



## Month: September Week: 4 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Review	<b>SC2.1</b> Recognize seasonal and weather-related changes  <b>SC5.1</b> Demonstrate scientific curiosity
Indicators	Younger Preschool	Older Preschool
	May notice changes in the weather (e.g., “It’s windy,” “Leaves fall”).	May describe how fall is different from summer and give examples of seasonal changes.

### Activity: **Autumn: The Season of Change**

Children will discuss autumn and the changes that happen during the season. The teacher will guide a conversation about weather, leaves, clothing, and activities, comparing fall to summer and other seasons. Younger preschoolers may point to fall images and name what they see, while older preschoolers will draw a fall scene and write or dictate a short sentence about what happens in fall. Open-ended questions will encourage deeper thinking (e.g., “Why do you think leaves change colors?”).

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Seasonal photos or picture cards (summer vs. fall)</li> <li>Crayons/paper</li> <li>Chart paper/markers</li> </ul>	<b>Key Vocabulary:</b> fall, autumn, season	<b>Support:</b>
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## Month: September Week: 4 Subject: Science

<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review	<b>SC3.1</b> Demonstrate awareness of life  <b>SC5.1</b> Demonstrate scientific curiosity
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May recall one step in a plant or fruit life cycle.	May describe several steps in a plant or fruit life cycle using sequence words (first, next, last).

### Activity: **Life Cycle Recall**

Children will review the life cycle of plants and fruits from earlier weeks. The teacher will display picture cards showing seeds, sprouts, plants, flowers, and fruit. Younger preschoolers will match the pictures to sequence cards, while older preschoolers will retell the cycle in order and attempt to draw and label the stages.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Life cycle picture cards</li> <li>Sequencing chart</li> <li>Paper, crayons, pencils</li> </ul>	<b>Key Vocabulary:</b> seed, grow, plant	<b>Support:</b>
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## Month: September Week: 4 Subject: Science

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review	<p><b>SC1.1</b> Demonstrate ability to explore objects in the physical world</p> <p><b>SC2.1</b> Recognize seasonal and weather-related changes</p>
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May identify basic differences between day and night (e.g., sun/moon).	May describe activities we do during the day vs. at night and explain why.

### Activity: **Day vs. Night Sorting Game**

Children will review the concepts of day and night by sorting picture cards into two categories. Younger preschoolers will match simple symbols like the sun or moon, while older preschoolers will sort activity cards (sleeping, eating breakfast, playing outside) and discuss why each belongs to daytime or nighttime.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Day/night picture cards</li> <li>Sorting chart or mats</li> </ul>	<b>Key Vocabulary:</b> day, night, sun, moon	
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## Month: September Week: 4 Subject: Science

<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review	<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 identify foods as “yummy” or “yucky” or by simple taste words.	May categorize foods by taste (sweet, sour, salty, bitter) and explain preferences.

### Activity: **Taste Test Recap**

Children will revisit the taste test activity, sampling small safe foods representing sweet, sour, salty, and bitter. Younger preschoolers will taste and name what they like, while older preschoolers will sort foods into taste categories and record their responses on a chart. Teachers will guide the discussion by asking, “Which taste do you like best? Which taste do you not like?”

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Small samples of safe foods (e.g., apple, lemon, pretzel, dark chocolate)</li> <li>• Chart paper/markers</li> <li>• Plates, napkins</li> </ul>	<b>Key Vocabulary:</b> sweet, sour, salty, bitter	<b>Support:</b>
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## Month: September Week: 4 Subject: Science

<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review	<b>SC2.1</b> Recognize seasonal and weather-related changes  <b>SC5.1</b> Demonstrate scientific curiosity
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May identify types of weather (rain, sun, snow).	May match types of weather to clothing/activities and describe seasonal differences.
<b>Activity: Weather &amp; Seasons Review</b>  Children will revisit weather and seasons through a group chart. Younger preschoolers will place weather picture cards into categories (sunny, rainy, snowy), while older preschoolers will extend by explaining what people wear or do in that kind of weather. The teacher will encourage recall of past lessons and ask open-ended questions (“What do you like to do on a snowy day?”).		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Weather/season picture cards</li> <li>Chart paper/markers</li> <li>Crayons/paper</li> </ul>	<b>Key Vocabulary:</b> weather, season, sunny, rainy, snowy	<b>Support:</b>