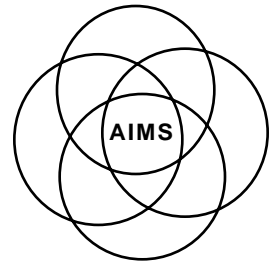


Michigan's
SCIENCE
Standards and Benchmarks
and
Suggested *AIMS* Activities



Primary Level
Grades K-2



Compiled by
Michigan AIMS Facilitators

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Michigan Science Content Standards and Working Draft Benchmarks and Correlated AIMS Activities

Key to abbreviations and typeface:

Italics indicate the source of the activity. 5.02 means volume 5, number 2 of the AIMS Magazine or Newsletter.

I. Construct New Scientific and Personal Knowledge Elem K-2

Content Standard 1:

All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previous learned knowledge.

How do scientists ask questions that help them learn about the world.

I.1.E.1

C1	Generate reasonable questions about the world, based on observation.
	Observe a Leaf <i>Primarily Plants</i>
	Observe a Tree <i>Primarily Plants</i>
	Fishful Thinking <i>Critters</i>
	The Two Liter Aquarium..... <i>Series 2 Primary Binder</i>
	Mealworms Under Glass7.04
	Water Watchers5.06
	Drying on the Line 9.07
	The Mini Water Cycle <i>Water Precious Water</i>
	Melt a Cube, Keep a Cube <i>Primarily Physics</i>
	Grapes to Raisins <i>Fall into Math and Science</i>
	Sound is Vibration <i>Primarily Physics</i>
	Sensational Observations.....11.08
	Schoolyard Safari13.03
	A Snap of Time <i>Cycles of Knowing and Growing</i>
	Clownin' Around.....12.01

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How do scientists figure out answers to their questions by investigating the world?

I.1.E.2

C2 Develop solutions to unfamiliar problems through reasoning, observation, and/or experiment.

Melt a Cube, Keep a Cube	<i>Primarily Physics</i>
A Pumpkin Cover Up	8.03
Magniviewer	9.10
A World of Discovery (Song)	9.10
What's the Skinny?	10.09
Touch Tells Much	11.08
Holiday Sense.....	11.05
A Safe Landing	<i>Under Construction</i>
What a Corny Life	<i>Cycles of Knowing and Growing</i>
Observing Bulbs	<i>Cycles of Knowing and Growing</i>

I.1.E.3

C3 Manipulate simple mechanical devices and explain how they work.

Construct Musical Instruments	<i>Primarily Physics</i>
My Styrophone	<i>Primarily Physics</i>
You are My Sunshine	<i>Spring into Math and Science</i>
Time for Tools	<i>Under Construction</i>
Tools of the Trade	<i>Under Construction</i>
Can It Open	<i>Under Construction</i>
Tall Walls	<i>Under Construction</i>

I.1.E.4

C4 Use simple measurement devices to make metric measurement.

Let me Count the Ways	1.04 & <i>Primarily Bears</i>
All Around the Apple	5.02
Water in Apples	<i>Jaw Breakers and Heart Thumpers</i>
Bear Facts	1.02
Rock Hounds and Bears	4.04
Look at Me Now	9.02

How do scientists learn about the world from books and other sources of information

I.1.E.5

C5 Develop strategies and skills for information gathering and problem solving.

Sound Energy	<i>Primarily Physics</i>
Energy	<i>Primarily Physics</i>
Heat Energy	<i>Primarily Physics</i>
Energy Concept Map	<i>Primarily Physics</i>

How do scientists communicate their findings to other scientists and the rest of society?

I.1.E.6

C6 Construct charts and graphs and prepare summaries of observations.

Because most AIMS activities include opportunities for students to construct charts and graphs and prepare summaries of observations, individual activities are not listed here.

II. Reflect on the Nature, Adequacy and Connections Across Scientific Knowledge - Elem K-2

Content Standard 1:

All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.

How do scientists decide what to believe?

II.1.E.1

R1 Develop and awareness of the need for evidence in making decisions scientifically.

