

Wakulla County Schools
ELEMENTARY SCIENCE CURRICULUM
Kindergarten

Revised June, 2011

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Kindergarten Science Curriculum

This curriculum is based upon the Next Generation Sunshine State Standards for Science. Kindergarten science instruction should fully instruct students on the benchmarks contained in this document. A minimum of 100 minutes per week should be spent in science instruction, with an additional 50 minutes per week spent on the Comprehensive Health Curriculum. Where possible, Health standards have been aligned with Science standards in this document.

Documentation:

Teachers should document when instruction is provided on the benchmarks. The date noted should correspond to a specific lesson or unit of instruction as noted in the teacher's lesson plans or to when an assessment was given to determine student mastery of the benchmark.

Major Tool of Instruction:

The major tool of instruction provided to all teachers is the National Geographic Science, 2010 K-5 series. It is critical that teachers require that students access the text in order to build content-area reading skills. Other resources may be incorporated to insure that all students achieve mastery of the required benchmarks.

Process Skills stressed at kindergarten are *observe, explore and investigate*.

Key to Acronyms and Markings:

BEB – Become an Expert Books, National Geographic Science

EOYO – Explore on Your Own Books, National Geographic Science

Bold Print – Vocabulary to be taught to mastery

Marked with * - FCAT Vocabulary

CPALMS – www.floridastandards.org

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SCIENCE CURRICULUM – KINDERGARTEN

Body of Knowledge: Nature of Science

BIG IDEA 1: The Practice of Science

A. Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B. The processes of science frequently do not correspond to the traditional portrayal of “the scientific method.”

C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

The *Nature of Science* Body of Knowledge is an underlying foundation for all other Bodies of Knowledge. Instruction in *The Nature of Science* should be incorporated into ALL science instruction as students are involved in investigation and inquiry.

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			11/12	12/13	13/14	14/15	15/16	16/17
SC.K.N.1.1	Collaborate with a partner to collect information. Complexity: Low	Text: Life Science TE – TT9E-TT9h Physical Science TE – T15e-T15h						
SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses. Complexity: Moderate	Activity: Take a nature walk. List what students observed on chart paper. Classify by five senses. Text: Life Science TE – T1e – T1h Earth Science TE - - T25c - T25f						
SC.K.N.1.3	Keep records as appropriate—such as pictorial records—of investigations conducted. Complexity: Moderate	Activity: Student Science Journal – Have students draw pictures to illustrate the nature walk experience. Text: Life Science TE – TT9e-TT9h Physical TE – TE15e-T15h Earth Science TE - T1e-T1j / T9e – T9h						
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features. Complexity: High	Activity: Investigate the parts of a plant and compare to a visual representation. Activity: Make a nest. Text: Life Science TE – T7e – Tyh / TT1c – TT1d						

SC.K.N.1.5	Recognize that learning can come from careful observation. Complexity: Moderate	Activity: Observe a classroom plant or animal. Complete a K-W-L Chart. Text: Life Science TE – T3a – T3b / TT17e – TT17f Physical TE – T1e - T1j Earth Science TE - Section 1 Lesson 2/ Section 3 Lesson 1						
Required Activity	Reinforce the concepts of <i>The Nature of Science</i> as you instruct on all Big Ideas.							
Materials Needed	Chart paper, science journal, classroom pet, classroom plant, science journals							
Associated Vocabulary	describe, observation* , observe, characteristic* , record, sense, sound, texture* , partner, predict, compare, estimate, sort, plan, model, record							
Assessment/ Connection Information	Writing Connection: List the characteristics of an object. Math Connection: MA.K.G.3.1							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:	Participatory:						
SC.K.N.1.In.a Identify a partner to obtain information. SC.K.N.1.In.b Identify information about objects and actions in the natural world through observation. SC.K.N.1.In.c Observe, explore, and create a visual representation of real objects.	SC.K.N.1.Su.a Collect a designated item with a partner. SC.K.N.1.Su.b Identify information about objects in the natural world through observation. SC.K.N.1.Su.c Observe, explore, and match pictures to real objects.	SC.K.N.1.Pa.a Share objects with a partner. SC.K.N.1.Pa.b Recognize common objects in the natural world through observation.						

Body of Knowledge: EARTH AND SPACE SCIENCE

BIG IDEA 5: Earth in Space and Time

Humans continue to explore Earth’s place in space. Gravity and energy influence the formation of galaxies. Including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind’s need to explore continues to lead to the development of knowledge and understanding of our Solar System.

