



SCIENCE

A CLOSER LOOK

Grade K
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STANDARDS	PAGE REFERENCES
Life Science	
LS1 - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).	
LS1 (K-4) - INQ+POC -1 <i>Sort/classify different living things using similar and different characteristics. Describe why organisms belong to each group or cite evidence about how they are alike or not alike.</i>	
LS1 (K-2) -1 Students demonstrate an understanding of classification of organisms by ...	
1a distinguishing between living and non-living things	Flipbook: <i>Be a Scientist Living Things 4</i> <i>Unit A Lesson 2 9</i> <i>Unit B Lesson 2 17</i> <i>Unit C Lesson 1 29</i> Teacher Wraparound Edition: AQ 17, 37, 75, 129; BPK 74; DI 75; DV 36, 74; IM 18; LN18; TT 37, 75; UV 36, 74, 128 Leveled Readers: <i>Grade K Approaching Level Reader What's in the Soil?</i> Teacher's Resources: <i>Literature Big Book Earth Science Unit C</i>

STANDARDS	PAGE REFERENCES
<p>1b identifying and sorting based on a similar or different external features.</p>	<p>Flipbook: <i>Unit A 6</i> <i>Unit A Lesson 4 11</i> <i>Unit A Lesson 4 12</i> <i>Unit B Lesson 3 18</i></p> <p>Teacher Wraparound Edition: A TR22; AQ 49, 51, 81; AR 25; BMW 27; BR 27, 79; BS 52; CT 46, 64, 84; DI 81; IM 52; PA 118; SA 12; SF 24-25, 48; TT 73, 81; UV 48, 50, 80; VA 62J</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>All Kinds of Plants</i> Grade K On Level Reader <i>At the Petting Zoo</i> Grade K On Level Reader <i>What kind of animal are you?</i> Grade K Beyond Level Reader <i>Small Plants, Tall Plants</i></p> <p>Teacher’s Resources: Literature Big Book Life Science Unit A Literature Big Book Life Science Unit B Photo Sorting Cards 1-10, 11-20 Science Resource Book 30 Science Song Audio CD Tracks 1-2</p>
<p>1c observing and recording the external features that make up living things (e.g. roots, stems, leaves, flowers, legs, antennae, tail, shell).</p>	<p>Flipbook: <i>Unit A 6</i> <i>Unit A Lesson 1 7</i> <i>Unit B 14</i></p> <p>Teacher Wraparound Edition: AR 25, 63; BPK 28; BR 24; BS 30, 38, 82; BW 47; CT 26, 90; DV 28; ELLS 24E, 29; PA 60; SA 61; SF 28, 50; SV 24E; UV 28</p> <p>Leveled Readers: Grade K On Level Reader <i>Plant Parts</i></p> <p>Teacher’s Resources: Activity Book 7-8 Literature Big Book Life Science Unit A Science Resource Book 27, 34</p>

STANDARDS	PAGE REFERENCES
<p>LS1 (K-4) SAE -2 <i>Identify the basic needs of plants and animals in order to stay alive. (i.e., water, air, food, space).</i></p>	
<p>LS1 (K-2)-2 Students demonstrate understanding of structure and function-survival requirements by...</p>	
<p>2a observing that plants need water, air, food, and light to grow; observing that animals need water, air, food and shelter to grow.</p>	<p>Flipbook: <i>Unit A Lesson 2 8</i> <i>Unit A Lesson 3 Song S2</i> <i>Unit B Lesson 2 16</i> <i>Unit B Lesson 2 Song S4</i></p> <p>Teacher Wraparound Edition: AQ 35, 43, 73; BS 38; BW 71; CT 32, 40, 70; DI 35; DV 72; IM 44; M 45, 77; PA 60; SA 61; SF 34; TM 26; UP 62F; UV 34, 72</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Plants Grow</i> Grade K On Level Reader <i>Where Do Plants Live?</i></p> <p>Teacher’s Resources: Activity Book 9-10, 19-20 CD Tracks 3-4, 7-8 Literature Big Book Life Science Unit A Science Resource Book 28, 63</p>
<p>LS1 (K-4) POC –3 <i>Predict, sequence or compare the life stages of organisms – plants and animals (e.g., put images of life stages of an organism in order, predict the next stage in sequence, compare two organisms).</i></p>	
<p>LS1 (K-2)–3 Students demonstrate an understanding of reproduction by ...</p>	
<p>3a observing and scientifically drawing (e.g. recording shapes, prominent features, relative proportions, organizes and differentiates significant parts observed) and labeling the stages in the life cycle of a familiar plant and animal.</p>	<p>Flipbook: <i>Unit A Lesson 3 10</i> <i>Unit B Lesson 7 23</i></p> <p>Teacher Wraparound Edition: A 111; BS 44, 110; BW 41; DI 43; DV 42; FA 43; TT 43; UV 42</p> <p>Teacher’s Resources: Activity Book 11-12 Photo Sorting Cards 1-10 Science Resource Book 29, 38</p>

