

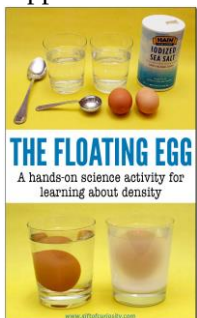


Month: March Week: 3 Subject: Science

Day 1	<table> <tr> <th data-bbox="362 392 894 430">Topic(s)</th><th data-bbox="894 392 1421 430">Foundation(s)</th></tr> <tr> <td data-bbox="362 430 894 703"> Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle </td><td data-bbox="894 430 1421 703">SC5.1 Demonstrate scientific curiosity</td></tr> </table>	Topic(s)	Foundation(s)	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SC5.1 Demonstrate scientific curiosity
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Indicators	<table> <tr> <th data-bbox="362 751 894 814">Younger Preschoolers</th><th data-bbox="894 751 1421 814">Older Preschoolers</th></tr> <tr> <td data-bbox="362 814 894 1003">Can explore objects using their senses and describe what they see.</td><td data-bbox="894 814 1421 1003">Can make predictions about what they will see through their binoculars and describe observations in detail.</td></tr> </table>	Younger Preschoolers	Older Preschoolers	Can explore objects using their senses and describe what they see.	Can make predictions about what they will see through their binoculars and describe observations in detail.
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Can explore objects using their senses and describe what they see.	Can make predictions about what they will see through their binoculars and describe observations in detail.				
Activity: The teacher will introduce the concept of observation by asking, <i>"How do we see things far away?"</i> and discussing how binoculars help us look at birds and other objects in nature. Children will use toilet paper rolls, string, and decorations to create their own binoculars. Once completed, they will use them to look around the room and outside for birds, trees, and moving objects. The teacher will ask, <i>"What do you see? Can you describe it?"</i> Challenge for Older Preschoolers: Older preschoolers will be encouraged to make a prediction about what they think they will see before using their binoculars. After observing, they will compare what they expected to what they actually saw.					
Resources/Materials • Paper towel rolls • String • Markers, stickers, or other decorations	<table> <tr> <td data-bbox="545 1465 881 1803"> Key Vocabulary: Observe, look, see </td><td data-bbox="881 1465 1421 1803"> Support:  </td></tr> </table>	Key Vocabulary: Observe, look, see	Support: 		
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Month: March Week: 3 Subject: Science

Day 2	Topic(s)	Foundation(s)
	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SC1.2 Demonstrate awareness of the physical properties of objects
Indicators		
	Younger Preschoolers	Older Preschoolers
	Can describe what happens when objects are placed in water.	Can make predictions about which objects will sink or float and explain why.
Activity: The teacher will introduce the concept of floating and sinking by asking, "<i>What happens when you put something in water?</i>" Children will be given real eggs and asked to predict if they will sink or float. The teacher will demonstrate placing an egg in fresh water (it sinks) and then adding salt to the water to see if the egg will float. Children will be asked to describe what happens and discuss why the salt made a difference. Challenge for Older Preschoolers: Older preschoolers will be asked to sort other small classroom objects (feathers, plastic toys, coins) into two groups: things they think will sink and things they think will float. After testing, they will discuss why certain objects behaved the way they did.		
Resources/Materials	Key Vocabulary:	Support:
- Large clear containers of water - Eggs - Salt	Sink, float, water	

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Day 3	Topic(s)	Foundation(s)
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	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SC3.1 Demonstrate awareness of life
Indicators	Younger Preschoolers	Older Preschoolers
	Can observe and imitate how birds move.	Can describe how birds use wings to fly and compare how different birds move.
Activity: The teacher will ask children, <i>"Have you ever seen a bird fly? How do they do it?"</i> The class will watch a short video or view pictures of birds in flight and discuss how their wings help them stay in the air. Children will then pretend to be birds, flapping their arms fast or slow to mimic different flying styles. The teacher will guide a discussion on why some birds fly high and others stay close to the ground. Challenge for Older Preschoolers: Older preschoolers will be asked to compare different types of birds and describe how they fly differently (e.g., eagles glide, hummingbirds flap quickly). They will also be introduced to the idea of air pushing against wings to help birds fly.		
Resources/Materials	Key Vocabulary:	Support:
Tablet	Fly, wings, air	How Birds Fly? - The Dr. Binocs Show Best Learning Videos For Kids Peekaboo Kidz

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Day 4	Topic(s)	Foundation(s)
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	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants
Indicators	Younger Preschoolers	Older Preschoolers
	Can participate in creating a simple bird feeder.	Can describe why birds need food and how people can help protect them.
Activity: The teacher will begin by showing the class a picture of a recycled plastic bottle bird feeder and asking, “<i>What do birds eat? How do they find food?</i>” The teacher will explain that sometimes birds struggle to find food, especially in colder months, and that making a bird feeder can help. Children will help make a bird feeder using a recycled plastic bottle, two wooden dowels or sticks, and birdseed. The teacher will demonstrate how to cut holes in the bottle for the perches and feeding openings (pre-cut for safety). Children will take turns pouring birdseed into the bottle and helping attach it to a secure outdoor location. After placing the bird feeder outside, the teacher will ask children to predict, “<i>What kinds of birds do you think will come?</i>” Over the next few days, children will observe the feeder and report any bird activity. Challenge for Older Preschoolers: Older preschoolers will be encouraged to draw a picture of a bird using the feeder and describe what they see. They will also discuss how helping birds find food connects to protecting the environment and brainstorm other ways people can help birds, such as keeping nature clean or planting flowers that attract birds.		
Resources/Materials • Empty plastic bottles (pre-cut by the teacher) • Wooden dowels or sticks for perches • Birdseed • String or wire for hanging the feeder • Funnel for pouring birdseed	Key Vocabulary: Feed, hungry, help	Support: 

Month: March Week: 3 Subject: Science

Day 5	Topic(s)	Foundation(s)
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	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SC5.1 Demonstrate scientific curiosity
Indicators	Younger Preschoolers	Older Preschoolers
	Can describe what birds they saw throughout the week.	Can compare different bird species and describe their features.
Activity: The teacher will ask children to reflect on the week's activities by asking, "<i>What birds did we see this week? What did you learn about birds?</i>" Using a chart with pictures of birds, children will take turns marking which birds they spotted outside or near their bird feeder. The teacher will guide a discussion about the different colors, sizes, and movements of the birds observed. Challenge for Older Preschoolers: Older preschoolers will be encouraged to compare two birds they saw and describe how they are different. They will also be asked to predict what birds they might see in different seasons and explain why birds migrate.		
Resources/Materials	Key Vocabulary: Watch, spot, describe	Support:
• Bird watching chart • Pictures of birds for comparison • Markers or stickers		