



## Month: July Week: 5 Subject: Science

<b>Day 1</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	<b>SC1.2</b> Demonstrate awareness of the physical properties of objects  <b>SC5.1</b> Demonstrate scientific curiosity
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May use words like “bumpy” or “soft” when touching natural objects.	May compare textures and use descriptive language to explain how things feel.
<b>Activity: <i>Nature Walk and Texture Hunt</i></b>  Take children on a short nature walk around the playground or outdoor space to collect items with different textures such as leaves, bark, rocks, and grass. Encourage them to feel each object and use words like rough, smooth, or bumpy to describe what they feel. After the walk, gather in a circle and sort the items into texture categories. Talk about how our sense of touch helps us learn about nature.		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Baskets</li> </ul>	<b>Key Vocabulary:</b> rough, smooth, bumpy	<b>Support:</b>



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<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	<b>SC1.1</b> Demonstrate ability to explore objects in the physical world  <b>SC1.2</b> Demonstrate awareness of the physical properties of objects
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May observe and follow the light with their eyes or hands.	May explain how the shadow changes when the object or light moves.
<p><i>Activity: Flashlight Shadows</i></p> <p>Dim the lights and give children flashlights and small objects (blocks, animals, or their hands) to explore shadow play. Show how shadows appear when the light shines on an object and how they move or change size when the light is closer or farther away. Let children take turns experimenting with their own shadows on the wall. Wrap up by talking about how the sun makes shadows too, just like the flashlight.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Flashlights</li> <li>Small objects or toys</li> </ul>	<b>Key Vocabulary:</b> shadow, light, dark	<b>Support:</b>



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<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	<b>SC3.1</b> Demonstrate awareness of life  <b>SC6.1</b> Demonstrate decomposition of larger tasks into smaller steps
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May sort animals by appearance with help.	May describe why animals go together (fins, live in water) and sort by category.
<b>Activity: <i>Ocean Animal Sorting</i></b>  Review ocean animals introduced earlier in the month using toy figures or picture cards. Ask children to sort the animals by characteristics such as swims/crawls, has fins/no fins, or big/small. Discuss where these animals live and what they might eat. Older preschoolers can group and explain their choices, while younger children can match and name.		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Ocean animal toys or cards</li> </ul>	<b>Key Vocabulary:</b> ocean, fish, fin	<b>Support:</b>



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<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	<b>SC3.1</b> Demonstrate awareness of life  <b>SC6.1</b> Demonstrate decomposition of larger tasks into smaller steps
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May point to and name stages with support.	May describe changes in the frog's life and put stages in order.

### Activity: *Frog Life Cycle Puzzle and Chart*

Revisit the frog life cycle with a hands-on puzzle or visual chart. Guide children through the stages: egg, tadpole, froglet, and adult frog. Invite them to sequence the stages and talk about what changes during each part of the life cycle. Use visuals to help describe the changes, and ask questions like "What happens to the tail?" or "Where does a frog live?"

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Frog life cycle chart or puzzle</li> <li>Frog toy figures (optional)</li> </ul>	<b>Key Vocabulary:</b> frog, tadpole, egg	<b>Support:</b>
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<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	<b>SC1.2</b> Demonstrate awareness of the physical properties of objects  <b>SC5.1</b> Demonstrate scientific curiosity
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May notice and react to temperature and melting.	May describe how the ice melts and makes the drink cold.
<p><i>Activity: Ice Keeps Drinks Cool</i></p> <p>Fill two clear cups, one with water and ice, and one with just water. Ask the children to touch both and describe how they feel. Over time, observe how the ice melts and talk about which drink stayed colder. Encourage children to explain what is happening to the ice and how it changes the water. Ask children what other food items they enjoy best when cold (e.g., ice cream, popsicles). This builds vocabulary and understanding of temperature and melting.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Clear plastic cups</li> <li>• Water and ice</li> </ul>	<b>Key Vocabulary:</b> ice, cold, melt	<b>Support:</b>