STANDARDS	PAGE REFERENCES
<p>3b sequencing the life cycle of a plant or animal when given a set of pictures.</p>	<p>Teacher Wraparound Edition: BW 41</p> <p>Teacher’s Resources: Photo Sorting Cards 1-10 Science Resource Book 38</p>
<p>LS1 (K-4) FAF –4 <i>Identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire).</i></p> <p>LS1 (K-2)–4 Students demonstrate understanding of structure and function-survival requirements by...</p>	
<p>4a identifying the specific functions of the physical structures of a plant or an animal (e.g. roots for water; webbed feet for swimming).</p>	<p>Flipbook: <i>Unit A Lesson 1 7</i> <i>Unit B Lesson 3 18</i> <i>Unit B Lesson 4 19</i> <i>Unit B Lesson 5 20</i> <i>Unit B Lesson 5 Song S5</i></p> <p>Teacher Wraparound Edition: AQ 29, 81, 87, 93; BR 91, 99; BS 30; CT 78, 90; DV 92; IM 30, 88; M 97; SF 28, 80, 86, 92; TT 29; UV 28</p> <p>Leveled Readers: Grade K On Level Reader <i>Plant Parts</i> Grade K On Level Reader <i>Animals on the Move</i> Grade K Beyond Level Reader <i>All About Animals</i></p> <p>Teacher’s Resources: CD Tracks 9-10 Literature Big Book Life Science Unit A Literature Big Book Life Science Unit B</p>

STANDARDS	PAGE REFERENCES
LS2 - Matter cycles and energy flows through an ecosystem.	
LS2 (K-4) SAE –5 <i>Recognize that energy is needed for all organisms to stay alive and grow or identify where a plant or animal gets its energy.</i>	
LS2 (K-2)–5 Students demonstrate an understanding of energy flow in an ecosystem by ...	
5a caring for plants and/or animals by identifying and providing for their needs; experimenting with a plant’s growth under different conditions, including light and no light.	Teacher Wraparound Edition: BS 38, 44, 96, 102; BW 71; CT 40, 70; DI 35; DP 39; IM 38, 44, 102; TTr 73, 107 Leveled Readers: Grade K Approaching Level Reader <i>Plants Grow</i> Teacher’s Resources: Literature Big Book Life Science Unit A Science Resource Book 29, 36-37
LS2 (K-4) SAE –6 Describe ways plants and animals depend on each other (e.g., shelter, nesting, food).	
LS2 (K-2)–6 Students demonstrate an understanding of food webs in an ecosystem by ...	
6a acting out or constructing simple diagrams (pictures or words) that shows a simple food web.	The following Flipbook reference can be introduced with dramatic play to meet this objective. Flipbook: <i>Review Together Plants and Animals 26</i> Teacher Wraparound Edition: UV 121 Teacher’s Resources: Floor Puzzle120
6b using information about a simple food web to determine how basic needs (e.g. shelter and water) are met by the habitat/environment.	Flipbook: <i>Unit B Lesson 7 24</i> <i>Unit B Lesson 8 25</i> <i>Review Together Plants and Animals 26</i> Teacher Wraparound Edition: AQ 109, 121; SF 114, 120; UV 121