Can it Matter 10.02
Teddy Bears and Oranges *Primarily Bears*
The Orange and Water *Off the Wall*

How is science related to other ways of knowing?

II.1.E.2

R2 Describe the relationship of science to other forms of creative expression such as language arts and fine arts.

Gingerbread Kids 6.05
Leaf Printing *Primarily Plants*
The Mitten 5.06
Made by Nature Made by Me 11.01

How do science and technology affect our society?

II.1.E.3

R3 Describe ways in which technology is used in everyday life.

When I was 10 *Electrical Connections*
Time for Tools *Under Construction*
Tools of the Trade *Under Construction*
Tool Tales *Under Construction*
Why Wheels? 13.02

II.1.E.4

R4 Develop an awareness of the impact of human activity on the environment

Missing Moths *Critters*
Little Sprouts *Water Precious Water*
After Lunch *Cycles of Knowing and Growing*

How have people of diverse cultures contributed to and influenced developments in science?

II.1.E.5

R5 Develop an awareness of contributions made to science by people of diverse backgrounds.

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III. Use Scientific Knowledge from the Life Sciences in Real-World Contexts - Elementary K-2

CELLS

Content Standard 1:

All students will apply an understanding of cells to the functions of multicellular organisms; and explain how cells grow, develop and reproduce.

What are cells?

III.1.E.1

LC1 Describe cells as living systems.

Eggstra Explorations *Spring into Math & Science*

ORGANIZATION OF LIVING THINGS

Content Standard 2:

All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions.

How are groups of living things classified?

III.2.E.1

LO1 Compare and classify familiar organisms on the basis of observable physical characteristics.

Leaf Facts	<i>Primarily Plants</i>
Leaf Safari	<i>Primarily Plants</i>
Sorting Leaves	<i>Primarily Plants</i>
Evergreen	7.05
Observe a Leaf.....	<i>Primarily Plants</i>
Observe a Tree	<i>Primarily Plants</i>
Wings and Webs	<i>Critters</i>
Spiders and Insects	<i>Critters</i>
Mealworms under Glass	7.04
Move Along Mealworm	9.01
Mealworm Hop (Song)	9.01
Beetle Mania	11.02
Pets are Part of the Picture	5.10
Seed Sort	<i>Primarily Plants</i>
Observing Seeds	<i>Primarily Plants</i>
Seeds, Spores and More.....	<i>Primarily Plants</i>
Seeds Travel.....	<i>Primarily Plants</i>
Helicopters and Parachutes	<i>Primarily Plants</i>
Apples A Peel to Me	<i>Fall into Math and Science</i>
Sherlock Combs the Yard	1.10
Lenses and Ladybugs	9.08

III.2.E.2

- LO2 Describe vertebrates in terms of observable body parts and characteristics.
- Undercover *Critters*
 - Fishful Thinking *Critters*
 - Fish Puzzle *Primary series 2 binder*
 - Mealworm Hop (Song) 9.01
 - Mammals on My Mind *Bats Incredible*
 - Megabat & Microbat *Bats Incredible*
 - Classroom Safari *Critters*
 - Eyeful of Color *Fall into Math and Science*
 - Fingerprinting *Jawbreakers & Heart Thumpers*
 - I am Growing 9.02
 - Dichotomous Key for Creature Features 5.05

How do life cycles of living things differ?

III.2.E.3

- LO3 Describe life cycles of familiar organisms.
- Mealworms under Glass 7.04
 - Move Along Mealworm 9.01
 - A Time of Their Own *Cycles of Knowing and Growing* and 9.03
 - Silkworms *Cycles of Knowing and Growing*
 - Just a Little Sprout *Cycles of Knowing and Growing*
 - Golden House *Cycles of Knowing and Growing*
 - Fallen Leaf *Cycles of Knowing and Growing*

How do living things obtain and use energy?

III.2.E.4

- LO4 "Compare and contrast food, energy, and environmental needs of similar organisms."
- Food Chains & Webs *Critters and 9.09*
 - Home on the Range *Critters*
 - Caring Cubes 13.02

How are the parts of living things adapted to carry out specific functions?

