

2nd Quarter- Science	WHAT IS MY CHILD LEARNING?	HOW CAN I HELP AT HOME?
Kindergarten	<p><u>Inquiry Process</u></p> <ul style="list-style-type: none"> • Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. • Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier). 	<ul style="list-style-type: none"> • Cut out pictures from old magazines or Sunday ads and sort them in groups such as: living vs. nonliving, animals with fur, animals with scales, animals with skin, and animals with feathers... • Use the same pictures as mentioned above and sort objects by tall vs. short or heavy vs. light (animals, fruits...).
	<p><u>Science in Personal and Social Perspectives</u></p> <ul style="list-style-type: none"> • Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier. 	<ul style="list-style-type: none"> • Talk and explain to your student that humans need tools to get jobs done. Talk about what tools you use while you cook or what tools you use when you are at school. Also, dive into specific professions and talk about what tools a dentist uses or a carpenter.
	<p><u>Physical Science</u></p> <ul style="list-style-type: none"> • Identify the following observable properties of objects using the senses: <ul style="list-style-type: none"> -shape -texture -size -color • Compare objects by the following observable properties: <ul style="list-style-type: none"> -size -color -type of material • Describe spatial relationships (i.e., above, below, next to, left, right, 	<ul style="list-style-type: none"> • While eating dinner, have your student focus a particular food and have them use describing words (adjectives) to describe the shape, texture, size, and color of that particular food. Ask them what sense(s) they are using to help them. • Get an empty glass and spoon. Ask you student to place the spoon in different locations relative to the glass. Such as: “place the spoon next to the glass”, “place the spoon inside the glass”, “put the spoon so that it is above the glass”. Model and explain any

	-middle, center) of objects.	vocabulary (above, below, next to...) that they do not understand.
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