STANDARDS	PAGE REFERENCES
<p>LS 4 - Humans are similar to other species in many ways, and yet are unique among Earth's life forms.</p>	
<p>LS4 (K-4) FAF -8 <i>Identify what the physical structures of humans do (e.g., sense organs – eyes, ears, skin, etc.) or compare physical structures of humans to similar structures of animals.</i></p>	
<p>LS4 (K-2)-8 Students demonstrate an understanding of human body systems by ...</p>	
<p>8a identifying the five senses and using senses to identify objects in the environment,</p>	<p>Flipbook: <i>Be a Scientist Investigate Weather 2</i> <i>Be a Scientist The Five Senses 3</i> <i>Be a Scientist Song S1</i> <i>Unit F Lesson 4 58</i> <i>Unit F Lesson 4 Song S12</i></p> <p>Teacher Wraparound Edition: AQ 11; BS 88; CT 262; IM 12, 18; LN 18; M 267; RS 13; SA 12; SAA 13; TT 5, 11, 265; UV 10, 264; WW 7</p> <p>Leveled Readers: Grade K On Level Reader <i>At the Petting Zoo</i></p> <p>Teacher's Resources: CD Tracks 1-2, 23-24 Photo Sorting Cards 31-40 Science Resource Book 35</p>
<p>8b observing, identifying, and recording external features of humans and other animals.</p>	<p>Flipbook: <i>Unit B Lesson 4 19</i></p> <p>Teacher Wraparound Edition: A 69, 97; AQ 87; BR 91; BS 68, 82, 88, 96, 110; BW 91; CT 84, 90; IM 68, 96; M 69; UP 62F; WI 63, 81, 87, 109</p> <p>Leveled Readers: Grade K Beyond Level Reader <i>Animals on the Move</i></p> <p>Teacher's Resources: Literature Big Book Life Science Unit B Science Resource Book 32, 34-36, 38</p>

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<p>8c identifying the senses needed to meet survival needs for a given situation.</p>	<p>Flipbook: <i>Unit B Lesson 4</i> 19 <i>Unit B Lesson 6</i> 22</p> <p>Teacher Wraparound Edition: AQ 87, 101; BS 102; CT 98; IM 102, 110; SF 86, 100; TT 87; UV 100</p> <p>Leveled Readers: Grade K Beyond Reader Level <i>What Will I Wear Today?</i></p> <p>Teacher’s Resources: Literature Big Book Earth Science Unit D Science Resource Book 37</p>
<p>LS4 (K-4) POC -9 <i>Distinguish between characteristics of humans that are inherited from parents (i.e., hair color, height, skin color, eye color) and others that are learned (e.g., riding a bike, singing a song, playing a game, reading)</i></p>	
<p>LS4 (K-2) –9 Students demonstrate an understanding of human heredity by ...</p>	
<p>9a observing and comparing their physical features with those of parents, classmates and other organisms.</p>	<p>Teacher Wraparound Edition: BMW 105</p> <p>Leveled Readers: Grade K On Level Reader <i>Animals Grow</i> Grade K On Level Reader <i>What Kind of Animal Are You?</i></p> <p>Teacher’s Resources: Literature Big Book Life Science Unit B</p>
<p>9b identifying that some behaviors are learned.</p>	<p>Flipbook: <i>Unit B Lesson 7</i> 24</p> <p>Teacher Wraparound Edition: AQ 109; DI 109; SF 108; TT 109; UV 108</p>

STANDARDS	PAGE REFERENCES
Earth & Space Science	
ESS1 - The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.	
ESS1 (K-4) INQ –1	
<i>Given certain earth materials (soils, rocks or minerals) use physical properties to sort, classify, and describe them.</i>	
ESS1 (K-2)–1	
Students demonstrate an understanding of earth materials by ...	
<p>1a describing, comparing, and sorting rocks and soils by similar or different physical properties (e.g., size, shape, color, texture, smell, weight).</p>	<p>Flipbook: <i>Unit C Lesson 1</i> 29 <i>Unit C Lesson 2</i> 30</p> <p>Teacher Wraparound Edition: AQ 129; BMW 133; BS 130, 136; CT 126, 132; DI 135; ELLS 129; FA 135; G 137; SF 128, 134; SV 124E; TT 135; UP 124F; UV 128, 134</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Rocks</i></p> <p>Teacher’s Resources: Literature Big Book Earth Science Unit C Photo Sorting Cards 1-30 Science Resource Book 40, 41</p>
<p>1b recording observations/data about physical properties.</p>	<p>Teacher Wraparound Edition: BS 130, 136; CT 126, 132; SV 124E; UP 124F</p> <p>Teacher’s Resources: Science Resource Book 40, 41</p>
<p>1c using attributes of properties to state why objects are grouped together (e.g., rocks that are shiny or not shiny).</p>	<p>Flipbook: <i>Unit C Lesson 2</i> 30</p> <p>Teacher Wraparound Edition: A 137, AQ 135; BS 136; CT 132; DI 135; FA 135; IM 136; SV 124E; UP 124F</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Rocks</i></p> <p>Teacher’s Resources: Literature Big Book Earth Science Unit C Science Resource Book 41</p>

