Lesson: 4/11  Unit: Materials, Objects and Everyday Structures  Topic: Properties of Structures

### Lesson

- Review video from last class - "What do architects consider when making a building?"
  - looks, purpose, weather, etc
- "What is the purpose of a building?"
  - shelter
- Explain today's task
  - Label purpose of structure
  - Given criteria, design a building to suit the purpose
- Hand out worksheet
- Read criteria with students
- Students work
- When done, students are to explain building to me.
- Add color/detail when done.

### Reminders

- 

### Supplies Needed

- Worksheet

### Homework

- 

### Notes

- 

Lesson: 4-12  Unit: Manipula Object ad Everyday Structures  Topic: Quiz/Finish-up

<table>
<thead>
<tr>
<th>Lesson</th>
</tr>
</thead>
</table>
| - Review Quiz expectations  
  → No talking  
  → Eyes on own paper  
  → Hand up if question or need help  
- Hand out quizzes  
- Read through with students  
- When done students may get their folders to do finish-up work |

<table>
<thead>
<tr>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>quizzes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Lesson 4-13  Unit: Materials, Objects and Everyday Structures  Topic: Fasteners

**Lesson**

- Have students start working on the front of the worksheet after a brief explanation.
- While students work, call on individuals to quickly conference about their quiz.
- When students start to finish up, front of worksheet, explain, read and explain back.
- Talk about how velcro works - "Have you felt like it is ripping?" - hooks caught on loops.
- "Why is velcro not as good after many uses?" - loops rip, hook instead.
- Students work on their list of fasteners.

**Reminders**


**Supplies Needed**

- Worksheets
- Quizzes

**Homework**


**Notes**


Lesson: 4-14  
Unit: **Materials, Objects and Everyday Structures**  
Topic: **Build - Explain/Plan**

### Lesson

- **Review**: Object, material, structure  
  - "Why do we have different materials?" - They have different properties.  
- Present an architect takes to make a building - requirements, design, model, build  
- Explain this week's task - given a requirement, design & a structure to fit, then build the structure. Next, test the structure to see if it worked. Finally, document the build.  
- Discuss requirement of design - Need to build a shelter that will keep the toys dry from the "rain", but the toys are not allowed to touch the shelter at all.  
- Show toys and spray bottle that will represent rain. *List available supplies*  
- Tell students that today will be used to design their structure  
- Show and explain worksheet - do first only  
- Hand out worksheet  
- Students come to discuss plan if finished.

### Reminders

- Prep supplies for next class

### Supplies Needed

- Toys (toy car, figure)  
- Spray Bottle  
- Worksheet  

### Homework

- (Blank)

### Notes

- Only need one set of toys today, but we multiple sets for testing.
Lesson

- Review task as explained last class
- Lay out supplies
- Explain that students must finish design before they may begin build
- Students use today's period to build their shelter
- If students finish they may do a practice trial, then work further on their structure
- At the end of class all structures should be labelled and put in a safe place.
- Discuss starting with the structural path - build a frame first
  * show example?

Reminders

* start oral conformity as soon as possible

Supplies Needed

- Popsicle Sticks
- Elastics
- Newspaper
- Tissue
- Spray Bottle
- String
- Glue
- Paper Towel
- Toys
- Aluminium foil
- Tape
- Plastic Wrap
- Towel Pieces
- Play dough

Homework

Notes

Need 100 minute block
**Grade 1 Science**

| Lesson | 4-16 | Unit: Materials, Objects, & Simple Substances | Topic: Build - Test / Questions |

<table>
<thead>
<tr>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Allow students a few minutes to finish anything incomplete on their shelter.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Continue oral conferencing</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Toys</td>
</tr>
<tr>
<td>- Spray bottle</td>
</tr>
<tr>
<td>- Towels to clean-up after testing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
</table>
**Lesson**

- Sit on carpet with students
- Show them bucket of objects
- One object at a time, remove from bucket ask – "What is it?"
  - "What can you tell me about it?"
- Ask students to sort objects into two piles (choose a volunteer to take input from class to do it).
- Discuss piles – Ask for names of two groups
  - If not natural vs Man Made
- Discuss concept of natural – found in nature, would be there without people
  - Man Made – made by people
- Show and explain worksheet
- Students do worksheet

**Reminders**

*As students work continue build oral conferencing.

**Supplies Needed**

- Variety of **Natural Objects** (Rock, stick, leaf, plant, animal, pinecone etc)
- Variety of **Man-Made Objects** (Ball, clock, all fel, shoe, chair etc)
- Work sheets

**Homework**


**Notes**
Lesson:

"Last class we learned that materials and objects can be sorted as Natural or Man-Made."

- Review Natural and Man-Made → What does mean → Give examples.
- "What material is this?" (Point at something made of wood).
  → Is the object natural or man-made? → Man-made
  → Is the wood used natural or man-made? → Man-made
  → Where does the wood come from? → Trees
  → Are trees natural or man-made? → Natural
- Discuss the fact that everything, like the wooden object, can be traced back to something natural.
- Divide class into groups and give groups an object
- Each group must explain what the object is, what it is made from and where that material comes from.
- Give groups time then they present what they think.
- Hand out worksheet → Read paragraph, students fill in missing words.

Reminders

Supplies Needed
- Objects: something paper, a brick, something rubber, something plastic,
something cotton, something made of wood
- Worksheets → Answer key

Homework

Notes
Lesson: 41-19  Unit: Materials, Objects and Everyday Studies  Topic: Similarities/Differences

Lesson
- Show class two pairs of safety goggles - "What are these?"
  - Go into a lot of detail - "What materials are they made from?"
  - "What are they used for?" - "How are they the same?"
  - "How are they different?"
- Put questions up for students to see - read each question
  (same as above)
- Explain task to students - in pairs, choose two similar objects,
  discuss to get answers for all 6 questions, be ready to tell class your findings
- Students get 10 minutes to choose objects and discuss
- Bring students to carpet
- Have groups present info, one pair at a time

Reminders

Supplies Needed
- My safety goggles
- School safety goggles
- Questions

Homework

Notes
Lesson:

- Review the following concepts:
  - Natural vs Man Made
  - Materials have Natural Origins
  - Objects can have similarities and differences

- Inform students that today is a period that is to be used to finish their work on "Natural vs Man Made" and "Where do Materials Come From?"

- If done those, students should try to finish up older work.
- If all work is done, students may do finish-up work for home room teacher, or may read quietly.

Reminders

Supplies Needed

Homework

Notes

* More to 4/19?