**Grade 1 Science**

**Lesson:** 4-1  
**Unit:** Materials, Objects, and Structure  
**Topic:** Intro - Materials, Objects

### Lesson
- Have students sit in a circle.
- Place a variety of objects in the middle.
- Tell students that we are going to pretend we are running a store.
  - We want to sell these objects.
  - We only have 4 display tables.
  - We need to organize the objects to sell them.
- Ask students for ideas on how we could sort them → do it.
- When sorted by material, discuss concept of "Material" and "Object".
  - Material: the substance from which something is made.
  - Object: things that are made from one or more materials.
- Practice: "Name a material." "Name an object made from that material.
  "Name an object." "What material is that object made from?"
- If time, start title page. "Write title on board for student.

### Reminders

### Supplies Needed
- Objects made of plastic, metal, wood or fibers
- Plain paper

### Homework

### Notes
- I used: key, aluminum foil, bread, straw (metal),
  - jute wood, wood block, wood box
  - PJs, cloth bag, dish cloth
  - water bottle, plastic lid, topper

1. **End of Lesson:**
Grade 1 Science

Lesson: 4-2  
Unit: Materials, Objects, and Structures  
Topic: Intro - Structures - T. 76 fia

### Lesson
- Show picture (bag in) tent
- Ask: "What do you call this object?" → Tent
- "What materials is it made from?" → Nylon, plastic etc
- "How does it stay up?" → poles
- Explain that the poles are the structural part of the tent
- Structures are the supporting framework of an object
- Practice: "What is structure of a ... house, desk" etc
- Students use remaining time to do title page

### Reminders

### Supplies Needed
- Tent (or picture)
- Plain Paper

### Homework

### Notes
Lesson:

- Review: Object = something made of one or more materials = "a thing"
  - Material = the stuff an object is made from

- "Name some objects in the classroom?" → "What materials is it made from?"
- "Name an object made from ___.

- Explain worksheet: Note: Do not cross out words or back because they can be used more than once

- Handout worksheet
- Students work to finish worksheet
- When done, students are to bring sheet to me to be checked
- If perfect, students may color pictures on worksheet, or work on title page

Reminders

Supplies Needed
- Worksheets

Homework

Notes
# Grade 1 Science

**Lesson: 4-11**  
**Unit:** Materials, Objects and Everyday Skills  
**Topic:** The Senses

## Lesson

- Place a series of objects at 5 different locations with picture to represent sense.
  - Each group of objects should relate to one of the 5 senses.
- Divide class into 5 groups.
  - Send 1 group to each location.
  - 1 student per group takes a recording sheet.
  - Students observe objects and discuss them in terms of particular sense.
  - Descriptive words are recorded on their sheet.

- Groups are rotated every 5 minutes.
- At the end of class make a class list of descriptive words sorted by sense.

*Other option: Describe an object, have them guess.*

## Reminders

- 

## Supplies Needed

- Variety of objects
- Taste pictures
- Recording sheets

## Homework

- 

## Notes

- Need to ensure understanding of the 5 senses
  
- Materials
    - Class board
    - Tests
    - Pencils
- Tuning fork
  - "Listen style"
  - Write the time

- Mirror
  - Tin plate
- Red pepper
- Pipe cleaner

- Towel
  - Table cloth
- Play dough
  - Play dough
**Grade 1 Science**

**Lesson: 19.5**  **Unit: Materials, Objects, and Everyday Structures**  **Topic: Descriptive Words**

### Lesson

- Review the 5 senses → "What is one of our senses?"
  → "What part of our body do we use?"
  → "What is an example word used to describe an observation made by that sense?"

- Ask: "Which of our senses could be a safety issue if we use them?"
  → Don't taste unless you know what it is and have permission
  → Don't smell unless you know what it is and have permission
  → Items could be too hot or could cut you when feeling
  → Bright items can damage your eyes
  → Loud items can damage your ears

- Hand out worksheet and explain each task
  - When students are done, they are to bring paper to me to be checked
  - When perfect, students may colour, work on title page or play description game with a partner → like "I Spy" but use various senses instead of colour.