III.2.E.5

- LO5 Describe functions of selected seed plant parts.
- Noses for Nectar *Bats Incredible*
 - Inside a Seed *Primarily Plants*
 - Plant Parts Song 7.05

HEREDITY

Content Standard 3:

All students will investigate and explain how characteristics of living things are passed on through generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes.

How are characteristics of living things passed on through generations?

III.3.E.1

LH1 Give evidence that characteristics are passed from parents to young.
 Eyeful of Color *Fall Into Math and Science*

EVOLUTION

Content Standard 4:

All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time.

How do scientists trace the origin and development of species?

III.4.E.1

LE1 Explain how fossils provide evidence about the nature of ancient life.

In what ways are living things adapted (suited) to survive in their environments?

III.4.E.2

LE2 Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments.

Gone Fishing *Critters*
 Seeds Spores and More *Primarily Plants*
 Seeds Travel *Primarily Plants*
 Hide and Seek *Critters*
 Noses for Nectar *Bats Incredible*
 Missing Moths *Critters*
 Web Threads *12.03*
 I'm Stuck on You *9.05*

ECOSYSTEMS

Content Standard 5:

All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment and analyze how humans and the environment interact.

How are parts of an ecosystem related and how do they interact?

III.5.E.1

LEC1 Identify familiar organisms as part of a food chain or food web & describe their feeding relationships within.

Food Chains & Webs9.09

Food Chain of the Pond Song8.05

III.5.E.2

LEC2 Explain common patterns of interdependence and interrelationships of living things.

People Need Plants *Primarily Plants*

Two Liter Aquarium..... *Primary Series 2 workshop binder*

How is energy distributed to living things in an ecosystem?

III.5.E.3

LEC3 Describe the basic requirements for all living things to maintain their existence.

The Earthworm *Critters*

Make a Terrarium2.08

A Seed Grows *Primarily Plants*

A Fallen Leaf 11.07

How do communities of living things change over time?

III.5.E.4

LEC4 Design systems that encourage growing of particular plants or animals.

Home on the Range *Critters*

The Two Liter Aquarium..... *Primary Series 2 binder*

What a Corny Life *Cycles of Knowing and Growing*

How do humans and the environment interact?

III.5.E.5

LEC5 Describe positive and negative effects of humans on the environment.

Pollution Solution *Overhead and Underfoot*

Paper - A Pressing Issue9.06

Bitter Litter*Overhead & Underfoot*

Air Catchers 12.04

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IV. Use Scientific Knowledge From the Physical Sciences in Real-World Contexts - Elem K-2

MATTER AND ENERGY

Content Standard 1:

All students will measure and describe the things around us; explain what the world around us is made of ; identify and describe forms of energy; and explain how electricity and magnetism interact with matter.

How do we describe the things around us?

IV.1.E.1

PME1 Classify common objects and substances according to observable attributes: color, size, shape, smell, hardness, texture, flexibility, length, weight, buoyancy, states of matter, magnetic properties.

Webs and Wings	<i>Critters</i>
Sorting Leaves	<i>Primarily Plants</i>
Popped or Not	7.10
Touch & Tell	<i>Sensible Science</i>
Making Sense from Scratch	<i>Sensible Science</i>
Crazy Over Cranberries	9.04
Cranberry Chorus	9.04
Joys of Jelly Beans	<i>Primarily Bears</i>
Gummy Bears	<i>Primarily Bears</i>
Sorting Seeds	<i>Primarily Plants</i>
What Do You Think Will Float?	<i>Spring into Math & Science</i>
Floating Fruit	<i>Spring into Math & Science</i>
Rock Groups	<i>Primarily Earth</i>
Rocks and More Rocks	<i>Primarily Earth</i>
Sherlock Combs the Yard	<i>Overhead and Underfoot</i>
You Drive Me Crackers	<i>Fall into Math & Science</i>
Lucky Shamrocks	<i>Spring into Math & Science</i>
Canned Scents	<i>Sensible Science</i>
Pick Pockets	10.04
Pouring Over Matter	11.09
Changes in Matter	12.02

How do we describe the things around us?