STANDARDS	PAGE REFERENCES
<p>ESS1 (K-4) INQ –2 <i>Use results from an experiment to draw conclusions about how water interacts with earth materials (e.g., percolation, erosion, frost heaves).</i></p>	
<p>ESS1 (K-2) –2 Students demonstrate an understanding of processes and change over time within earth systems by ...</p>	
<p>2a conducting tests on how different soils retain water (e.g., how fast does the water drain through?).</p>	<p>See <i>Science A Closer Look</i> Grade 1 © 2008. Student Edition: <i>Think, Talk, and Write</i> 175 #2 Teacher Wraparound Edition: DI 174; FS 199A-199B Teacher’s Resources: Activity Lab Book 89</p>
<p>ESS 1 (K-4) NOS –3 <i>Explain how the use of scientific tools helps to extend senses and gather data about weather. (i.e., weather/wind vane: direction; wind sock: wind intensity; anemometer: speed; thermometer: temperature; meter sticks/rulers: snow depth; rain gauges: rain amount in inches).</i></p>	
<p>ESS 1(K-2)–3 Students demonstrate an understanding of how the use of scientific tools helps to extend senses and gather data by...</p>	
<p>3a using scientific tools to extend senses and gather data about weather (e.g., weather/wind vane: direction; wind sock: wind intensity; anemometer: speed; thermometer: temperature; meter sticks/rulers: snow depth; rain gauges: rain amount in inches).</p>	<p>Teacher Wraparound Edition: BS 176; T TR8; UP 168F Teacher’s Resources: Science Resource Book 46</p>
<p>ESS1 (K-4) INQ+SAE –4 <i>Explain how wind, water, or ice shape and reshape the earth.</i></p>	
<p>ESS1 (K-2) –4 Students demonstrate an understanding of processes and change over time within earth systems by ...</p>	
<p>4a observing and recording seasonal and weather changes throughout the school year.</p>	<p>Teacher Wraparound Edition: BS 182; IM 182, 188; UP 168F; WW 6 Teacher’s Resources: Science Resource Book 47</p>

STANDARDS	PAGE REFERENCES
<p>ESS1 (K-4) POC –5 <i>Based on data collected from daily weather observations, describe weather changes or weather patterns.</i></p>	
<p>ESS1 (K-2) –5 Students demonstrate an understanding of processes and change over time within earth systems by ...</p>	
<p>5a observing, recording, and summarizing local weather data.</p>	<p>Teacher Wraparound Edition: BS 182, 188; GW 7; IM 188; SV 168E; UP 168F</p> <p>Leveled Readers: Grade K On Level Reader <i>What Is the Weather?</i></p> <p>Teacher’s Resources: Literature Big Book Earth Science Unit D Science Resource Book 47-48</p>
<p>5b observe how clouds are related to forms of precipitation (e.g., rain, sleet, snow).</p>	<p>Flipbook: <i>Unit D Lesson 2 40</i></p> <p>Teacher Wraparound Edition: AQ 181; BR 179; BS 182; IM 182; SF 180; UV 180</p> <p>Leveled Readers: Grade K On Level Reader <i>Clouds</i></p> <p>Teacher’s Resources: Science Resource Book 182 Literature Big Book Earth Science Unit D</p>
<p>ESS1 (K-4) FAF -6 <i>Given information about earth materials explain how their characteristics lend themselves to specific uses</i></p>	
<p>ESS1 (K-2) –6 Students demonstrate an understanding of properties of earth materials by...</p>	
<p>6a identifying which materials are best for different uses (e.g., soils for growing plants, sand for the sand box).</p>	<p>Flipbook: <i>Unit C Lesson 1 29</i></p> <p>Teacher Wraparound Edition: AQ 129; BS 130; IM 130; SF 128; ST 131; TT 129</p> <p>Teacher’s Resources: Science Resource Book 40</p>

