



IXL Skill Plan

Standards of Excellence: Kindergarten



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/science/skill-plans/georgia-standards-of-excellence-kindergarten

Earth and Space Science

SKE1 Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.

SKE1.a: Ask questions to classify objects according to those seen in the day sky, the night sky, and both.

1. The daytime sky 47L
2. The night sky AHN

SKE1.b: Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words.

1. The daytime sky 47L
2. The night sky AHN

SKE2 Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).

SKE2.a: Ask questions to identify and describe earth materials?soil, rocks, water, and air.

1. Earth materials: water, rocks, and soil 5VD
2. Types of soils GH2

SKE2.b: Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).

1. Classify rocks and minerals WSN

SKE2.c: Use tools to observe and record physical attributes of soil such as texture and color.

1. Types of soils GH2

Physical Science

SKP1 Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.

SKP1.a: Ask questions to compare and sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper, and metal.)

SKP1.b: Use senses and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture).

Classify objects

1. Classify objects by material RWJ
2. Classify objects by shape, color, material, and texture ESD

Sort objects

3. Sort objects by material E9K

Describe objects

4. Describe objects U8M

Shape

1. Classify objects by two-dimensional shape YVF
2. Sort objects by two-dimensional shape 6T8
3. Classify objects by three-dimensional shape 5WG
4. Sort objects by three-dimensional shape Z7C

Color

5. Classify objects by color ZYP
6. Sort objects by color YGE

Texture

7. Classify objects by texture YVQ
8. Sort objects by texture PWG

Describe objects

9. Classify objects by shape, color, material, and texture ESD
10. Describe objects U8M
11. Long and short BR8
12. Light and heavy 8DL
13. Hot and cold DGE

SKP1.c: Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float.

SKP2 Obtain, evaluate, and communicate information to compare and describe different types of motion.

SKP2.a: Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.)

1. [Fast and slow](#) Y9P
2. [Investigate pushes and pulls](#) QVH
3. [The ways things move](#) 8GH
4. [Design a race car track](#) XLB

SKP2.b: Construct an argument as to the best way to move an object based on its physical attributes.

1. [Fast and slow](#) Y9P
2. [Investigate pushes and pulls](#) QVH

Life Science

SKL1 Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.

SKL1.a: Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.

1. Identify living and nonliving things 9HT

SKL1.b: Develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes.

1. Identify types of plants U7S
2. Identify living and nonliving things 9HT
3. Identify plants and animals GBL

SKL2 Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

SKL2.a: Construct an argument supported by evidence for how animals can be grouped according to their features.

1. Identify plants and animals GBL

SKL2.b: Construct an argument supported by evidence for how plants can be grouped according to their features.

1. Identify types of plants U7S
2. Identify plants and animals GBL

SKL2.c: Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.

1. Match animals to their parents SLA
2. Match plants to their parents HSZ
3. Compare young living things to their parents YD5