



Month: January Week: 3

Subject: Science

Day 1	Topic(s)		Foundation(s)	
	Theme: MLK Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd		SC1.2: Demonstrate awareness of the physical properties of objects.	
Indicators				
	Younger Preschoolers		Older Preschoolers	
	Identify materials that make up objects		Identify materials that make up objects	



Activities

The Magical Milk project will allow the children to see how liquid reacts to each other while creating beautiful art. Put in a bowl 1 cup of milk, then add dots of food coloring to the milk. Dip the Q-Tip into the dish soap and then place the tip in the milk to see the reaction and the colors changing. Ask the children during this time what they observed and what they think will happen next.

Resources and Materials

Milk, Food coloring, Q-tip, Dawn dish soap, trays, cotton ball

Topic Related Language/ Key Vocabulary

Supports



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Day 2	Topic(s) Theme: MLK Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd		Foundation(s) SC5.1: Demonstrate scientific curiosity
Indicators			
	Younger Preschoolers Observe with a focus on details		Older Preschoolers Independently use simple tools to investigate to increase understanding,



Activities	
Shape Scavenger Hunt: Draw on paper a shape and allow the children to find an item in the room that is the same shape.	
Resources and Materials	
• Paper • Markers	
Topic Related Language/ Key Vocabulary	Supports
	



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Day 3	Topic(s) Foundation(s)	
	Theme: MLK Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd	SC1.1: Demonstrate ability to explore objects in the physical world.
Indicators		
	Younger Preschoolers	Older Preschoolers
	Ask questions about physical properties and changes in the physical world.	Ask questions and draw conclusions about physical properties and the physical world.



Activities	
Teachers will prepare the activity Oil and Water Science Project by Busy Toddlers. Teachers will follow the directions of the site for the classroom.	
Resources and Materials	
• Oil • water • food coloring • small cups • pipettes/ syringes	
Topic Related Language/ Key Vocabulary	Supports



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Day 4	Topic(s) Theme: MLK Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd		Foundation(s) SC 3.2: Demonstrate awareness of the preservation, protection, and care of living creatures and plants.
Indicators	Younger Preschoolers Begin to recognize that plants and animals need food, water, air, and sun to survive.		Older Preschoolers Describe basic things plants and animals need to live and grow,



Activities	
View the Growing Lima Beans page and follow the activity. Each day children and teachers will chart how their lima bean is spouting by keeping a daily journal of what it is doing. They will draw a picture each day to chart the growth of their sprouts.	
Resources and Materials	
• Sandwich Zip Bag, Cotton Ball, Lima Beans, Water • Composition Notebook/ Notebook/ Stapled Papers as a book • Pencils and Crayons	
Topic Related Language/ Key Vocabulary	Supports



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Day 5	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: MLK Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd</td><td>SC6.2: Demonstrate algorithmic thinking and debugging.</td></tr></table>		Topic(s)	Foundation(s)	Theme: MLK Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd	SC6.2: Demonstrate algorithmic thinking and debugging.
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Indicators						
	<table><tr><th>Younger Preschoolers</th><th>Older Preschoolers</th></tr><tr><td>Demonstrate knowledge of when a set of steps is in order or out of order.</td><td>Demonstrate an understanding of when a task requires a set of ordered steps.</td></tr></table>	Younger Preschoolers	Older Preschoolers	Demonstrate knowledge of when a set of steps is in order or out of order.	Demonstrate an understanding of when a task requires a set of ordered steps.	
Younger Preschoolers	Older Preschoolers					
Demonstrate knowledge of when a set of steps is in order or out of order.	Demonstrate an understanding of when a task requires a set of ordered steps.					



Activities

Repeating sequence with Magna Tiles: Make the pattern that repeats itself, but leave out tiles at the end and let the children figure out what comes next. To scaffold the learning, have missing tiles in the pattern and have them to solve what comes next.

Resources and Materials

- Magna Tiles

Topic Related Language/ Key Vocabulary

Supports