

## Unit III: Changes I see in my world

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### Unit-Related standards and benchmarks:

#### Social Studies

**K.1.1.1** Students will make comparisons between people and events of today and long ago.

**K.1.1.2** Students will define history as a story about the past.

**K.2.1.4** Students will name the four seasons and the characteristics of each one.

**K.2.1.5** Students will explain how the four seasons affect people, animals, and plants.

**K.6.1.2** Students will recognize and use a computer as a technology tool.

#### Science: (Roman numeral indicates strand)

I.B.3.2 Explain how environmental changes affect behavior and survival of living things.

I.B.2.1 Describe how living things change as they grow.

I.B.3.3 Describe how humans and other living things cause positive and negative changes in their environment.

II. B.3.1 Describe daily weather patterns.

II. B.3.2 Describe seasonal weather changes.

II. B.3.3 Describe the phases of the moon.

III. B.1.3 Describe the properties of materials existing as a solid, liquid, or gas.

III. B.1.4 Give examples of how the mixing of materials can bring about change.

<b>I see changes in weather and seasons</b>	
<b>Enduring understandings/Concepts:</b>	
<ul style="list-style-type: none"> <li>• Changes are all around us.</li> <li>• The world outside reflects the changes of seasons and weather.</li> <li>• Seasons and weather follow a cycle of change.</li> </ul>	
<b>Essential Questions</b>	<b>Content Overview/objectives:</b>
<ul style="list-style-type: none"> <li>• How do we mark changes outdoors?</li> <li>• How does weather change?</li> <li>• How do living things change?</li> </ul>	<ol style="list-style-type: none"> <li>1. Weather and seasons change and are observable: what are the characteristics of different seasons? How do we dress for different weathers?</li> <li>2. We can observe change over time: trees, seasons, plant growth, animal growth/change, etc.</li> <li>3. Changes outside (weather) affect how we live: clothes, leisure, work, responsibilities, etc.</li> </ol>

**Materials and Resources:**

Books/Titles	Textbooks/resources	Manipulatives/visuals/software
Look, Listen, Learn The Jacket I wear in... Un dia de nieve/A Snowy Day Weather/Hace tiempo Is It Spring yet?	SS: Our Country	

***Unit Activities/Ideas:***

- Make ice cream: observe change in cream as it gets colder; observe ice, melting into water
- Make ice in ice cube trays
- Make rain: boil a kettle of water underneath a cookie sheet filled with ice—the cold metal of the cookie sheet causes the steam to condense on it, and it rains down! Place the cookie sheet on top of glasses or cups turned upside down.
- Make a “seasons” book: students each keep a log (like the tree book) of the changes they observe all through the year for the seasons—maybe complete summer together, based on what they remember.
- Have a bear/animal/person that gets “dressed” everyday according to the weather. Some days, pretend to be someplace else (like Mexico, etc.) and dress for the “Vacation.”
- Have the students celebrate a season a week: one week, it’s summer, so all activities/clothing/books/activities relate to summer: have a beach party on Friday, with kids in shorts and tank tops (over their winter clothes--!), have fun in the sun, pretend to go swimming, eat popsicles (make them in ice-cube trays—also a way to observe liquids changing to solids). Have one week for fall: carve a pumpkin, bake a pumpkin pie (liquid to solids, again!), do leaf painting/printing, etc.; have a week for winter—make snowflakes, build snowmen with marshmallows and write about them, etc. Spring: make flowers, do a maypole, watch chicks hatch, bring umbrellas and play in the ‘rain’--??
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<b>I see changes in nature</b>	
<b>Enduring understandings/Concepts:</b>	
<ul style="list-style-type: none"> <li>We see changes everywhere.</li> <li>Living things are always changing!</li> <li>Nature shows signs of change.</li> </ul>	
<b>Essential Questions</b>	<b>Content Overview/objectives:</b>
<ul style="list-style-type: none"> <li>How do we observe changes in nature?</li> <li>Why do some changes happen over and over (cycle)?</li> <li>Why can't living things stay the same?</li> </ul>	<ol style="list-style-type: none"> <li>Trees change over the cycle of seasons.</li> <li>Animals change over their lifetimes and/or within the cycle of seasons: hibernation, metamorphosis, etc. (life cycle and weather cycle)</li> <li>We can observe change over time: trees, seasons, plant growth, animal growth/change, etc.</li> </ol>

**Materials and Resources:**

Books/Titles	Textbooks/resources	Manipulatives/visuals/software
Life in a tree Colors in the desert Bear Snores on.... Las estaciones (BB)	Science: Trees unit	

**Unit Activities:**

- Plant seeds; watch them grow and log changes.
- Keep tree logs (tree book); mark the changes.
- Whole group: discuss ways we observe change (senses, signs, etc.)
- Have students bring in **signs** of change in living things outside (brown leaves, branches with no leaves, dried plants, etc.)
- Lots of things to do related to animal cycles—bears hibernating (Bear Snores On), etc.

<b>I see changes over time (Then and Now)</b>	
<b>Enduring understandings/Concepts:</b>	
<ul style="list-style-type: none"> <li>• People are always changing—like me!</li> <li>• The way we do things today is different from in the past.</li> <li>• Some things change but are still the same.</li> </ul>	
<b>Essential Questions</b>	<b>Content Overview/objectives:</b>
<ol style="list-style-type: none"> <li>1. How is the past different from the present?</li> <li>2. How am I different today from yesterday?</li> <li>3. How can something change but still be the same?</li> <li>4. How do we observe change?</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal changes in kindergarteners: from babies to students.</li> <li>2. Things were very different in the past: school, transportation, communication, daily life, customs/routines, leisure</li> <li>3. We can see changes in the world and people around us over time</li> </ol>

**Materials and Resources:**

<b>Books/Titles</b>	<b>Textbooks/resources</b>	<b>Manipulatives/visuals/software</b>
	SS: Then and Now	<ul style="list-style-type: none"> <li>• Baby pictures/current pictures</li> <li>• Pictures of old fashioned things: cars, planes, homes, clothing, etc.</li> </ul>

Suggested Activities:

***Baby Pictures***

Students bring in baby pictures; compare with current pictures

**Center:** Match baby pictures to names, and/or to current pictures

**Whole group activity:** Have children brainstorm ways they are different today than when they were babies.

**Writing:** have students write about (with baby picture) how they are different today than yesterday--

***Old-time pictures***

Find pictures on-line of different items, both OLD and NEW: washing machine, car, plane, television, radio, sink, toilet (outhouse), sink/wash basin, etc., school desk, pen/pencil, classroom, stove

**Center:** Match old picture to new picture of each item; match items to words