



## Month: August Week: 2 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Theme: Fishing for Fun Number: 5 Letter: Xx Color: Silver Shape: Heart	SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects
Indicators	Younger Preschool	Older Preschool
	May notice and describe what happens when an object is placed in water.	May predict whether an object will float or sink and explain why.

### Activity: **Float or Sink? Pond Exploration**

Children will investigate what objects float and what sink by placing items into a tub of water. The teacher will model testing an object and describing its result using simple words like “It floats!” or “It sinks!” Younger preschoolers will focus on observing and naming what they see, while older preschoolers can make predictions before testing each item. The class will discuss why some things float while others sink, connecting their observations to real-life fishing or pond experiences. This experiment encourages curiosity, hands-on exploration, and early scientific thinking.

Resources/Materials <ul style="list-style-type: none"> <li>Water tub or clear bin</li> <li>Variety of objects (toy fish, rocks, corks, plastic spoons)</li> </ul>	Key Vocabulary: float, sink, water	Support:
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## Month: August Week: 2 Subject: Science

<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Fishing for Fun Number: 5 Letter: Xx Color: Silver Shape: Heart	<b>SC3.1</b> Demonstrate awareness of life <b>SC3.2</b> Demonstrate awareness of the preservation, protection, and care of living creatures and plants
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May point to a fish and say “water” when asked where it lives.	May describe a fish habitat and explain why fish need water to survive.

### Activity: **Fish Habitats - Where Do Fish Live?**

Children will explore pictures and models of fish in ponds, lakes, rivers, and oceans. The teacher will talk about how fish need clean water, food, and shelter to live. Younger preschoolers will focus on identifying fish in water, while older preschoolers will discuss differences between habitats and why fish need protection. The class will brainstorm ways people can help keep water safe for fish. This activity helps children build awareness of life science and caring for the environment.

Resources/Materials <ul style="list-style-type: none"> <li>Picture cards of different fish habitats</li> <li>Plastic fish models or figurines</li> </ul>	Key Vocabulary: fish, water, home	Support:
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## Month: August Week: 2 Subject: Science

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Fishing for Fun Number: 5 Letter: Xx Color: Silver Shape: Heart	SC1.1 Demonstrate ability to explore objects in the physical world SC5.1 Demonstrate scientific curiosity
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May scoop and pour water while noticing how it moves.	May compare objects in the water and describe what they see.

### Activity: **Water Sensory Bin with Nets**

Children will explore a water sensory bin filled with toy fish, shells, and nets. They will practice scooping and catching fish, noticing how the water feels and how objects move. Younger preschoolers will focus on exploring textures and practicing motor skills, while older preschoolers can compare objects (heavy vs. light, big vs. small) and describe their findings. The teacher will encourage children to ask questions about what happens when water is poured, splashed, or stirred. This activity promotes observation, fine motor skills, and curiosity.

#### Resources/Materials

- Toy fish, shells, and pebbles
- Small nets, cups, and scoops

#### Key Vocabulary:

water, catch, net

#### Support:





## Month: August Week: 2 Subject: Science

Day 4	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Fishing for Fun Number: 5 Letter: Xx Color: Silver Shape: Heart</td><td>SC2.1 Recognize seasonal and weather-related changes</td></tr></table>		Topic(s)	Foundation(s)	Theme: Fishing for Fun Number: 5 Letter: Xx Color: Silver Shape: Heart	SC2.1 Recognize seasonal and weather-related changes
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Indicators	<table><tr><th>Younger Preschool</th><th>Older Preschool</th></tr><tr><td>May point to clouds, sun, or rain when asked.</td><td>May explain how the weather affects activities such as fishing.</td></tr></table>		Younger Preschool	Older Preschool	May point to clouds, sun, or rain when asked.	May explain how the weather affects activities such as fishing.
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### Activity: Weather and Fishing - When Can We Fish?

Children will learn about different types of weather and how they affect fishing. The teacher will show weather cards (sunny, rainy, windy, cloudy) and ask which days would be good for fishing. Younger preschoolers will practice identifying weather symbols, while older preschoolers can discuss how rain, wind, or storms make fishing unsafe. The group will act out fishing on a “sunny day” versus stopping for “rain.” This activity connects science concepts to real-life experiences.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Weather cards (sun, rain, wind, clouds)</li> <li>Fishing props (toy rods, hats)</li> </ul>	<b>Key Vocabulary:</b> sun, rain, wind	<b>Support:</b> <a href="#">Blippi Goes Fishing! Educational Vid...</a>
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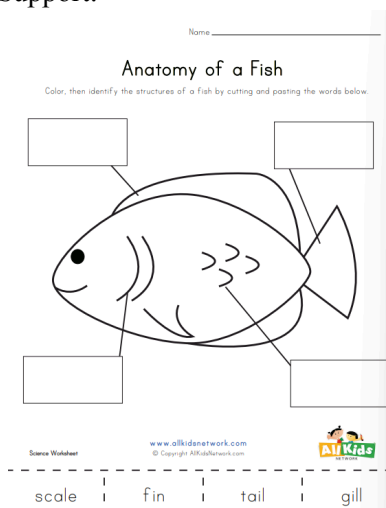


## Month: August Week: 2 Subject: Science

Day 5	<b>Topic(s)</b> Theme: Fishing for Fun Number: 5 Letter: Xx Color: Silver Shape: Heart		<b>Foundation(s)</b> <b>SC3.1</b> Demonstrate awareness of life <b>SC3.2</b> Demonstrate awareness of the preservation, protection, and care of living creatures and plants	
Indicators	<b>Younger Preschool</b>		<b>Older Preschool</b>	
	May point to body parts such as tail or fins when shown.		May describe how fish use fins, tails, and scales to survive.	

### Activity: **Parts of a Fish**

Children will study a large fish diagram or model to identify its parts, such as fins, tail, and scales. The teacher will explain how each part helps the fish live in water. Younger preschoolers may point to and name the parts with guidance, while older preschoolers can describe their functions (e.g., “The tail helps the fish swim”). Children will then create their own fish drawing, labeling the parts if able. This activity promotes awareness of animal features and their roles in survival.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Fish diagram or poster</li> <li>Plastic fish model (if available)</li> </ul>		<b>Key Vocabulary:</b> fin, tail, scale	<b>Support:</b> 
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