

Fair Lawn First Grade Curriculum Mapping for Harcourt Science Program

Updated 1/18/2006

Overall First Grade Essential Question
How are living things in the environment interconnected?
How does the process of scientific inquiry help us to learn?

Months	Unit Essential Questions	Content	Skills	Assessments	Lessons/Activities
Sept	Intro: Ready, Set, Science How do we use our senses? How do we use inquiry skills? How do we use science tools? NJCCS: Language Arts: 3.1, 3.2, 3.3, 3.4. Science: 5.1, 5.6 Life Skills: 9.2.	Intro to science Scientific Method The five senses Inquiry skills: Inquiry: How Your Senses Work Inquiry: Fruit Protection Inquiry: Compare Fruit	Compare Contrast Classify Describe Observe Identify Predict Respond Critical Thinking	Teacher observation, student participation -oral -hands on Completed work - journals - experiments - projects - performance task	Read Aloud: My Five Senses Sampling of foods relating to taste, smell, and texture. Investigate closer using microscope and magnifying glasses. Science Safety. CROSS-CURRICULUM: Journal writing and read aloud, literature connection.
Oct Nov Revisit Insects in Spring May June Butterfly release	Living Things (Plants and Animals) What are living and non-living things? What do animals need? How can we group animals? How do animals grow and change? What do plants need? What are the parts of a plant? How do plants grow and change? How can we group plants? NJCCS: Language: 3.1, 3.2, 3.3, 3.4, 3.5 Math: 4.1, 4.2, 4.4, 4.5 Science: 5.1, 5.5 Technology: 8.1 Life Skills: 9.2	-living things -non-living things -habitats -environment -animals -birds -reptiles -amphibians -fish -insects -water -water -weather -prey/predatory -protection -shelter -life cycle	Compare Contrast Connect Data graphing Investigate Classify Describe Explore Organize Observation Identify Predict Respond Communicate -Written -Oral Listening Questioning	Teacher observation, student participation -oral -hands on Completed work - journals - experiments - projects - performance task	Unit Experiment: What do seeds need to grow? Inquiry: classification activity. Modeled Lesson: Characteristics of a Lady Bug Inquiry: Experiment about watering of a plant or sunlight variation, food coloring, etc. Inquiry: Observing a flower and its parts using a variety of seeds and bulbs. Inquiry: Observe food colored dye move up the stem in celery and/or a carnation. Connect to five senses unit. NOTE: Provide live examples of animals and-or the life cycle: grow a frog, and butterflies, chick hatching, ant farm, plant growth observation through out year. The Following are suggested ideas: CLASS TRIPS: Bronx Zoo, Van Saun zoo, nature walk, farm visit. SCHOOL ACTIVITY: Planting, plant and animal specimens. TECHNOLOGY EXPERIENCES: Unitedstreaming, publisher website, science videos, digital microscope CROSS-CURRICULUM: measurement/weight comparison, length of time for development, location around world, journal writing, non-fiction guided reading, read aloud, literature connection.