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			11/12	12/13	13/14	14/15	15/16	16/17
SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. Complexity: Moderate	Activity: Have students hold various objects out and then let go of them? What happens? What makes it fall? Do items always fall when we let go? Text: Earth Science TE – Big Idea Day and Night – TE 22-23						
SC.K.E.5.2	Recognize the repeating pattern of day and night. Complexity: Low	Activity: Identify and record the position of the sun at three different times in a day. Text: Earth Science TE – Big Idea Day and Night – TE 1-3						
SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime. Complexity: Low	Text: Earth Science TE – Big Idea Day and Night – TE 6-7						
SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day. Complexity: Moderate	Text: Earth Science TE – Big Idea Day and Night – TE 6-9						
SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth. Complexity: High	Activity: Walk around the school. Then locate the school on Google Earth. How are your observations different? Text: Earth Science TE – Big Idea Day and Night – TE 13, 16-17						
SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth. Complexity: High							
Required Activity	Observe and record the positions of the sun during the day.							
Materials Needed	Literature: Community Helpers – day/night jobs Chart paper Internet: Google Earth							
Associated Vocabulary	Earth, moon* , Sun, day, night, pattern, gravity, explore, law							

Assessment/ Connection Information	Social Studies Connection: Classify jobs by those done during the day and those done at night. SS.K.E.1.1 and SS.K.A.3.1 relate to SC.K.E.5.2 specifically. Math Connection: MA.K.G.5.1	
Access Points for Students with Significant Cognitive Disability		
Independent:	Supported:	Participatory:
<p>SC.K.E.5.In.a Identify that objects can fall to the ground unless something stops them.</p> <p>SC.K.E.5.In.b Identify daily activities in a 24-hour period, such as eating breakfast and going to bed, and associate activities with morning and night.</p> <p>SC.K.E.5.In.c Identify the Sun in the daytime.</p> <p>SC.K.E.5.In.d Identify the Moon in the sky at night.</p> <p>SC.K.E.5.In.e Observe big and small things in the sky.</p> <p>SC.K.E.5.In.f Identify an item that is far away and an item that is nearby.</p>	<p>SC.K.E.5.Su.a Recognize that objects fall to the ground.</p> <p>SC.K.E.5.Su.b Identify one common activity that occurs in the day and one that occurs in the night.</p> <p>SC.K.E.5.Su.c Recognize the Sun in the daytime.</p> <p>SC.K.E.5.Su.d Recognize the Moon in the sky at night.</p> <p>SC.K.E.5.Su.e Recognize the size of items as either big or small.</p> <p>SC.K.E.5.Su.f Recognize familiar objects that are far away or nearby.</p>	<p>SC.K.E.5.Pa.a Track a falling object.</p> <p>SC.K.E.5.Pa.b Recognize one common activity that occurs during the day.</p> <p>SC.K.E.5.Pa.c Associate the Sun with daytime.</p> <p>SC.K.E.5.Pa.d Associate the Moon with night.</p> <p>SC.K.E.5.Pa.e Recognize items that are big.</p> <p>SC.K.E.5.Pa.f Recognize items as nearby.</p>

Body of Knowledge: PHYSICAL SCIENCE

BIG IDEA 8: Properties of Matter

- A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.
- B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or “stuff”) in an object. Weight, on the other hand is the measure of force of attraction (gravitational force) between an object and Earth.

The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of “weight” is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			11/12	12/13	13/14	14/15	15/16	16/17
SC.K.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. Complexity: Moderate	Activity: Provide a junk box for students. Let them sort objects in a variety of ways and explain their sorting methods. Text: Physical TE –T3a – T15b; Section 2 – Lesson 1-5; T15e – T19b						
Required Activity	Sort objects by an observable property, such as size, shape, or color, and tell how they are sorted.							
Materials Needed	<ul style="list-style-type: none"> • Sorting objects such as counting bears, pattern blocks • “Junk” such as old keys, nuts, bolts, shells, screws, small toys, etc. • Weight scale 							
Associated Vocabulary	Sort, characteristics* , weight* , temperature, texture* , hot, cold, object, round, square, rough, smooth, heavy, light, material, long, short, shape							
Assessment/ Connection Information	Math Connection: Sort objects by shape, size, weight (scale). MA.K.G.2.1; MA.K.G.3.1							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:	Participatory:						
SC.K.P.8.In.a Sort objects by observable properties, such as size, shape, or color.	SC.K.P.8.Su.a Match objects by an observable property, such as size or color.	SC.K.P.8.Pa.a Recognize two common objects that are identical to each other.						

