# Grade 1 Science

**Lesson:** 2-21  
**Unit:** Energy in Our Lives  
**Topic:** Safety

## Lesson

- Show students one of the pictures  
  - ask → What do you see  
  - What is energy?  
  - What is the same of each?  
  - What is the energy output  
- Repeat for all 4, discussing safety the most (discuss various ways)  
  - Driver, passenger, pedestrian  
- Discuss other important safety tips when dealing with things that use energy  
  - don't sit too close to TV, don't run electrical cords across floor, don't shine light in eyes, don't use oven without adult  
- Talk about how our senses can keep us safe (smell smoke, see flame, feel heat...)  
- Explain task - make an energy safety poster  
  - Draw safe use of something using energy  
  - State some, user and output  
- Hand out pages  
- Students work.

## Reminders

- Arrange adult volunteer(s) for 2-23

## Supplies Needed

- Pictionary  
- Poster paper

## Homework

- Bring cardboard

## Notes

- Access poster needs to be oral  
  - Too many pictures, do not
<table>
<thead>
<tr>
<th>Lesson: 2-27</th>
<th>Unit: Energy in Our Lives</th>
<th>Topic: Plant Final</th>
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**Lesson**
- Put both plants on table
- Have students make final drawings
- Discuss appearance of both plants
- Explain "results" section of book, have students circle face that best represents plants at each week (should have been done each week)
- Discuss results from start to now
- Have students answer questions on back of booklet
  * Will need a lot of help.

```
*Start next Lesson
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<th>Reminders</th>
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- Plants
- Booklets + stuff from next lesson

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- Bring cardboard

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Lesson: 2-20

Unit: Energy in Our lives

Topic: Making a toy

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<tbody>
<tr>
<td>Arrange supplies and have students get what they need (see instructions).</td>
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<tr>
<td>Demonstrate how to make the toy, one step at a time, having student copy. * * see instruction sheet.</td>
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<td>Clean up at end of class</td>
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Took about 75 minutes

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<table>
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<tr>
<th>Supplies Needed</th>
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<tbody>
<tr>
<td>Templates</td>
</tr>
<tr>
<td>Straws</td>
</tr>
<tr>
<td>Scissors</td>
</tr>
<tr>
<td>Cardboard</td>
</tr>
<tr>
<td>Tape</td>
</tr>
<tr>
<td>String</td>
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<tr>
<td>Pennies</td>
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* Parent assistance?  Need at least one extra person

Awesome activity
Lesson: 2-24  
Unit: Energy in Our Lives  
Topic: Limited Resources

**Lesson**

- Review Energy is what makes things happen
- Review sources of energy with examples: gasoline-car-movement  
  electricity-light bulb-light  
  sun-plants-growth  
  wind-windmill-movement  
  muscle-wagon-movement  
  wood-fire-light and heat  
  battery-iPod-sound

- Explain that we can refer to some things that give us energy as "resources"

- Explain that some resources that give us energy do not run out (like wind) but other resources can run out (like oil).

- Watch video (22:06)

- Discuss when complete.

**Reminders**

**Supplies Needed**

- Data projector
- Laptop → Video "Learning About Our Natural Resources"

**Homework**

**Notes**
**Lesson:**

- Review what we learned last class → some resources can be used up.
- Ask "What would happen if we used up all of the fossil fuels that are used to make gasoline?"
- Ask "If we knew that these resources can be used up, what should we do?" → Not be wasted!
- Discuss Eco challenge (light off, turn off fans, computer off, etc.)
  - "Why do we do these things?" → to save energy.
- Explain worksheet
- Hand out worksheet and student work
- Stop class with a few minutes left to explain test review
- Hand out test review → put in agenda.

**Reminders**

- 

**Supplies Needed**

- Test Review
- Worksheet

**Homework**

- 

**Notes**

- Make 2nd activity smart board
  - & put test date in agenda
### Lesson

- Remind students that a test is next class.
- Explain that today is a review to make sure they know their stuff.
- Have students take out their worksheets (have them stapled in order for them).
- One sheet at a time, revised work will allow time for students to correct their work (instruct them to do so).
- When complete, ask students if they have any questions.
- Remind students to study.
- Use remaining time for students to review worksheets.
- Put up "T" and "F" signs.
- Explain "True" and "False" game.
- "T" read question, "F" indicate answer.

### Reminders

- Discuss
- Play game
- Put chart up

### Supplies Needed

- Full set of worksheet answers
- T/F signs
- Review Question

### Homework

- Study

### Notes

- Have books marked and sequenced by the lesson, so they may be sent home.
- Kids in groups asking and helping other kids.
- Use: I read question, they write their answer on paper.
**Grade 1 Science**

**Lesson:** 2-30

**Unit:** Energy in Our Lives

**Topic:** Test

### Lesson

- Discuss test writing procedure
  - Work alone
  - Do not say answers aloud
  - Stay in seat
  - I will read questions, listen carefully, mark answer (part of test)
  - Once all questions to be read are done, then work on rest of test
- Hand out tests
- **Explain:** "T" for true, "F" for false
  - Review
  - Read questions and have students work at same pace

### Reminders

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### Supplies Needed

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### Homework

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### Notes

* Do test over a series of ~3 periods
  - Work on test for ~15 mins, then do lesson for remainder