### Reminders

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### Supplies Needed

- Worksheet

### Homework

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### Notes

- Words on worksheet need to be read out loud
- "Joll" and "Fragrant" were not understood = learning opportunity
Lesson: 4-6  |  Unit: Materials, Objects  |  Topic: Purpose/Function

### Lesson

- Ask "How can we observe something?" → use our senses
- Review senses
- Review material, object and structure
- Ask "Why do you think we use different materials to make objects?"
  → guide them toward: different things have different purposes

- Place a piece of sandpaper in front of students
  → "I would like us to make observations on this object"
  → "How can we organize our information?" → Make table on board
  → Take student input to fill in table
  → Ask "Why do you think sandpaper is made this way?"
    → it is rough to help remove paint
    → wood when sanding
- Divide students into groups, each group gets an object and a recording sheet
- Observe object and state purpose → summarize with whole class

### Reminders


### Supplies Needed

- Sandpaper
- Recording sheets (next class)
- Objects to observe → Nail, Stone, Tape, Mirror, Toothpaste

### Homework


### Notes
Lesson: 4-87  Unit: Materials, Objects, and Everyday Shapes  Topic: Observation Experiment

### Lesson

- Review what we did with sandpaper
- Put students in groups and provide each group with a recording sheet and an object
- Groups observe their object, record observations, and discuss purpose
- As groups finish, they are to conference with me then re-vamp
- Groups then discuss their "research" with class

### Reminders

- [List of reminders]

### Supplies Needed

- 5 objects (toothpaste, nail, hand soap, marker, tape)
- Recording sheets

### Homework

- [Homework details]

### Notes

- [Notes or additional information]
Grade 1 Science

Lesson: 4-8  Unit: Materials, Agents and Everyday Structures  Topic: Purpose/Function

Lesson

- Review "Why do things use different materials, or why are they made differently?"
  - Different things serve different purposes.
- Discuss examples from previous lesson.
- Show and explain worksheet.
  - Given an object, explain purpose of it and describe how it is made to suit that purpose.
- Hand out worksheet.
- When students are done they are to bring work to me to be checked.
- If done students may pair up and look around room at various objects. They observe then and discuss their purpose.

Reminders

Supplies Needed

- Workbooks

Homework

Notes
Lesson: 4-9  Unit: Materials, Objects, and Everyday Shadows  Topic: Absorption Experiment

Lesson

- Show class an umbrella, raincoat, and rubber boots
  → "What are these objects?"
  → "What materials are used to make them?"
  → "What is the purpose of the objects?"
- Discuss material choice for purpose → need material that does not let water through
- Teach the words "repel" and "absorb"
- Explain experiment to students
  → test different materials for ability to absorb
  → Put material on a paper towel
  → Drop 5 drops of water on material
  → Check paper towel underneath for moisture
  → Repeat for all materials
  → Repeat with 10 drops (in different, dry area)
- Show example
- Distribute supplies
- Students perform experiment
- Clean up

* Hand out quiz note → write due date on it.

Reminders

Supplies Needed

| Quiz Note | Raincoat | Felt | Twine |
| Umbrella | Paper Towel | News Paper | Wax |
| Rubber Boots | Eye Drops | T-shirt (PS) |

Homework

Notes

- Charge to hold material above
  → slowly drop drops, until it drips, then:
  → count how many.

× Pot on cup (baker)
  Put elastic to hold
Lesson: 4-10  Unit: Materials, Objects and Everyday Structures  Topic: Structures - Video

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<th>Lesson</th>
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<tr>
<td>- Review: &quot;What is the job of the structural components in an object?&quot; - support</td>
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<td>- &quot;Why do we need structure to an object?&quot; - so it can stay up / work</td>
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<td>- &quot;When you think of a &quot;Structure&quot; what comes to mind?&quot; - buildings</td>
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<td>- Show video - Bill Nye - Architecture</td>
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<td>- Discuss video</td>
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<td>- Any extra time may be used for finish-up work.</td>
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