STANDARDS	PAGE REFERENCES
<p>ESS2 - The earth is part of a solar system, made up of distinct parts that have temporal and spatial interrelationships.</p>	
<p>ESS2 (K-2) –7 Students demonstrate an understanding of temporal or positional relationships between or among the Earth, sun, and moon by ...</p>	
<p>7a observing that the sun can only be seen in the daytime, but the moon can be seen sometimes at night and sometimes during the day.</p>	<p>Flipbook: <i>Unit D Lesson 4 43</i> Teacher Wraparound Edition: AQ 195; FA 195</p>
<p>7b observing that the sun and moon appear to move slowly across the sky.</p>	<p>Teacher Wraparound Edition: FA 195</p>
<p>7c observing that the moon looks slightly different from day to day.</p>	<p>Flipbook: <i>Unit D Lesson 4 43</i> Teacher Wraparound Edition: BS 196; FA 195; IM 196; SF 194 Leveled Readers: Grade K Beyond Level Reader <i>The Night Sky</i> Teacher’s Resources: Literature Big Book Earth Science Unit D Science Resource Book 49</p>
<p>ESS3 - The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time</p>	
<p>ESS3 (K-2) –9 Students demonstrate understanding of processes and change over time within the system of the universe (Scale, Distances, Star Formation, Theories, Instrumentation) by...</p>	
<p>9a observing that there are more stars in the sky than can easily be counted, but they are not scattered evenly and not all the same in brightness.</p>	<p>Teacher Wraparound Edition: BS 196; FA 195; IM 196; SF 194; TTr 193 Leveled Readers: Grade K Beyond Level Reader <i>The Night Sky</i> Teacher’s Resources: Literature Big Book Earth Science Unit D Science Resource Book 49</p>

STANDARDS	PAGE REFERENCES
Physical Science	
PS1 - All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size or amount of substance).	
PS1 (K-4) INQ –1 <i>Collect and organize data about physical properties in order to classify objects or draw conclusions about objects and their characteristic properties (e.g., temperature, color, size, shape, weight, texture, flexibility).</i>	
PS1 (K-2)–1 Students demonstrate an understanding of characteristic properties of matter by ...	
1a identifying, comparing, and sorting objects by similar or different physical properties (e.g., size, shape, color, texture, smell, weight).	Flipbook: <i>Unit C Lesson 2 30</i> <i>Unit E 47</i> <i>Unit E Lesson 4 52</i> Teacher Wraparound Edition: AQ 135, 235; AR 211; BMW 133, 219, 231; BR 213; BS 136; CT 218, 224; DI 135; FA 135; IM 136; PA 238; SA 239; SF 210-211, 234; TT 135; UP 210F; UV 134, 234; WT 223 Leveled Readers: Grade K Approaching Level Reader <i>Rocks</i> Grade K Approaching Level Reader <i>Soft or Hard?</i> Teacher’s Resources: Science Resource Book 41, 71-72 Literature Big Book Earth Science Unit C Literature Big Book Physical Science Unit E
1b recording observations/data about physical properties.	Teacher Wraparound Edition: BMW 231; BS 136; IM 136; UP 210F Leveled Readers: Grade K Approaching Level Reader <i>Rocks</i> Grade K Approaching Level Reader <i>Water Moves</i> Teacher’s Resources: Literature Big Book Earth Science Unit C Literature Big Book Physical Science Unit F Science Resource Book 41, 71-72

