

Unit/Topic Title: **Predicting Changes**

Trimester: **3rd**

Estimated Time (When): **March (4 weeks) 20 days**

Standard(s)	
<ul style="list-style-type: none"> 1. Physical Science 2. Life Science 	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions ➤ Explain and illustrate with examples how living systems interact with the biotic and abiotic environment ➤ Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection 	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
<ul style="list-style-type: none"> • Objects have properties and characteristics (1.1) • Living things develop in predictable patterns (2.2) 	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> • Make simple observations, predictions, explanations, and generalizations based on real-life experiences (1.1.b.) • Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles (2.2.b.) 	Inquiry Questions: <ul style="list-style-type: none"> • How are various objects similar and different? • How do different living things change over time? • What are some similarities and differences in how living things develop? • How do the adults of various animals compare to younger versions of those same animals?
	Relevance and Application: <ul style="list-style-type: none"> • Use scientific tools such as magnets, magnifying glasses, scales, and rulers in investigations and play. • Butterflies have a predictable growth cycle. • Leaves on a tree change color and fall every year.
	Nature of Science: <ul style="list-style-type: none"> • Be open to and curious about new tasks and challenges. • Explore and experiment.

	<ul style="list-style-type: none"> • Show capacity for invention and imagination. • Ask questions based on discoveries made while playing. • Show a capacity for invention and imagination when looking for patterns of development.
Essential Vocabulary	
<ul style="list-style-type: none"> ➤ Mastery: predict, observe, explain, patterns and life cycle 	
Assessments	
<ul style="list-style-type: none"> ➤ Teaching Strategies GOLD™ <ul style="list-style-type: none"> • 12. Remembers and connects experiences • 12b. Makes connections <ul style="list-style-type: none"> ○ 6. Draws on everyday experiences and applies this knowledge to a similar situation • 23. Demonstrates knowledge of patterns <ul style="list-style-type: none"> ○ 6. Extends and creates simple repeating patterns 	
Instructional Resources	
<ul style="list-style-type: none"> ➤ The Creative Curriculum System - <u>Objectives for Development and Learning: Birth Through Kindergarten</u>, pages 126-131. ➤ Science To-Go Kits: Shapes, Shapes and More Shapes, Seeing Red and Other Colors, Classy Color, Tempting Tidbits, Colorama 	