Body of Knowledge: PHYSICAL SCIENCE

BIG IDEA 9: Changes in Matter						
A. Matter can undergo a variety of changes.						
B. Matter can be changed physically or chemically.						
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE			
			11/12	12/13	13/14	14/15
SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. Complexity: Low	Activity: Give each student a marshmallow and a piece of wax paper. Can you change the shape of the marshmallow? What did you do to change the shape? Text: Physical TE – page 22				
Required Activity	How can you change paper? (cut, tear, crumple, etc.)					
Materials Needed	<ul style="list-style-type: none"> • Art Materials: scissors, paper, clay • Marshmallows 					
Associated Vocabulary	Change, shape, material, heavy, light, object, rough, round, smooth, square, fold, tear					
Assessment/Connection Information	Art Connection: Have students practice cutting, tearing, crumpling. Play with clay. How are the objects changed when we cut, tear, etc.?					
Access Points for Students with Significant Cognitive Disability						
Independent:	Supported:	Participatory:				
SC.K.P.9.In.a Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled.	SC.K.P.9.Su.a Recognize that the shape of objects, such as paper, changes when cut or torn.	SC.K.P.9.Pa.a Recognize a change in an object.				

Body of Knowledge: PHYSICAL SCIENCE

BIG IDEA 10: Forms of Energy								
A. Energy is involved in all physical processes and is a unifying concept in many areas of science. B. Energy exists in many forms and has the ability to do work or cause a change.								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			11/12	12/13	13/14	14/15	15/16	16/17
SC.K.P.10.1	Observe that things that make sound vibrate. Complexity: Low	Activity: Allow students to feel of a speaker that is amplifying music. Allow students to feel of a tuning fork after it has been tapped. Students can also put their ears to a table while the teacher gently taps the table. What do they hear? What do they feel? Activity: Make an instrument using fingers and rubber bands. Observe vibration and compare sounds. Text: Physical TE – TT19e – TT23						
Required Activity	Teacher’s Edition P. TT25f: Using glasses of water at different levels to create different sound and observe the vibration in the water.							
Materials Needed	String instruments, drums, rubber bands, radio or CD player, bell, glasses, colored water							
Associated Vocabulary	Vibrate, vibration, sound							
Assessment/ Connection Information	Music Connection: Have students feel the vibration created when playing string or percussion instruments. Have students ring a bell. Feel the vibration. What happens when the vibration stops? What happens when the sound stops?							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:	Participatory:						
SC.K.P.10.In.a Identify objects that create specific sounds.	SC.K.P.10.Su.a Match sounds to specific objects.	SC.K.P.10.Pa.a Recognize and respond to common sounds.						

Body of Knowledge: PHYSICAL SCIENCE

BIG IDEA 12: Motion of Objects							
A. Motion is a key characteristic of all matter that can be observed, described, and measured.							
B. The motion of objects can be changed by forces.							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			11/12	12/13	13/14	14/15	15/16
SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc. Complexity: High	Activity: Have students race sets of cars or objects. Which are fastest? Slowest? Why? How could you make it faster? Slower? Give students a chart to record the fastest of each pair. Text: Physical Science TE – Big Idea How Things Move – TE 2-28					
Required Activity	Create a chart on which students can classify objects that move according to how they move: push, pull, slide, spin, roll; or fast, slow						
Materials Needed	<ul style="list-style-type: none"> Floor map with streets, toy cars, solid shapes 						
Associated Vocabulary	Motion, fast, slow, record, investigate, observe, push, pull, predict, slide, roll, spin, vibrate, sound						
Assessment/Connection Information	Social Studies Connection: community helpers and their vehicles – SS.K.E.1.1 Math Connection: Compare the motion when you roll spheres, cubes, and other shapes – MA.K.G.2.4						
Access Points for Students with Significant Cognitive Disability							
Independent:	Supported:	Participatory:					
SC.K.P.12.In.a Identify ways that things move, such as fast or slow.	SC.K.P.12.Su.a Recognize that things move	SC.K.P.12.Pa.a Track objects in motion.					