STANDARDS	PAGE REFERENCES
<p>1c using attributes of properties to state why objects are grouped together (e.g., things that roll, things that are rough).</p>	<p>Flipbook: <i>Unit C Lesson 2</i> 30 <i>Unit E Lesson 4</i> 52</p> <p>Teacher Wraparound Edition: AQ 135; B 255; BMW 249; BS 136, 254; CT 132; DI 135; FA 135; IM 136, 254; TT 135; UV 134, 234</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Rocks</i></p> <p>Teacher’s Resources: Literature Big Book Earth Science Unit C Science Resource Book 41, 56</p>
<p>PS1 (K-4) POC –2 <i>Make a prediction about what might happen to the state of common materials when heated or cooled or categorize materials as solid, liquid, or gas.</i></p>	
<p>PS1 (K-2) POC –2 Students demonstrate an understanding of states of matter by ...</p>	
<p>2a describing properties of solids and liquids.</p>	<p>Flipbook: <i>Unit E Lesson 4</i> 51</p> <p>Teacher Wraparound Edition: AQ 233; CT 218, 230; PA 238; SF 232</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Water Moves</i> Grade K On Level Reader <i>Matter Changes</i> Grade K Beyond Level Reader <i>I Like Ice</i></p> <p>Teacher’s Resources: Literature Big Book Physical Science Unit E Literature Big Book Physical Science Unit F</p>
<p>2b identifying and comparing solids and liquids.</p>	<p>Flipbook: <i>Unit E Lesson 4</i> 51</p> <p>Teacher Wraparound Edition: AQ 233; CT 230; ELLS 233; PA 238; TT 233</p> <p>Leveled Readers: Grade K On Level Reader <i>Matter Changes</i> Grade K Approaching Level Reader <i>Water Moves</i></p> <p>Teacher’s Resources: Literature Big Book Physical Science Unit E Literature Big Book Physical Science Unit F</p>

STANDARDS	PAGE REFERENCES
<p>2c making logical predictions about the changes in the state of matter when adding or taking away heat (e.g., ice melting, water freezing).</p>	<p>Flipbook: <i>Unit E Lesson 4 51</i> <i>Unit E Lesson 4 Song S10</i></p> <p>Teacher Wraparound Edition: AQ 233; PA 238; SF 232; TTr 235</p> <p>Leveled Readers: <i>Grade K On Level Reader Matter Changes</i> <i>Grade K Approaching Level Reader Melting Snow</i> <i>Grade K Beyond Level Reader I Like Ice</i></p> <p>Teacher’s Resources: CD Tracks 19-20 Literature Big Book Physical Science Unit E</p>
<p>PS1 (K-4) SAE –3 <i>Use measures of weight (data) to demonstrate that the whole equals the sum of its parts.</i></p>	
<p>PS1 (K-2)–3 Students demonstrate an understanding of conservation of matter by ...</p>	
<p>3a using simple tools (e.g. balance scale, see-saw) to explore the property of weight.</p>	<p>Teacher Wraparound Edition: BMW 231, 233; IW TR7</p>
<p>PS 2 - Energy is necessary for change to occur in matter. Energy can be stored, transferred, and transformed, but cannot be destroyed.</p>	
<p>PS2 (K-4) SAE -4 <i>Given a specific example or illustration (e.g., simple closed circuit, rubbing hands together), predict the observable effects of energy (i.e., light bulb lights, a bell rings, hands warm up (e.g., a test item might ask, “what will happen when...?”).</i></p>	
<p>PS2 (K-2)-4 Students demonstrate an understanding of energy by...</p>	
<p>4a describing observable effects of light using a variety of light sources.</p>	<p>Flipbook: <i>Unit D Lesson 5 44</i> <i>Unit D Lesson 5 Song S9</i></p> <p>Teacher Wraparound Edition: AQ 201; B 203; BMW 199; BS 202; CT 198; DI 35; IM 202; M 203; SF 200; UV 200</p> <p>Teacher’s Resources: CD Track 15-16 Science Resource Book 50</p>

STANDARDS	PAGE REFERENCES
<p>4b experimenting and describe how vibrating objects make sound (e.g., guitar strings, seeing salt bounce on a drum skin).</p>	<p>Teacher Wraparound Edition: A 267; BR 263; BS 266; IM 266; PA 274; SF 264</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Making Sounds</i></p> <p>Teacher’s Resources: Science Resource Book 58 Literature Big Book Physical Science Unit F</p>
<p>4c identifying the sun as a source of heat energy.</p>	<p>Teacher Wraparound Edition: AQ 201, 233; BW 199; DI 35, 201; SF 34, 154</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Melting Snow</i></p> <p>Teacher’s Resources: Literature Big Book Physical Science Unit E</p>
<p>PS2 (K-4) SAE – 5 <i>Use observations of light in relation to other objects/substances to describe the properties of light (can be reflected, refracted, or absorbed).</i></p>	
<p>PS2 (K-2)-5 Students demonstrate an understanding of energy by...</p>	
<p>5a demonstrating when a shadow will be created using sunny versus cloudy days.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Flipbook: <i>Unit D Lesson 5</i> 44 <i>Be a Math Wiz</i> 199</p> <p>Teacher Wraparound Edition: AQ 201</p>

