<table>
<thead>
<tr>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use start of lesson to finish previous unit test if necessary.</td>
</tr>
<tr>
<td>Inform students that we are starting a new unit today.</td>
</tr>
<tr>
<td>&quot;Daily and Seasonal Changes&quot;</td>
</tr>
<tr>
<td>Ask &quot;What changes happen throughout the day?&quot; (night and day)</td>
</tr>
<tr>
<td>&quot;What are the different seasons?&quot;</td>
</tr>
<tr>
<td>&quot;What is different about the seasons?&quot; (temp)</td>
</tr>
<tr>
<td>Instruct students to make a title page for the new unit.</td>
</tr>
<tr>
<td>Write &quot;Seasons&quot;</td>
</tr>
<tr>
<td>Draw lots of colourful pictures about seasons</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Reminders</th>
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<table>
<thead>
<tr>
<th>Supplies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (if necessary)</td>
</tr>
<tr>
<td>Blank Paper</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Homework</th>
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<table>
<thead>
<tr>
<th>Notes</th>
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# Grade 1 Science

## Lesson: 3-7
- Ask students "what the weather is like outside?" and discuss several seasons, being sure one is a temperature type.
- Ask "What would it be like if it was July?"
- Ask "Why is it different?"
- Discuss the 4 seasons, have students repeat the names in order multiple times.
- Ask "What would it be like if it were past bedtime?"
- Ask "Why is it different?"
- Discuss night vs day
- Have students brainstorm a list of night/day and season/weather words
  - Write words on board
  - Give each student a blank piece of paper and have them write a title page
  - Write "Daily and Seasonal Changes" on the board

## Reminders
- [ ]
- [ ]
- [ ]

## Supplies Needed
- Black paper
- Unit vocab sheets

## Homework
- 

## Notes
- Add words to vocab list, then leave some lines for kids to add more?
- Really need to explain vocab sheet -> put title on page for them?
## Grade 1 Science

**Lesson:** 3-3  
**Unit:** Daily and Seasonal Changes  
**Topic:** Sequences / Cycles

### Lesson
- Provide each group with a set of picture cards (stages of life) and ask them to put them in order.
- Take up answers ➔ post for all to see.
- Discuss that this shows a **sequence** ➔ A list of things in the order they happen.
- Provide another example orally ➔ code breakers, put it in bin, add breakup, exit.
- Provide each table group with new set of picture cards (chickens) and ask them to put them in order.
- Take up answers ➔ discuss differences ➔ read all three possible orders; asking, "Does this make sense?" ➔ yes.
- Discus: that this is a **cycle** ➔ A sequence that continues to repeat. ➔ Put chicken cards in a "circle".
- Provide another example orally ➔ rain falls, collects in lakes, evaporates, into clouds, rains...
- Hand out worksheet and explain task on page 6 ➔ students work on worksheet for remainder of class.

### Reminders

### Supplies Needed
- Stages of life pictures ➔ human ➔ chicken

### Homework

### Notes

"Egg hatches to chick"
"Chick grows to chicken"
"Chicken lays eggs"
**Lesson: 3-4**  
**Unit:** Daily and Seasonal Changes  
**Topic:** Daily Activities - Grade 1 Science

### Lesson

- Discuss with students what they do before school:
  - What do you wake up?
  - What is the first thing you do?
  - What do you do next?  
  - Record all answers on chart paper - Title "Before School"
- Repeat for school time:
  - When does school start?
  - What do you do first at school?
  - What do you do next?
  - Record on separate chart paper - Title "At School"
- Repeat for after school:
  - What do you do after school?
  - What do you do after supper?
  - What do you do before bed?
  - Divide class into 3 groups:
    - Remind groups what sequence looks like
    - Each group gets one chart paper
    - Each group gets large mural paper
    - Draw a sequence of events
    - Add arrows

### Reminders

- Explain task for next class: Each group drew 1 of the things we did:
  - Make posters (on white poster paper) put together as "our daily cycle"
- Discuss cool factor of all groups working together

### Supplies Needed

- Chart paper
- Marker pens

### Homework

### Notes

- Post murals as cycle in hallway outside room
- Takes almost full period to make lists.
Lesson:
- Remind students of task
  - lists from previous class compiled into one
  - each student assigned to one task from list
  - draw a picture to represent task
  - write a sentence explaining task
- Read through list to show students how it came together
- Call one student at a time to tell them their task
- Students are to do their picture, leaving the bottom of the page to write their sentence.
- When students are done they are to bring a scrap piece of paper to me, onto which I will write their sentence.
- Students copy sentence onto paper.

