



Teacher Learning Report Kindergarten Science

Properties and Patterns of Objects	Unit	CHECKPOINT		
		1	2	3
K.5 Matter and energy. The student knows that objects have properties and patterns.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2(B) plan and conduct descriptive investigations ⑧				
K.4(A) collect information using tools ⑧				
<i>connected K.1(A), K.1(B), K.2(A), K.3(A), K.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Properties of Matter				
K.5(A) observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture ⑧				
K.5(B) observe, record, and discuss how materials can be changed by heating or cooling ⑧				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ⑧				
K.2(E) communicate observations about investigations				
<i>connected K.2(C), K.3(B), K.3(C)</i>				



Teacher Learning Report Kindergarten Science

>> Force, Motion, and Energy

K.6 Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

K.2(B) plan and conduct descriptive investigations Ⓢ
K.4(A) collect information using tools Ⓢ
K.4(B) use the senses as a tool of observation

connected K.1(A), K.1(B), K.2(A), K.3(A)

Unit	CHECKPOINT		
	1	2	3

Content

Forms of Energy

K.6(A) use the senses to explore different forms of energy such as light, thermal, and sound

Magnets

K.6(B) explore interactions between magnets and various materials

Location

K.6(C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside

Motion

K.6(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow Ⓢ

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

K.2(D) record and organize data and observations Ⓢ
K.2(E) communicate observations about investigations

connected K.2(C), K.3(B), K.3(C)

Unit	CHECKPOINT		
	1	2	3


>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Science

Earth's Materials	Unit	CHECKPOINT		
		1	2	3
K.7 Earth and space. The student knows that the natural world includes earth materials.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(B) demonstrate how to use, conserve, and dispose of natural resources and materials K.2(B) plan and conduct descriptive investigations ⑧ K.4(A) collect information using tools ⑧ <i>connected K.1(A), K.2(A), K.3(A), K.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Rocks				
K.7(A) observe, describe, and sort rocks by size, shape, color, and texture ⑧				
Water				
K.7(B) observe and describe physical properties of natural sources of water, including color and clarity				
Uses of Rocks, Soil, and Water				
K.7(C) give examples of ways rocks, soil, and water are useful				
Physical Characteristics of Place				
 Social Studies Integration K.4(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ⑧ K.2(E) communicate observations about investigations <i>connected K.2(C), K.3(B), K.3(C)</i>				



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>> Patterns in the Natural World

K.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

K.2(A) ask questions about observations
K.4(B) use the senses as a tool of observation

connected K.1(A), K.1(B), K.2(B), K.3(A), K.4(A)

Unit	CHECKPOINT		
	1	2	3

Content

Objects in the Sky

K.8(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun [Ⓢ]

Unit	CHECKPOINT		
	1	2	3

Patterns in Weather and Seasons

K.8(A) observe and describe weather changes from day to day and over seasons

K.8(B) identify events that have repeating patterns, including seasons of the year and day and night

Process (Ways to Show)

K.2(D) record and organize data and observations [Ⓢ]
K.2(E) communicate observations about investigations
K.3(B) make predictions

connected K.2(C), K.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Science

Basic Needs of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
K.9 Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2(A) ask questions about observations K.2(B) plan and conduct descriptive investigations ⑧ <i>connected K.1(A), K.1(B), K.3(A), K.4(A), K.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Living and Nonliving Things				
K.9(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants ⑧				
K.9(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ⑧ K.2(E) communicate observations about investigations <i>connected K.2(C), K.3(B), K.3(C)</i>				



Teacher Learning Report Kindergarten Science

>> Characteristics of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
K.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2(A) ask questions about observations K.2(B) plan and conduct descriptive investigations ⓧ K.4(B) use the senses as a tool of observation <i>connected K.1(A), K.1(B), K.3(A), K.4(A)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Physical Characteristics of Plants and Animals				
K.10(B) identify basic parts of plants and animals ⓧ				
K.10(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape				
Inherited Traits				
K.10(C) identify ways that young plants resemble the parent plant				
Life Cycles				
K.10(D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ⓧ K.2(E) communicate observations about investigations K.3(B) make predictions <i>connected K.2(C), K.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Science

PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
K.1	The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.	Tools to Know			
K.2	The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.				
K.3	The student knows that information and critical thinking are used in scientific problem solving.	Ways to Show			
K.4	The student uses age-appropriate tools and models to investigate the natural world.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
K.1(A)	identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately				
K.1(B)	demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal				
K.2(A)	ask questions about organisms, objects, and events observed in the natural world				
K.2(B)	plan and conduct simple descriptive investigations ⑧				
K.4(A)	collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums ⑧				
K.4(B)	use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment				

WAYS TO SHOW		Unit	CHECKPOINT		
K.2(C)	collect data and make observations using simple tools				
K.2(D)	record and organize data and observations using pictures, numbers, and words ⑧				
K.2(E)	communicate observations about simple descriptive investigations				
K.3(A)	identify and explain a problem such as the impact of littering and propose a solution				
K.3(B)	make predictions based on observable patterns in nature				



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K.3(C) explore that scientists investigate different things in the natural world and use tools to help in their investigations				