Body of Knowledge: PHYSICAL SCIENCE

BIG IDEA 13: Forces and Changes in Motion								
A. It takes energy to change the motion of objects. B. Energy change is understood in terms of forces—pushes or pulls C. Some forces act through physical contact, while others act at a distance.								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			11/12	12/13	13/14	14/15	15/16	16/17
SC.K.P.13.1	Observe that a push or a pull can change the way an object is moving. Complexity: Low	Activity: Use an inclined plane (slide?) to demonstrate how different variables affect the movement of vehicles. One with and without wheels; varied sizes and weights; vary the incline of the plane. Text: Physical Science TE – Big Idea How Things Move– TE 10-19						
Required Activity	Teacher’s Edition: TT.Ie – TT.If – Record objects that you push and pull.							
Materials Needed	Toy vehicles, inclined plane, solid shapes, chart paper							
Associated Vocabulary	Push, pull, direction, observe, predict, slide, roll, spin, vibrate, sound							
Assessment/Connection Information	Language Arts Connection: opposites – push/pull; forward/backward; etc. Math Connection: MA.K.G.2.4							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SC.K.P.13.In.a Demonstrate pushing or pulling of an object to make it move.			SC.K.P.13.Su.a Recognize that pushing or pulling an object makes it move.			SC.K.P.13.Pa.a Track the movement of objects that are pushed or pulled.		

Body of Knowledge: LIFE SCIENCE

BIG IDEA 14: Organization and Development of Living Organisms

- A. All plants and animals, including humans, are alike in some ways and different in others.
- B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.
- C. Humans can better understand the natural world through careful observation.

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			11/12	12/13	13/14	14/15	15/16	16/17
SC.K.L.14.1	Recognize the five senses and related body parts. Complexity: Low	Activity: identify body parts and senses; identify smells in “smell jars”. Describe unseen objects in a bag after feeling. Text: Physical Science TE – Big Idea Observing Objects – TE T2-15						
SC.K.L.14.2	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. Complexity: Moderate	Activity: explore fables and nonfiction and compare animal characteristics. Text: Life Science – TE 6 (need more resources)						
SC.K.L.14.3	Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. Complexity: Moderate	Activity: observe the class pet and/or plant. List characteristics of each. Text: Life Science – TE 6 (need more resources)						
Required Activity	<ol style="list-style-type: none"> Match five senses to related body parts. Create a Venn Diagram to compare/contrast plants and animals. 							
Materials Needed	Literature: animal fiction/nonfiction ‘Feely’ box Baby food jars for smell items (cinnamon, lemon, vinegar, peppermint, etc.) Musical Instruments – for sound identification Magnifying glasses; spices for tasting (salt, sugar, etc.)							
Associated Vocabulary	Living, nonliving, investigation, describe, senses, estimating, observe, compare, object, round, square, rough, smooth, heavy, light, alike different							
Assessment/ Connection Information	Language Arts Connection: Read animal stories. Have students determine which characteristics portrayed are real and which are not. Record on chart paper. Health Connection: HE.K.C.1.5							
Access Points for Students with Significant Cognitive Disability								
Independent:	Supported:			Participatory:				

<p>SC.K.L.14.In.a Recognize the senses of sight, hearing, and smell and related body parts. SC.K.L.14.In.b Identify a behavior of an animal or plant in a book or other media that is not real. SC.K.L.14.In.c Identify differences in characteristics of plants and animals.</p>	<p>SC.K.L.14.Su.a Recognize the senses of sight and hearing and related body parts. SC.K.L.14.Su.b Distinguish a real animal and an animal that is not a living thing, such as a toy animal. SC.K.L.14.Su.c Match identical animals and plants.</p>	<p>SC.K.L.14.Pa.a Recognize and respond to one type of sensory stimuli. SC.K.L.14.Pa.b Distinguish between a plant and animal.</p>
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Appendix A

Vocabulary

Change
Characteristics
Cold
Compare
Day
Earth
Estimate
Evening
Full moon
Gravity
Heavy
Hot
Light
Living
Long
Material
Model
Moon
Morning
Motion

Night
Non-living
Noon
object
Observation
Observe
Plan
Predict
Pull
Push
Record
Roll
Rough
Round
Senses
Short
Slide
Smooth
Sort
spin

Square
Texture
Weight

Appendix B

4-H Materials

The Wakulla County 4-H Program in conjunction with the University of Florida endorses uses and shares resource materials that can be found at the following websites: <http://www.4-h.org/resource-library/curriculum/>

To utilize the resources available from the 4-H Agent, Sherri Kraeft, please contact her at (850) 926-3931 or sjkraeft@ufl.edu.

