## Grade 1 Science

**Lesson:** 2-11  
**Unit:** Energy in Our Lives  
**Topic:** No Electricity

### Lesson

- **Talk about camping**  
  - Allow students to tell stories  
  - Talk about things you do while camping  
  - Talk about different "levels" of camping

- **Tell students that we are going on a pretend camping trip**  
  - We will camp to our site  
  - Nothing around but wilderness (except yearly canoe trip)

- **Have students break into camping groups**  
  - Discuss how they would prepare  
  - Discuss what they would bring

- Bring everyone back together to discuss as a group

- Show and explain worksheet  
  - Example: No stove, will we bake

- Students work for remainder of class

### Reminders

### Supplies Needed

- **Worksheets**
- **Assessment Tests**

### Homework

### Notes

> Conference with students for next lessons
### Lesson

- Tell students: "Now that you are experts at energy, it is time to look at energy in your home.
- Explain that they will take home a little booklet and work with their parents to fill in the information.
- Go through booklet and explain each section.
- Allow students to ask questions.
- Use remainder of period to work on worksheet from best classes.

### Reminders

- Review all: energy, sources, output.

### Supplies Needed

- Booklets

### Homework

- [Blank]

### Notes

- Distributed booklets to students for completion.
# Grade 1 Science

**Lesson:** 2-12  **Unit:** Energy in our Lives  **Topic:** Plants using Sun

## Lesson

- Ask class what plants need to grow and stay healthy.
  - Write words on chart paper: (Sun, water, soil)
- Explain that as a class, we will be experimenting with plants.
  - One plant will be put near window.
  - One plant will be put in dark.
  - Both plants will need to be watered every day.
- Show students plants, watering cup, watering instructions.
- Review watering instructions: stress that both plants need to be watered.
  - Need to keep everything the same except the sun (good scientific practice).
- Hand out plant booklets, explain that we will only do one or two pages at a time.
- Students do title page and 1st drawings.

## Reminders

- Hand out and explain quiz review.

## Supplies Needed

- 2 "identical" plants (per class)
- Watering instructions
- Quiz review
- Watering cup
- Booklets

## Homework

- 

## Notes

- Put quiz date in agenda.
  - Conference
**Lesson:** 2-14  
**Unit:** Energy in Our Lives  
**Topic:** Energy to Move Things

### Lesson

- Give each student a piece of construction paper.
- Demonstrate how to fold the paper into a fan.
- Ask students "What does a fan do?" (cools you down)
  "How does it work?"  
  *Don't take answer, just say let's experiment*
- Give students time to play with fans.
- Discuss the fan moving air.
- Challenge students to find things they can move with their fan (using the air).
- Put small (light) ball on table.
- Show students fan moving ball.
- Trace energy chain from sun to moving ball:
  (sun → plants → animals → people → muscles → fan → air → ball)
  *Chart, one student per word*

### Reminders

- Quiz next class

### Supplies Needed

- Construction paper  
- Stapler
- Small ball

### Homework

### Notes

- Game: Sit across from partner → use fan to push ball towards partner → Relay Race

  Ask question "Who does sun give energy to?" → plants
  → student who answers keeps answering that word
  Ask next question "Who do plants give energy to?" → animals
  Recap Sun gives energy to plants, plants give energy to animals (point + student #2)
- Continue plant, animals, forces, muscles, etc. for air, ball
### Lesson
- Ask students how their plans are going.
- Inform students that today they will do their quick quiz with me.
- When they are not doing the quiz, they need to be finishing work in science, then other things, then reading.

### Reminders

### Supplies Needed
- Quizzes

### Homework

### Notes
### Lesson

- Ask students to get plants and bring them together.
- Discuss appearance of each (compare and contrast).
- Have students fill in next page of their books.
  * Remember to circle smiley. Use lots of color!*
- Show students how the sunshine helps plants grow.
- Explain activities. Today we will put a cup of water near sunlight and one away from sunlight.
  - We will also tape paper on window, half covered, half exposed.
  - Do both.

