



Month: August Week: 4 Subject: Science

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| Day 1 | Topic(s) | Foundation(s) |
| | Review Week | SC1.1 Demonstrate ability to explore objects in the physical world SC5.1 Demonstrate scientific curiosity |
| Indicators | Younger Preschool | Older Preschool |
| | May place objects in water and notice whether they float or sink. | May predict outcomes and explain why an object floated or sank. |

Activity: Float or Sink

Children will test a variety of small objects (toy fish, blocks, spoons, corks, rocks) in a tub of water. The teacher will encourage predictions before dropping each object in: “Do you think this will float or sink?” Younger preschoolers may simply watch and notice, while older preschoolers will give reasons for their predictions and outcomes. The group will talk about differences in size, shape, and material, sparking curiosity and observation skills.

Older Preschool Challenge (within activity): Chart results on paper with simple drawings of floating and sinking objects.

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| Resources/Materials <ul style="list-style-type: none"> ● Clear tub of water ● Toy fish, blocks, spoons, corks, rocks (variety of objects) | Key Vocabulary: float, sink, predict | Support: |
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| Day 2 | Topic(s) | Foundation(s) |
| | Review Week | <p>SC1.2 Demonstrate awareness of the physical properties of objects</p> <p>SC6.1 Demonstrate decomposition of larger tasks into smaller steps</p> |
| Indicators | Younger Preschool | Older Preschool |
| | May observe spinning motion with teacher modeling. | May spin independently and compare which tops spin faster or longer. |
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| <p>Activity: Spin & Motion with Tops Children will explore motion by spinning tops or similar toys. The teacher models how to spin a top and asks, “What do you notice?” Younger preschoolers will enjoy watching the tops move, while older preschoolers will compare spins: faster, slower, longer. The class will experiment with different surfaces (table, carpet, tray) to see if motion changes.</p> <p>Older Preschool Challenge (within activity): Older children can graph which surface made the top spin the longest.</p> | | |
| Resources/Materials <ul style="list-style-type: none"> • Spinning tops or toy spinners • Different surfaces | Key Vocabulary: spin, motion, fast | Support: |



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| Day 3 | Topic(s) | Foundation(s) |
| | Review Week | SC3.1 Demonstrate awareness of life SC5.1 Demonstrate scientific curiosity |
| Indicators | Younger Preschool | Older Preschool |
| | May make simple fingerprints and notice patterns. | May compare fingerprints and describe similarities and differences. |

Activity: Fingerprint Fun

Children will press fingers onto an ink pad and make prints on paper. The teacher will guide them to look closely using magnifying glasses, asking, “Do you see lines or swirls?” Younger preschoolers may simply enjoy the sensory aspect, while older preschoolers will compare prints with classmates, noticing uniqueness. This builds awareness of human features and observation skills.

Older Preschool Challenge (within activity): Encourage older children to sort prints into groups (swirls, lines, dots).

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| Resources/Materials <ul style="list-style-type: none"> • Ink pads or washable paint • Magnifying glass | Key Vocabulary: fingerprint, same, different | Support: |
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| Day 4 | Topic(s) | Foundation(s) |
| | Review Week | <p>SC2.1 Recognize seasonal and weather-related changes</p> <p>SC5.1 Demonstrate scientific curiosity</p> |
| Indicators | Younger Preschool | Older Preschool |
| | May identify weather cards (sun, rain, clouds). | May connect weather to activities (e.g., “We fish in sunny weather”). |

Activity: Weather & Fishing

Children will review weather conditions with picture cards, then play a simple fishing game. The teacher will ask, “What weather is good for fishing?” Younger preschoolers will sort weather pictures into categories, while older preschoolers will explain how weather affects outdoor activities. Then, children will use magnetic rods to “fish” for cards with pictures of fish, connecting science with play.

Older Preschool Challenge (within activity): Older children can match fish cards to a weather type they think fits best.

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| Resources/Materials <ul style="list-style-type: none"> Weather picture cards (sun, rain, clouds, wind) Magnetic fishing set or paperclip/rod fishing game | Key Vocabulary: weather, sun, rain | Support: |
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| Day 5 | Topic(s) | Foundation(s) |
| | Review Week | <p>SC1.1 Demonstrate ability to explore objects in the physical world</p> <p>SC6.2 Demonstrate algorithmic thinking and debugging</p> |
| Indicators | Younger Preschool | Older Preschool |
| | May push or roll objects and notice speed. | May predict which object will roll fastest and test multiple times. |
| <p>Activity: Predict & Test - Rolling Objects Children will test rolling different objects (ball, block, car, cylinder) down a ramp. The teacher will ask, “Which one will go fastest?” Younger preschoolers will roll objects for fun and watch results, while older preschoolers will predict, test, and repeat trials to check accuracy. This introduces the scientific method of prediction, testing, and results.</p> <p>Older Preschool Challenge (within activity): Older children can chart results with tally marks.</p> | | |
| Resources/Materials <ul style="list-style-type: none"> • Ramp (cardboard or wood) • Rolling objects: ball, block, toy car, cylinder | Key Vocabulary: roll, fast, test | Support: |