# Grade 1 Science

**Lesson:** S-1  
**Unit:** Needs and Characteristics of Living Things  
**Topic:** Intro

## Lesson

- Inform class that we are starting a new unit today (or last unit).
- Write "Needs and Characteristics of Living Things" on board.
- Explain today's activities:
  - Answer two questions with as much info as possible.
  - Do a title page on reverse side of worksheet.

## Reminders

- [ ]

## Supplies Needed

- [ ] Worksheets

## Homework

- [ ]

## Notes

- [ ]
**Grade 1 Science**

**Lesson:** 5-2  
**Unit:** Needs and Characteristics of Living Things  
**Topic:** Living and Non-Living Objects

### Lesson
- Inform students that we will be going outside and while out there they are to be looking at all of the objects around them. Specifically they are looking to sort the objects as living or non-living.
- Review safety - stay with group, don't pick up things.
- Take students on walk around school property.
- After returning, put two pieces of chart paper on the floor at opposite sides of the room - "Living" and "Non-Living" in middle.
- Have students vote on chart paper about which items are living or non-living.
- Have students write down what they saw, suggesting where they think it should go.
- Give them a marker, they go mark it.
- Continue to add more objects.

### Reminders
- Bring watch
- Tell office that class is outside

### Supplies Needed
- Chart Paper
- Watch
- Markers

### Homework

### Notes
* Step 2 Creek, stop somewhere near broken glass to talk safety, what should/shouln't be in the environment, go down to creek, review safety. Go do our tree (tech noon whistle)
# Grade 1 Science

**Lesson:** 5-9

**Unit:** Needs and Characteristics of Living Things

**Topic:** Living and Non-Living

## Lesson

- Review what was done last class → on walk, looking for living & non-living.
- Place a piece of chart paper on opposite sides of the room.
- In blue, have a student write "Living" on one, in red "Non-Living" on the other.
- Have students line up in front of me.
- Hold up a red and a blue marker (have 3 of each) on easel.
- Student at front of line says something they saw and takes up the marker that matches, then write their object on the proper paper. *Multiple students will end up writing at the same time.*
- Students return marker when done, the go to end of line.
- Continue until papers are filled with objects.
- Have boys go to one, girls to the other → cross out duplicates → count total left.
- Bring class together and discuss → Most common, most obscure, things that don't belong (glue).

## Reminders


## Supplies Needed

- Chart paper
- Blue & red markers (2 different colors)

## Homework


## Notes
## Grade 1 Science

**Lesson:** 5.4  
**Unit:** Living Things  
**Topic:** Is it alive

### Lesson

- Review some of the objects listed on the chart paper from last class.
- Ask the class, "How do you know ___ is alive?" "How do you know ___ is not alive?"
  - As students provide answers, focus/highlight:
    - Grow
    - Need food/energy
    - ______________
    - ______________
    - ______________
    - ______________
- Read into paragraph from worksheet.
- Have students try to guess the 7 things.
- Repeat all 7 multiple times.
- Explain tasks on worksheet.
- Have students work.

### Reminders

### Supplies Needed

- Chart paper from last class
- Worksheets
- Cut outs

### Homework

### Notes
Lesson:
- Use the first portion of class to allow students to finish up work from last class.
- When most are complete, take up answers.
- Have students discuss the 3 paragraph (2 minutes).
- Discuss as class.
- Have students get in pairs (or 3) to look around room/on book for non-living things that have traits of living things.
- Discuss why they are non-living.
- Bring students to the carpet to discuss what they found.

Reminders

Supplies Needed

Homework

Notes
### Grade 1 Science

**Lesson:** 5-6  
**Unit:** Needs and Characteristics of Living Things  
**Topic:** Physical Characteristics

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<thead>
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<th>Lesson</th>
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<tr>
<td>- Remind students that our unit is called &quot;The Needs and Characteristics of Living Things&quot;</td>
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<td>- Ask class &quot;What does characteristics mean?&quot; (Review) — Things that make an object what it is. How do you know what something is.</td>
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<td>- Explain that today we will talk about &quot;Physical Characteristics&quot; — Things we can describe with our senses. e.g. — is tall, not — is nice.</td>
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<td>- Review senses</td>
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<td>- Hold up a picture of a circle — &quot;Is this thing a circle? What is this?&quot;</td>
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<td>- &quot;How do you know?&quot; - feather, bill, beak, etc.</td>
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<td>- Explain that these are physical characteristics</td>
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<td>- &quot;What else do we know about ducks?&quot; Quick, swim, fly</td>
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<td>- &quot;These are not physical characteristics, they are things it can do.&quot;</td>
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<td>- Remind students to think of other info you may know, rotate when told.</td>
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<td>- Set up groups, students go through all 4 rotations.</td>
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<td>- Choose one living thing at each, repeat same process as rotations with it.</td>
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<th>Supplies Needed</th>
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<tr>
<td>- Picture Pages</td>
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<td>- Recording Sheet</td>
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<tr>
<td>* Game — all stand up, state physical characteristic of certain person, if not you sit down, show that in 4 or 5 characteristics, we can tell which student it is. e.g. Blond hair - blue eyes, - girl - tall</td>
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Lesson:

- Review - "What is a physical characteristic?" - something we learn about an object from our senses
- Ask "Why is it important to be able to describe physical characteristics?" - to tell things apart
- Ask "Do you think there is a reason for certain physical characteristics?" - Discuss
  - Example - Ducks have webbed feet - it allows them to swim better
  - Rabbits have big ears - it allows them to hear better to stay away from predators
- Explain task - Look again at our pictures from last class
  - Try to think of why the living thing has some of its physical characteristics
- Students divide into 5 groups, no writing, only discussion
  * One group with me to discuss physical characteristics
- Rotate through all 5 rotations
- When done, students get in groups of 2 or 3 - make "mats" using physical characteristics
- Have students read their "mats" - others try to guess

Reminders

Supplies Needed

- Pictures \% for this lesson and the ones from last lesson
- Anecdotal sheet

Homework

Notes

- Use group time for assessment
Lesson: 5-8  Unit: Needs and Characteristics of Living Things  Topic: Human Physical Characteristics

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| - Ask: "What physical characteristics would you use to describe a human?"
| - What makes a human different than other animals?"
| - Draw the outline of a person on a piece of chart paper.
| - Have students name a human body part → name → location (they come up and point to where it is/where)
| - Be sure list includes: eyes, ears, nose, mouth, tongue, head, feet, legs, heart, brain, hair, stomach, arms, legs, head)
| - Hand out and explain worksheet.
| - Students work on worksheet. |

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<tbody>
<tr>
<td>- Chart Paper</td>
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<td>- Markers</td>
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<td>- Worksheet</td>
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Homework

Notes
Lesson: 5-9  Unit: Need and Characteristics of Living Things  Topic: Body Parts

Lesson

- Review some body parts, talking about location and purpose
  - eye, ear, mouth, nose, tongue, teeth, heart, brain, lungs, stomach
- Explain today's task: Choose a body part
  - Make a movie for that body part
  - Discuss what a missing/working part would look like
  - Show example
  - Students choose body part and begin work

Reminders

Supplies Needed

- Example
- Paper

Homework

Notes
Grade 1 Science

Lesson: 5-10  Unit: Needs and Characteristics of Living Things  Topic: Poster - Work

Lesson
- Review task (see last lesson)
- Students work on poster
- If done, students do Finish-up

- Hand out quiz note

Reminders

Supplies Needed
- Quiz Note

Homework

Notes