

# Inquiry

## Question & Investigate

- ◇ Scientific investigations involve asking and trying to answer a question about the natural world by making and recording observations.

## Explain

- ◇ Scientists develop explanations using recorded observations to describe patterns using tallies, tables, picture graphs, or bar-type graphs.

## Communicate

- ◇ Scientists report on their observations to other scientists, using drawings and words. They also listen to and use observations made by other students.

## Communicate

- ◇ Observations are more reliable if repeated, especially if repeated by different people.

## Intellectual Honesty

- ◇ All scientific observations must be reported honestly and accurately.

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# Science Vocabulary

- Absorb
- Air
- Around
- Backward
- Base
- Behavior
- Body
- Center
- Change
- Common
- Compare
- Construction
- Corner
- Describe
- Design
- Different
- Dry
- Edge
- Egg
- Female
- Fewer
- Fiber
- Float
- Force
- Forward
- Graph
- Habitats
- Horizontal
- Human made
- Inner
- Layer
- Liquids
- Magnifier
- Male
- Mix
- More
- Motion
- Natural
- Observation
- Outer
- Over
- Patterns
- Predict
- Prefer
- Properties
- Protect
- React
- Recycle
- Rough
- Same
- Sand
- Shape
- Sink
- Slick
- Soak
- Soil
- Solids
- Sort
- Spread
- Strong
- Structure
- Submerge
- surface
- Temperature
- Texture
- Thermometer
- Thick
- Thin
- Question
- Vertical
- Water
- Wood
- Yolk

## Tacoma Priority Science Standards 2011-12 for Kindergarten



### Supporting Science at Home

- 1. Keep a science notebook at home for your child to write questions, make observations and record notes.**
- 2. Talk to your child about science that is happening at school.**
- 3. Take advantage of local resources around Tacoma.**

# BIG Picture

The *Tacoma Priority Science Standards* are adapted from The *Washington State Science Standards*.

“The standards are not the curriculum. The standards describe what all students at this grade level are expected to know and be able to do in the area of science.” \* The purpose of this document is to clarify standards taught at each grade level and to provide strong support for students, parents, teachers, and the broader community by guiding the alignment of the school curriculum, instruction and assessment.”

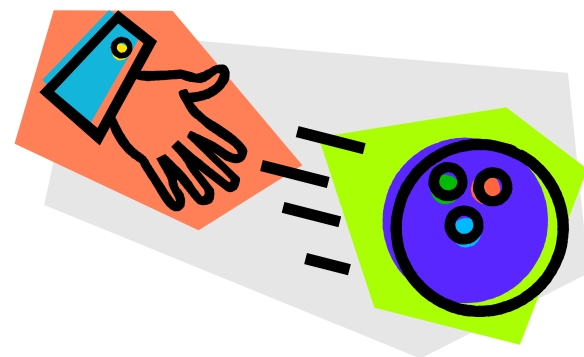
*\*Revised Washington State K-12 Science Standards. Page 1*

# Systems & Application

- ◇ Living and nonliving things are made of parts. People give names to the parts that are different from the name of the whole object, plant, or animal.
- ◇ Some objects can easily be taken apart and put back together again while other objects cannot be taken apart without damaging them like books, pencils, plants, and animals.
- ◇ Common tools can be used to solve problems.
- ◇ Different materials are more suitable for some purposes than for other purposes.
- ◇ A problem may have more than one acceptable solution.
- ◇ Counting, classifying, and measuring can sometimes be helpful in solving a problem.

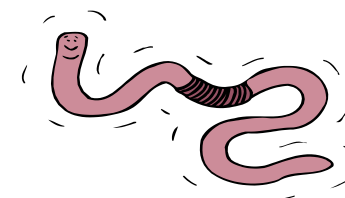
# Physical Science

- ◇ The position of an object can be described by locating it relative to another object or to the object's surrounding. *The flagpole is higher or lower than the roof.* (Animals 2 x 2)
- ◇ Motion is defined as a change in position over time. (Animals 2 x 2)
- ◇ A force is a push or pull. Pushing or pulling can move an object. The speed an object moves is related to how strongly it is pushed or pulled. (Wood & Paper)
- ◇ Some forces act by touching and other forces can act without touching. (Animals 2 x 2)



# Life Science

- ◇ All animals have various external parts. (Animals 2 x 2)
- ◇ The parts of an animal appear different under a magnifier compared with the unaided eye. (Animals 2 x 2)
- ◇ Different animals use their body parts in different ways to see, hear, grasp objects, and move from place to place. (Animals 2 x 2)
- ◇ Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water. (Animals 2 x 2)
- ◇ A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water and shelter. (Animals 2 x 2)
- ◇ Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there. (Wood & Paper)



# Earth Science



- ◇ Some objects occur in nature; others have been designed and processed by people. (Wood & Paper)