STANDARDS	PAGE REFERENCES
<p>PS2 (K-4) SAE+INQ – 6 <i>Experiment, observe, or predict how heat might move from one object to another.</i></p>	
<p>PS2 (K-2)–6 Students demonstrate an understanding of energy by...</p>	
<p>6a describing that the sun warms land and water.</p>	<p>Flipbook: <i>Unit E Lesson 4 51</i></p> <p>Teacher Wraparound Edition: AQ 233; BR 231; BW 199; DI 155; DV 154, 200; SF 34, 154, 232</p> <p>Leveled Readers: Grade K On Level Reader <i>Matter Changes</i> Grade K Approaching Level Reader <i>Melting Snow</i></p> <p>Teacher’s Resources: Literature Big Book Physical Science Unit E</p>
<p>6b describing that objects change in temperature By adding or subtracting heat.</p>	<p>Flipbook: <i>Unit E Lesson 4 51</i></p> <p>Teacher Wraparound Edition: AQ 233; CT 230; PA 238; SF 232; T TR8</p>
<p>PS 3 - The motion of an object is affected by forces.</p>	
<p>PS3 (K-4)-INQ+SAE –7 <i>Use data to predict how a change in force (greater/less) might affect the position, direction of motion, or speed of an object (e.g., ramps and balls).</i></p>	
<p>PS3 (K-2)-7 Students demonstrate an understanding of motion by...</p>	
<p>7a showing how pushing/pulling moves or does not move an object.</p>	<p>Flipbook: <i>Unit F 53</i> <i>Unit F Lesson 2 56</i></p> <p>Teacher Wraparound Edition: AQ 253; BR 249; BS 246, 249, 254; CT 248; FA 253; PA 274; UV 252</p> <p>Leveled Readers: Grade K On Level Reader <i>Toys That Move</i> Grade K Beyond Level Reader <i>What Can a Magnet Do?</i></p> <p>Teacher’s Resources: Science Resource Book 55-56 Literature Big Book Physical Science Unit F</p>

STANDARDS	PAGE REFERENCES
<p>7b predicting the direction an object will or will not move if a force is applied to it.</p>	<p>Flipbook: <i>Unit F Lesson 2 56</i></p> <p>Teacher Wraparound Edition: AQ 253; B 255; BMW 243, 249; BS 246; FA 253; TTr 253</p> <p>Leveled Readers: <i>Grade K Beyond Level Reader What Can a Magnet Do?</i></p> <p>Teacher’s Resources: Science Resource Book 55-56 Literature Big Book Physical Science Unit F</p>
<p>Students demonstrate an understanding of force by</p>	
<p>7c showing that different objects fall to earth unless something is holding them up.</p>	<p>Flipbook: <i>Unit F Lesson 3 57</i></p> <p>Teacher Wraparound Edition: AQ 259; BMW 257; BS 260; CT 256; DV 258; FA 259; IM 260; M 261; SF 252; TT 259; UV 258</p> <p>Teacher’s Resources: Science Resource Book 57</p>
<p>PS3 (K-4) INQ+ SAE –8 <i>Use observations of magnets in relation to other objects to describe the properties of magnetism (i.e., attract or repel certain objects or has no effect)</i></p>	
<p>PS3 (K-2)–8 Students demonstrate an understanding of (magnetic) force by ...</p>	
<p>8a observing and sorting objects that are and are not attracted to magnets.</p>	<p>Flipbook: <i>Unit F Lesson 5 59</i></p> <p>Teacher Wraparound Edition: AQ 271; BMW 269; BS 272; BW 269; CT 268; ELLS 271; FA 271; IM 272; SF 270; UV 270; VA 240J; VR 240J; WI 271</p> <p>Leveled Readers: <i>Grade K On Level Reader Toys That Move</i> <i>Grade K Beyond Level Reader What Can a Magnet Do?</i></p> <p>Teacher’s Resources: Science Resource Book 59 Literature Big Book Physical Science Unit F</p>