

AMHERST PUBLIC AND PELHAM ELEMENTARY SCHOOLS – CURRICULUM MAP

ELEMENTARY SCIENCE KINDERGARTEN	Unit Title: FLOAT AND SINK
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SECTION	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S)& STANDARD(S) PreK–2
What floats? What sinks?	1 WEEK	<ul style="list-style-type: none"> Some solid objects sink in water; some objects float. 	Follow directions to conduct a simple scientific test.	Student worksheets	PS 1
Heavier and Lighter	1 WEEK	<ul style="list-style-type: none"> You can often predict whether an object will float or sink by holding the object and thinking about how similar objects behave in water. When a scale is balanced the objects on one side weigh the same as the objects on the other side. Heavier objects are more likely to sink. Lighter objects are more likely to float. Objects that are about the same size can be heavier or lighter. 	Cooperate to get the work done.	Student products	PS 2 PS 5 T/E 1.1
Making floating things sink	1 WEEK	<ul style="list-style-type: none"> Objects that float can be changed in ways that cause them to sink. Objects that sink can be changed in ways that cause them to float. 	Record results graphically.	Weekly teacher checklists	T/E 1.2 T/E 1.3
Making floating things sink	1 WEEK	<ul style="list-style-type: none"> Engineers change materials to solve problems. Many problems solved by engineers can have more than one solution. Objects that sink can be changed in ways that cause them to float. 	Communicate results in a teacher-guided class discussion.		Skills of Inquiry
			Agree or disagree respectfully.		
			Talk about discoveries and listen to other investigators.		

Massachusetts Science and Technology/Engineering Curriculum Framework, October 2006

Physical Sciences (PS); Grades PreK–2

PS 1 Sort objects by observable properties such as size, shape, color, weight, and texture.

PS 2 Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

PS 5 Recognize that under some conditions, objects can be balanced.

Technology/Engineering, Grades PreK-2

Materials and Tools

T/E 1.1 Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

T/E 1.2 Identify and explain some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

T/E 1.3 Identify and describe the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

Skills of Inquiry, Experimentation, and Design

- Ask questions about objects, organisms, and events in the environment.
- Tell about *why and what would happen if?*
- Make predictions based on observed patterns.
- Name and use simple equipment and tools (e.g., rulers, meter sticks, thermometers, hand lenses, and balances) to gather data and extend the senses.
- Record observations and data with pictures, numbers, or written statements.
- Discuss observations with others.