

<b>SCIENCE Quarter 3</b>	<b>WHAT IS MY CHILD LEARNING?</b>	<b>HOW CAN I HELP AT HOME?</b>
Kindergarten	<p><b>Inquiry Process:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.</li> <li>• Participate in guided investigations in life, physical, and earth and space sciences.</li> <li>• Perform simple measurements using non-standard units of measure to collect data.</li> </ul>	<ul style="list-style-type: none"> <li>• At home, practice safely using materials needed during an experiment.</li> <li>• Go ahead and explore and create experiments at home with an adult.</li> <li>• Use tools and practice measuring items used in your experiment to collect data.</li> </ul>
	<p><b>History and Nature of Science:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.</li> <li>• Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], supports Strand 4).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different occupations and how each occupation utilizes Science in their field every day.</li> <li>• Discuss people from the past and how each person has made an impact in Science.</li> </ul>
	<p><b>Life Science:</b></p> <ul style="list-style-type: none"> <li>• Identify some plants and animals that exist in the local environment.</li> <li>• Identify that plants and animals need the following to grow and survive: <ul style="list-style-type: none"> <li>• food</li> <li>• water</li> <li>• air</li> <li>• space</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Go outside and identify plants and animals you see in your neighborhood.</li> <li>• Discuss how important it is for animals and plants to have: food, water, air and space in order to live.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what changes are seen (if you have any of the following at home) in an aquarium, any farm or plant terrarium.</li> </ul>
	<p><b>Physical Science:</b></p> <ul style="list-style-type: none"> <li>• Investigate how applied forces (push and pull) can make things move.</li> <li>• Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity).</li> <li>• Sort materials according to whether they are or are not attracted by a magnet</li> <li>• Identify familiar everyday uses of magnets (e.g., in toys, cabinet locks, decoration).</li> </ul>	<ul style="list-style-type: none"> <li>• Observe if you pull or push the following items at home: a wagon, stroller, a big toy truck and a pet on a leash.</li> <li>• Grab some magnets from your refrigerator and explore!</li> <li>• Make two groups at home and identify which items do attract to magnets and which items do not attract to magnets.</li> <li>• See what items you have at home that have a magnet on them and discuss why each items needs a magnet and how you can utilize each magnet.</li> </ul>