have each youngster title a sheet of drawing paper "Wheels and Axles" and then list or picture his discoveries on the paper. Set aside time several days later for students to share their work.</p> <p>The Screw- You will need 1 screwdriver, screws, 1 block of soft wood with a partially inserted screw, recycled paper cut on the diagonal (class supply) Divide students into small groups and give each group several screws to investigate. Next, distribute the precut paper. Remind students that a screw is actually an inclined plane wrapped around a cylinder. Challenge each child to use his paper (an inclined plane) and a cylinder such as a pencil to make a screw. Encourage plenty of discussion. Last, show students that when rotated, a screw and be made to move into and out of wood.</p>	
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Summer	<p>Science Objectives</p> <p>Atmospheric Cycles The student will investigate the relationships among atmospheric conditions, weather, and climate.</p> <ul style="list-style-type: none"> • Identify daily weather conditions (hot, cool, sunny, snowy, and rainy). • Associate clothing and activity choices with various types of weather. <p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p>	<p>Discuss Summer Safety</p> <p>Science: Sink/Float</p> <p>Baggie Ice Cream (serves 8)</p> <p>4 quart-size Ziploc bags 1 cup rock salt 8 cups half & half 3/4 cup canned pie filling, any fruit flavor 4 gallon-size Ziploc bags 12 trays ice: 16 cubes/tray 2 Tbs. granulated sugar</p> <p>Fill each 1 quart bag with 1 cup cream, 3 Tbs. pie filling and 2 Tbs. sugar and seal the bag -tape also! Place the filled and sealed bag inside a 1 gallon Ziploc bag and add 50-60 ice cubes, add 1/4 cup rock salt and seal. Flip and shake the bag for 5-20 minutes or until the ice cream thickens. Remove the quart bag containing the ice cream from the salt water. Rinse off bag before opening. Divide the ice cream into 2 portions</p>	<table border="1" style="margin: auto;"> <tr> <td>Other Selections</td> </tr> </table> <p>Froggy Learns To Swim When Summer Comes How Do You Know It's Summer</p>	Other Selections
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	<ul style="list-style-type: none"> Describe how weather impacts daily life. Describe Seasons <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness 	<p>and enjoy!</p> <p>Ice Cream Chant: Shake your bag up high, Shake your bag down low. Shake it left and right. Now go, go, go!</p> <p>Shake your bag so fast, Shake your bag so slow. Shake it in the middle. Now go, go, go!</p> <p>Dramatic Play: Make a beach scene. Put out beach towels, sunglasses, straw hats, empty suntan bottles, boat, fishing poles, construction paper fish, picnic basket filled with play food.</p> <p>Art: Sun Prints- Put three or four shapes out of construction paper on a brightly colored paper. Place the papers in a sunny window. After several days, let the children remove the shapes from their papers to reveal the non faded areas under the shapes. Let the children outline the non faded areas with glue and sprinkle on glitter.</p>	
Ocean	<p>Science Objectives</p> <p>Diversity and Adaptation Among Living Things The student will understand that living things have characteristics that enable them to survive their environment.</p> <ul style="list-style-type: none"> Know that different organisms tend to be found in different environments <p>Social Studies Objectives</p> <p>Geography Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within</p>	<p>Science: Use a water table or large tubs, fill with water and put in plastic sea creatures. Wear goggles and fins, and use plastic fishing poles to “fish” for creatures.</p> <p>Ocean Waves- In a clear plastic bottle, pour 1/3 of a bottle of rubbing alcohol. Fill the rest of way with two parts water to one part mineral oil and add several drops of blue food coloring. Show how waves roll in and out by gently tilting the bottle back and forth. Seal on the lid of bottle with duct tape to allow children to explore this. Small plastic fish may be added to bottle before sealing.</p> <p>Poems:</p> <p style="text-align: center;">Seashell Sensation</p>	<p style="text-align: center;">Looking For Crabs</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Other Selections</p> </div> <p>Commotion In The Ocean The Seashore One Fish, Two Fish, Red Fish, Blue Fish Magic School Bus On The Ocean Floor Out of the Ocean A House For Hermit Crab Beach Day</p>

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	<p>the six essential elements of geography: world and spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. Describe how landforms and bodies of water influence where and how people live. <p>Social Studies Process Skills The student will use social process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.</p> <ul style="list-style-type: none"> Use picture clues and picture captions to aid comprehension to acquire information. Utilize community resources such as field trips, guest speakers, and museums for historical awareness. 	<p>Five pretty seashells I picked up at the beach.</p> <p>The first seashell Was hard to reach.</p> <p>The third seashell Was speckled and brown.</p> <p>The fourth seashell Was broken in two.</p> <p>The fifth seashell Was greenish-blue.</p> <p>Suddenly...A wave splashed ashore.</p> <p>Now, I don't have My seashells anymore!</p> <p>Math: Introduce and read "Seashell Sensation." Provide students with shells or photocopies of shells, and ask them to count and identify the first, second, third, fourth, and fifth shells. Next, dramatize the actions as you reread the chant together. Use a blue chiffon scarf or blue material and dramatize the wave splashing ashore and covering all of the shells who drop to the ground.</p> <p>Goldfish graphing- Use three different types of goldfish crackers (pretzel, cheddar and plain). Have children sort according to color and lay on graph. While sorting, the children can count the different fish. The teacher can then instruct the student to place an X or glue a paper fish in the corresponding box</p> <p>Language Arts/ Writing: Create a class big book "Starfish, Starfish, What Do You See?" Let each child think of a different ocean animal. Have pre-cut pictures of different ocean animals. Each child can choose his/her animal and the teacher can print the text to match the picture.</p> <p>Art: Ocean Life water globes - Using clean baby food jars, fill with a mixture of water and glycerin. Children add glitter and sequin fish. They can decorate the outside with of the jar with fish stickers.</p>	<p>Starfish The Stars Of The Sea Baby Beluga Underwater Alphabet Swimmy The Rainbow Fish</p>

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