### Reminders

- Some amount of water in each cup.
- Paper

### Supplies Needed

- Construction paper (1 piece)
- 2 cups of water

### Homework


### Notes
Lesson:

- Review how people get energy by eating.
- Review the term "energy output" (what energy is used to do).
- Discuss that humans use their energy to create movement most of the time, but can also use energy to do other things such as sense.
- Show and explain worksheet.
- Hand out worksheet.
- Students work.
- Take up.

Reminders:

Supplies Needed:
- Worksheets
- Quiz

Homework:

Notes:
<table>
<thead>
<tr>
<th>Lesson</th>
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<tbody>
<tr>
<td>- Display a variety of manually operated toys on a table.</td>
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<td>- Have student volunteers show how toys work.</td>
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<tr>
<td>- Ask students &quot;What would be the instructions for working this toy?&quot;</td>
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<tr>
<td>&quot;What is the same about all of these toys?&quot; Need volunteers to make them work.</td>
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<tr>
<td>&quot;Which would you most like to play with? Why?&quot;</td>
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<td>- Put two signs on the desk &quot;Push&quot; and &quot;Pull&quot;.</td>
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<td>- Have students volunteer answers to sort toys into the categories.</td>
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<td>- Have students volunteer examples of other toys that would fit into the two categories.</td>
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<td>- Explain that when people use their energy through their muscles they either push or pull.</td>
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<td>- Hand out cutouts and explain activity → cut out pictures, sort pictures into how they work, glue on paper when done.</td>
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<tr>
<td>Reminders</td>
</tr>
<tr>
<td>Supplies Needed</td>
</tr>
<tr>
<td>- Push / Pull Signs</td>
</tr>
<tr>
<td>- Toys (doll, car, etc.)</td>
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<tr>
<td>- Cut outs</td>
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<tr>
<td>- Paper</td>
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<tr>
<td>Homework</td>
</tr>
<tr>
<td>* Bring a wind-up toy next class</td>
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<tr>
<td>* Bring clock toy or similar</td>
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<tr>
<td>Lesson</td>
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<td>------------------</td>
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<tr>
<td>- Have students pull out their wind-up toys (make sure to tie)</td>
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<td>- Have a student volunteer to show their toy work.</td>
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<td>- Discuss what happened</td>
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<td>- Ask what else you need to wind up to make work (magnets, a clock, etc.)</td>
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<td>- Have small groups explore their toy</td>
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<td>- When done, ask students to explain how they think the toys work</td>
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<td>- Explain that winding a toy adds energy to it, then when you let go the energy is released and stores energy, like we store food energy</td>
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<td>- Explain that we are going to do an experiment with our toys</td>
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<td>- Count how many times we wind toy</td>
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<td>- Measure how far it travels. (use blocks and yardstick)</td>
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<tr>
<td>- Hand out worksheet</td>
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<td>- Students perform activity in pairs</td>
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<table>
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<tbody>
<tr>
<td>* Bring wind-up toy if you forgot</td>
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<table>
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<tr>
<th>Supplies Needed</th>
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</thead>
<tbody>
<tr>
<td>* Extra wind-up toys</td>
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<table>
<thead>
<tr>
<th>Homework</th>
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<tbody>
<tr>
<td>* Bring cardboard</td>
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| Did not go well, do as a demonstration.
## Grade 1 Science

**Lesson:** 2-3  
**Unit:** Energy in Our Lives  
**Topic:** Wind-up Toy Experiment

### Lesson

See previous LP.

- **IF done early:** Make a graph with class
  - Explain that we will do an experiment with a wind-up toy
    - Count how many times we wind it
    - Measure how far it travels (use blocks and count them)
  - Hand out work sheet (on back of manual toy sheet)
  - Perform activity with student volunteers helping
  - Remind students to bring cardboard
- Discuss results
  - More energy input = more output
  - Too much could break, like too much food makes fat

### Reminders

- Arrange adult volunteers for 2-23

### Supplies Needed

- Work sheets
- Extra wind up toys

### Homework

- Bring cardboard

### Notes