IV.1.E.2

PME2 Measure weight, dimensions, and temperature of appropriate objects and materials.

What's Hot & What's Not	9.09
A Bear Eggs-pedition	7.09
Think Hot, Think Cold	<i>Primary Series 2 Binder</i>
Leaf Safari	<i>Primarily Plants</i>
Crazy Over Cranberries	9.04
A Little Cup Will Do It	<i>Water Precious Water</i>
Make a Paper Thermometer	<i>Primarily Physics</i>

Let Count the Ways	<i>Primarily Bears</i>
Bear Facts	<i>Primarily Bears</i>
Teddy Bear Math	<i>Primarily Bears</i>
My Shoe	4.06
My Rock	4.02 and <i>Primarily Earth</i>
Rock Hounds and Bears	4.04
Water in Apples	<i>Jaw Breakers and Heart Thumpers</i>
Washers & Dryers	8.02
Eggstra Explorations	<i>Spring into Math & Science</i>
What's Hot and What's Not	9.09
Size-Wise	10.07

What is the world around us made of?

IV.1.E.3

PME3 Identify properties of materials which make them useful.

Melt a Cube, Keep a Cube	<i>Primarily Physics</i>
What will a Magnet Attract?	<i>Mostly Magnets</i>
Stick to it	<i>Mostly Magnets</i>
What Do You Think Will Float?	<i>Spring into Math & Science</i>

IV.1.E.4

PME4 Identify forms of energy associated with common phenomena.

Energy Concepts	<i>Primarily Physics</i>
Heat Energy	<i>Primarily Physics</i>
You Are My Sunshine	<i>Spring into Math & Science</i>
Sizing Up Sails	10.03
The Beat of the Drum	11.04

How do electricity and magnetism interact with matter?

IV.1.E.5

PME5 Describe the interaction of magnetic materials with other magnetic materials and non-magnetic materials.

What will a Magnet Attract?	<i>Mostly Magnets</i>
Stick To It	<i>Mostly Magnets</i>
Fish & Clips.....	<i>Mostly Magnets</i>
Hungry Hounds	<i>Mostly Magnets</i>

IV.1.E.6

PME6 Describe the interaction of charged materials with other charged or uncharged materials.

Electric Breakfast	<i>Glide into Winter</i>
Static Strokes	<i>Electrical Connections</i>
All Charged	7.02

IV.1.E.7

PME7 Describe possible electrical hazards to be avoided at home and at school.

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CHANGES IN MATTER

Content Standard 2: All students will investigate, describe and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy.

How does matter change?

IV.2.E.1

PCM1 Describe common physical changes in matter (size, shape, melting, freezing, dissolving) and the heat energy that accompanies some changes.

The Mini Water Cycle.....	<i>Water, Precious Water</i>
Drying on the Line	9.07
Melt a Cube, Keep a Cube	<i>Primarily Physics</i>
Grapes to Raisins	<i>Fall into Math and Science</i>
Raisin Bread	6.03
Let's make Ice Cream	6.06
Can It Matter?	10.02
What Can This Matter Be? (Song)	10.02
What Makes Rain?	<i>Primarily Earth</i>
A Disappearing Act	<i>Primarily Earth</i>
Water to Ice to Water.....	<i>Primarily Earth</i>
Frosty Forms	12.06

IV.2.E.2

PCM2 Prepare mixtures and separate them into their component parts.

Sandy Magnet	<i>Off the Wall Science</i>
Fish & Clips	<i>Mostly Magnets</i>
Seed Sort	<i>Primarily Plants</i>
Soil Samplers	6.09
That Sorted Soil	6.10

How do living things (and human technology) change matter and transform energy?

IV.2.E.3

PCM3 Construct simple objects that fulfill a technological purpose.