Bold indicates curriculum that focuses on Science, Mathematics and Technology skills.

	Project Book Title	Resource
A	Aerospace	http://www.aces.edu/dept/4Haero/
	Agriculture	http://projects.4-hcurriculum.org/curriculum/afterschoolag/
	ATV Safety	http://svia.4-h.org/atvsafety/
B	Beef	http://www.4-h.org/resource-library/curriculum/4-h-beef/
	Bicycle	
	Butterfly	http://www.flmnh.ufl.edu/wings/
C	Cat	
	Child Development	
	Citizenship	
	Communication	
	Computer	
	Consumer Savvy	
D	Dairy Cattle	
	Dairy Goat	
	Dog	
	Down-To-Earth	
E	Electric	
	Entomology	http://new.4-hcurriculum.org/projects/entomology/
	Entrepreneurship	
	Exploring 4-H	
	Exploring Your Environment	http://online.4-hcurriculum.org/curriculum/environment/
F	Financial	
	Fishing	http://4hfishing.org/
	Food, Culture & Reading	http://projects.4-hcurriculum.org/curriculum/fcr/

	Foods	http://www.four-h.purdue.edu/foods/
	Forestry	http://new.4-hcurriculum.org/projects/forestry/
G	Gardening	
	Geospatial	
H	Health and Fitness	http://new.4-hcurriculum.org/projects/health/HealthCurriculum.htm
	Health Rocks!	
	Horse	http://www.4-hcurriculum.org/projects/leadership/
L	Latino Cultural Arts	
	Leadership	http://new.4-hcurriculum.org/projects/leadership
M	Meat Goat	
	Microwave	
O	Outdoor Adventures	http://www.4-h.org/resource-library/curriculum/4-h-outdoor-adventures/project-
P	Pets	
	Photography	http://new.4-hcurriculum.org/projects/photography/
	Poultry	
Q	Quilting (Nebraska)	
R	Rabbit	http://www.4-h.org/resource-library/curriculum/4-h-rabbit/
	Reading/Financial Literacy	http://online.4-hcurriculum.org/curriculum/reading/
	Robotics	http://www.4-h.org/resource-library/curriculum/4-h-robotics/
S	Science Discovery	http://discoverscience.rutgers.edu/curriculum/about.html
	Service Learning	
	Sewing	http://new.4-hcurriculum.org/projects/sewing/
	Sheep	
	Small Engines	http://new.4-hcurriculum.org/projects/smallengines/
	Swine	http://www.4-h.org/resource-library/curriculum/4-h-swine/
T	Theater Arts	
	There's No New Water	http://tnnw.4-hcurriculum.org/curriculum/water/
V	Veterinary Science	http://www.4-h.org/resource-library/curriculum/4-h-veterinary-science/
	Visual Arts	http://new.4-hcurriculum.org/projects/visualarts/
W	The Power of the Wind	http://online.4-hcurriculum.org/curriculum/wind/
	Woodworking	
	Workforce Readiness	

Appendix C

Sample Long Range Plans

1. Physical Science – Section 1 – Big Idea 1
Observing Objects/Scientific Inquiry
2. Physical Sciences – Section 1 – big Idea 14 (1 Benchmark)
Senses and Body
3. Physical Science – Sections 1 and 3 – Big Idea 8
Sorting by attributes – this is also a math standard
4. Earth Science – Day and Night – Big Idea 5 (Benchmarks SC.K.E.5.2 – SC.K.E.5.6)
Sections 1, 2, and 3
5. Life Science – How Animals Are Alike and Different – Big Idea 14 (SC.K.L.14.3)
Sections 1, 2, 3 – does not compare animals to plants
6. Physical Science –How things Move
--Sections 1 and 2 – How Things Move (Gravity) – Big Ideas 12 and 13
--Section 3 – Sound – Big Idea 10
7. Life Science – How Plants Are Alike and Different – Big Idea 14 (SC.K.L.14.3)
--Section 1 – Living Things
--Section 2 – Parts of a Plant – This is a 1st Grade Standard
--Section 3 – How Plants are Alike / throughout seasons
8. Physical Science – Observing Objects – big Idea 8
--Section 2 – Observing by Weight and Temperature
-doesn't use thermometer – just refers to hot/cold