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SCIENCE PARENT GUIDE – UNIT 2 1111

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| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **Earth Materials** | |
| **DESCRIPTION** | |
| In this unit, students will use their senses to group earth materials (soil, rocks, water, and air) and make observations about the physical world by describing, comparing, and sorting items according to physical attributes (i.e. number, shape, texture, size, weight, and color). | |
| **KEY WORDS TO KNOW** | |
| * **Rock**- the solid, hard part of the earth under the soil * **Soil**- The part of Earth's surface that is made of tiny rocks and bits of dead plants and animals. * **Water**- the clear liquid that has no color, taste, or smell, that falls from clouds as rain, that forms streams, lakes, and seas. * **Air**- What people breathe but cannot see, taste, or smell. It's a natural resource. * **Physical**- object known through the senses * **Attributes** - things that belong; characteristics that help identify or describe an object * **Earth**- the planet we live on * **Identify**- able to recognize | **AT HOME VOCABULRY STRATEGIES**  1. Read aloud with your child.  2. Use vocabulary words in daily conversations.  3. Build a word wall or window.  4. Play simple vocabulary games.  5. Relate words to real life experiences.  http://1.bp.blogspot.com/-QOn2S_p5PU8/Vg5eWgC54BI/AAAAAAAAPuU/lQnA-gp1UkM/s640/vocabulary.png |

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| **Recommended Children’s Literature (Available at your local public library or Amazon).**  *Dirt. Steve Tomecek. National Geographic (2002).*  *Earth: Our Planet in Space. Seymour Simon. Simon and Schuster (2003).*  *Everybody Needs a Rock. Byrd Baylor. Aladdin Paperbacks (1985)*  *Soil. Chris Oxlade. Heinemann (2002).*  *Water. Frank Asch. Voyager Books (2000).*  *Rocks: Hard, Soft, Smooth, and Rough. Natalie Rosinsky. Picture Window Books (2003).*  *Me and My Senses. Joan Sweeney. Crown Books for Young Readers (2003).*  *My Five Senses. Aliki. HarperCollins (1989).*  *Matter: See It, Touch It, Taste It, Smell It. Darlene Stille. Picture Window Books (2004).*  *Toys. Marvin Hackley. National Geographic.*  *A World of Change. Natalie Lunis and Nancy White. Newbridge Educational Publishing (1999).* | | | |
| **Earth Materials** | | | |
| **Important Concepts**  **Addressed in this Unit** | **Sample Problems** | | **How You Can Help Your Child** |
| **Georgia Standards of Excellence**  **SKE2. Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).**  a. Ask questions to identify and describe earth materials—soil, rocks, water, and air.  b. Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).  c. Use tools to observe and record physical attributes of soil such as texture and color.  **Science and Engineering Practices**   * Obtain, evaluate and communicate information. * Ask questions * Construct an argument from evidence   **Crosscutting Concepts**   * Structure and Function   **Core Idea**   * Physical Attributes * Earth Materials * Classifying | **Circle words which describe the object below.**    Bumpy  Soft  Hard  Rough  Smooth  **Identify the following Earth materials:** | | **Videos**  Brainpop: Soil -  <https://www.brainpop.com/science/earthsystem/soil/>  Brainpop: Types of Rocks -  <https://www.brainpop.com/science/earthsystem/typesofrocks/>  Brainpop: Water -  <https://www.brainpop.com/science/earthsystem/water/>  Types of Soils -  <https://www.youtube.com/watch?v=uS7zfeK4OTQ>    Sorting Rocks - <https://www.youtube.com/watch?v=tvueJLIfcUU>  **Online Literature**  Science A-Z: Earth’s Surface  <https://www.sciencea-z.com/main/MaterialDetail/material_id/3184>  The Scoop on Soil  <https://cdn.acceleratelearning.com/system/element_files/contents/65299/original/GA_KE2C_ELABORATE_ObservingSoil_ReadingScience.pdf?1492624925?jRbHr8P3MR5fbSDpl6Ft5x7FkqAsrtszghrsZP-0tMm63CmLGZ7kUEK-GqtS9LVb> |
| **CHANGES TO SCIENCE STANDARDS: Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.** | | | | | |
| **Science and Engineering Practices**  Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.  **Crosscutting Concepts**  Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas  **Core Ideas**  Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology. | | |  | | |