You are my Sunshine	<i>Spring into Math & Science</i>
Make a Musical Instrument	<i>Primarily Physics</i>
My Styrophone	<i>Primarily Physics</i>
Sounding off like a Lion	<i>Primarily Physics</i>
One Straw Kite	3.08
Make a Thermometer	<i>Primarily Physics</i>
Magnaviewer.....	9.10
Magnify.....	<i>Primarily Physics</i>

MOTIONS OF OBJECTS

Content Standard 3:

All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions.

How do things move around us?

IV.3.E.1

PMO1 Describe or compare motions of common objects in terms of speed and direction.

Spinning Ghosts	<i>Fall into Math and Science</i>
Rotor Promotor	<i>The Sky's the Limit</i>
Sizing Up Sails	10.03

Why do things move as they do?

IV.3.E.2

PMO2 Describe that forces (pushes or pulls) are needed to speed up, slow down, stop, or change the direction of a moving object.

Hungry Hounds	<i>Mostly Magnets</i>
Huff and Puff	<i>Spring into Math and Science</i>
A Tall Fall	10.01
Why Wheels?	13.03
Shapes on the Move	12.03
Feather Relays	13.04

How can we control the motions of objects?

IV.3.E.3

PMO3 Use simple machines to make work easier.

Take it Easy	<i>Popping with Power</i>
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WAVES AND VIBRATIONS

Content Standard 4:

All students will describe sounds and sound waves; explain shadows, colors, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy.

How can we describe sound?

IV.4.E.1

PWV1 Describe sounds in terms of their properties (pitch, loudness)

Sound Energy	<i>Primarily Physics</i>
Sound is Vibration	<i>Primarily Physics</i>
Voice Box	<i>Primarily Physics</i>
The Sounds of Music	<i>Primarily Physics</i>
How to Construct Musical Instruments.....	<i>Primarily Physics</i>

IV.4.E.2

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PWV2 Explain how sounds are made.

Sound Energy	<i>Primarily Physics</i>
Sound is Vibration	<i>Primarily Physics</i>
Slinky Sound	<i>Primarily Physics</i>
Sounding off like a Lion.....	<i>Primarily Physics</i>

How can we describe light?

IV.4.E.3

PWV3 Describe light from a light source in terms of its properties.

Light Sources	<i>Primarily Physics</i>
Just Passing Through	<i>Primarily Physics</i>
Mirrors Reflect	<i>Primarily Physics</i>
Prism Power	<i>Primarily Physics</i>

IV.4.E.4

PWV4 Explain how light illuminates objects.

IV.4.E.5

PWV5 Explain how shadows are made.

Me and My Shadow	<i>Pieces & Patterns</i>
Mr. Groundhog, Mr. Groundhog...	<i>Cycles of Knowing and Growing</i>

V. Use Scientific Knowledge from the Earth and Space Sciences in Real World Contexts - Elementary K-2

GEOSPHERE

Content Strand 1:

All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources.

What is the earth's surface like?

V.1.E.1

EG1 Describe major features of the earth's surface.

Were you aware?	<i>Water Precious Water</i>
Surf and Sand Toss	<i>Finding your Bearings</i>
The Earth's Features	<i>Primarily Earth</i>

V.1.E.2

EG2 Recognize and describe different types of earth materials.

Soil Samplers	6.09
That Sorted Soil	6.10
My Rock	4.02 and <i>Primarily Earth</i>
What Makes Soil?	<i>Revised Overhead and Underfoot</i>
Rock Groups	<i>Primarily Earth</i>
Rocks and More Rocks	<i>Primarily Earth</i>
Soil Study	<i>Primarily Earth</i>
Sandpile	<i>Primarily Earth</i>
Dirt Baggers	<i>Cycles of Knowing and Growing</i>

How do the earth's features change over time?

V.1.E.3

EG3 Explain how rocks and fossils are used to understand the history of the earth.

V.1.E.4

EG4 Describe natural changes in the earth's surface.

