Connecticut Science

Grade Pre-K

Adopted 2010

Properties of Matter

1. **Objects have properties that can be observed and used to describe similarities and differences.** PK.1
    1. Use senses to make observations of objects and materials within the child's immediate environment.
    2. Use simple tools (e.g., balances and magnifiers) and nonstandard measurement units to observe and compare properties of objects and materials.
    3. Make comments or express curiosity about observed phenomena (e.g., "I notice that…" or "I wonder if…").
    4. Count, order and sort objects (e.g., blocks, crayons, toys) based on one visible property (e.g., color, shape, size).
    5. Conduct simple tests to determine if objects roll, slide or bounce.

Heredity and Evolution

2. **Many different kinds of living things inhabit the Earth.** PK.2
    1. Use the senses and simple tools to make observations of characteristics and behaviors of living and nonliving things.
    2. Give examples of living things and nonliving things.
    3. Make observations and distinguish between the characteristics of plants and animals.
    4. Compare attributes of self, family members or classmates, and describe how they are similar and different.

Energy in the Earth's Systems

3. **Weather conditions vary daily and seasonally.** PK.3
    1. Use the senses to observe and describe evidence of current or recent weather conditions (e.g., flags blowing, frost on window, puddles after rain, etc.).
    2. Notice weather conditions and use words and numbers to describe and analyze conditions over time (e.g., "it rained five times this month").
    3. Identify the season that corresponds with observable conditions (e.g., falling leaves, snow vs. rain, buds on trees or greener grass).
    4. Make judgments about appropriate clothing and activities based on weather conditions.

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Science and Technology in Society

4. **Some objects are natural, while others have been designed and made by people to improve the quality of life.** PK.4

    1. Observe, describe and sort building materials by properties such as strength, weight, stiffness or flexibility.
    2. Pose questions and conduct simple tests to compare the effectiveness of different building materials (e.g., blocks of wood, plastic, foam or cardboard) for constructing towers, bridges and buildings.
    3. Make judgments about the best building materials to use for different purposes (e.g., making the tallest tower or the longest bridge).
    4. Invent and explain techniques for stabilizing a structure.
    5. Compare block structures to pictures and to real structures in the neighborhood.