Reminders
- Decide of assigned tasks prior to class (see example)

Supplies Needed
- List of assigned tasks
- Blank paper

Homework

Notes
- Stress portrait, not landscape
- ? Do sentence on computer?
## Grade 1 Science

### Lesson

- Inform students that they will need to finish up their work from last class by the end of today's period.
- Explain today's task to students (worksheet):
  - Do list first (note 2 suns → sunglasses → light)
  - Next, do sentences
  - When finished, do Do pictures on back
  - When finished, bring to me
- Hand out incomplete posters (last class)
- Hand out today's work
- Check first page when done
- When done 2nd page give students “challenges”
  - add animal to both
  - add person
  - color windows
  - color whole page.

### Reminders

- Put daily cycle book in drawer.

### Supplies Needed

- Posters from last class
- Worksheets

### Homework


### Notes


# Grade 1 Science

**Lesson:** 3-6  
**Unit:** Daily and Seasonal Cycles  
**Topic:** Day vs Night Activities

## Lesson

- Have students sit in a circle, place a picture in the middle.
  - What is this a picture of?  
    - campfire
  - When might you do this activity?  
    - after dinner, at night
  - Why would you do it then?  
    - it is dark, can see fire, fire makes it warm

- Repeat with multiple pictures
  - when complete, discuss the general differences between day and night
    - sun vs moon/stars  
    - light vs dark
    - warm vs cool

- Show students their worksheet and explain

- Students work for remainder of period  
  - Bring work up to be checked when done

- Colour (if finished)

## Reminders

- Complete daily cycle book prior to class

## Supplies Needed

- Pictures  
  - worksheet

## Homework


## Notes

- Can use end of period to check student work
# Grade 1 Science

## Lesson

- Review things that are done in the daytime vs. the nighttime
  - picnic vs. campfire
  - bird watching vs. star gazing
  - etc.
- Review difference between night and day
  - light vs. dark
  - "warm" vs. "cool"
- Discuss the difference in terms of the sun
  - sun provides light for day
  - heat for day
- Show and explain worksheets
  - ensure understanding of light levels and thermometers
- Hand out worksheets
- Read
- Student work
- Check answers

## Reminders


## Supplies Needed

- Worksheets
- Cut outs

## Homework


## Notes
**Grade 1 Science**

**Lesson:** 3-19  
**Unit:** Daily and Seasonal Changes  
**Topic:** Rotation of the Sun

### Lesson

- Review the sun providing varying levels of light and heat
- Discuss "rotation of the sun" → it doesn't go away, we just can't see it
- Explain craft
  - Divide plate into 4 → draw day, sunny, night, rainy
  - Second plate → cut hole
  - Draw an outdoor scene
  - Pin plates together → rotate to change time of day

**Reminders**

**Supplies Needed**

- Paper plates
- Butterfly pins
- Example: top
- Scissors
- Popsicle sticks

**Homework**

**Notes**
**Grade 1 Science**

| Lesson: 3-10 | Unit: Daily and Seasonal Changes | Topic: Sun and Stars, Video |

### Lesson

- As equipment is being set up, talk to students about safety associated with electricity and wires on ground.
- Play video → Pause at example to show size distortion at a distance ~ 7:00
  *Video is only 22 minutes long*
  → Pause at a few other spots to discuss

### Reminders

- 

### Supplies Needed

- Video
- Laptop
- Projector

### Homework

- 

### Notes

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*Signature*

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