Sand Pile	7.09
Erosion Song	9.05
Rain Away	<i>Water, Precious Water</i>
Ice Breakers	<i>Primarily Earth</i>
Agent Erosion	<i>Primarily Earth</i>
Quaking Earth	<i>Primarily Earth</i>
Volcanoes	<i>Primarily Earth</i>

What effect has technology had on the earth's surface and resources?

V.1.E.5

EG5 Describe uses of materials taken from the earth.

The Earth Has What We Need!	<i>Primarily Earth</i>
We Use Rocks and Minerals	<i>Primarily Earth</i>

V.1.E.6

EG6 Demonstrate means to recycle manufactured materials and a disposition toward recycling.

Paper-A Pressing Issue.. <i>Cycles of Knowing and Growing</i> and	9.06
Let's Recycle	5.02
We Use Rocks and Minerals.....	<i>Primarily Earth</i>
Plastics by the Number	11.09
A New Look for an Old Bag	<i>Cycles of Knowing and Growing</i>

HYDROSPHERE

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Content Standard 2:

All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; analyze the interaction of human activities with the hydrosphere.

Where is water found on the earth and what are its characteristics?

V.2.E.1

EH1 Describe how water exists on earth in three states.

Were You Aware? *Water Precious Water*

Mini Water Cycle *Water Precious Water*

How much of Our World is Water?..... *Water Precious Water*

Where is Water? *Primarily Earth*

How does water move?

V.2.E.2

EH2 Trace the path that rain water follows after it falls.

Moving Raindrops *Water Precious Water*

Water Cycle Song *9.07*

Drying on the Line *9.07*

Water Watchers..... *5.06*

Washers and Dryers *8.02*

Water in Apples *Jaw Breakers and Heart Thumpers*

What Makes Rain? *Primarily Earth*

A Disappearing Act *Primarily Earth*

Water to Ice to Water..... *Primarily Earth*

How do human activities interact with the hydrosphere?

V.2.E.3

EH3 Identify sources of drinking water.

A Little Cup Will Do It *Water Precious Water*

V.2.E.4

EH4 Describe uses of water.

Drip Drop Flip Flop *Water Precious Water*

Just a Little Drip *9.09*

ATMOSPHERE AND WEATHER

Content Standard 3:

All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere.

What makes up weather and how does it change from day to day, from season to season and over long periods of time?

V.3.E.1

EAW1 Describe the atmosphere.

Inverted Tumbler in the Aquarium *Off the Wall Science*
 A Close Look at Air *Primarily Earth*
 Air is There..... *Primarily Earth*
 The Wind Blows *10.08 and Primarily Earth*

V.3.E.2

EAW2 Describe weather conditions and climates.

Thermometer *Primarily Physics*
 The Wind Blows *10.08 and Primarily Earth*
 Which Way? *Primarily Earth*
 Cloudy Weather *Primarily Earth*
 Watching the Weather *Primarily Earth*
 Air Temperature *Primarily Earth*
 Temperature Cold - Hot and Cold *11.07*
 Watching the Weather *Primarily Earth*

V.3.E.3

EAW3 Describe seasonal changes in weather.

The Mitten: An Integrated Unit *5.06*
 Mighty Mittens *Glide into Winter*
 Teddy Bears Dress for Summer *Primarily Bears*
 Apple Art *Fall into Math & Science*
 Season-O *Cycles of Knowing and Growing*

What are the relationships between human activity and the atmosphere?

V.3.E.4

EAW4 Explain appropriate safety precautions during severe weather.

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SOLAR SYSTEM, GALAXY AND UNIVERSE

Content Standard 4:

All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe.

How does our planet and sun compare to other planets and star systems?

V.4.E.1

ES1 Describe the sun, moon, and earth.

How do objects in the solar system move?

V.4.E.2

ES2 Describe the motions of the earth and moon around the sun.

Me and My Shadow*Pieces & Pattern*
Sky Watchers *Cycles of Knowing and Growing*
Mr. Groundhog, Mr. Groundhog... *Cycles of Knowing and Growing*
Look at the Moon *Cycles of Knowing and Growing*
Shadow Shows*12.01*