

1<sup>st</sup> Grade Science

1 <sup>st</sup> Nine weeks	Content	Skills	Assessment	Resources
	<ul style="list-style-type: none"> <li>Living and non-living things</li> <li>Habitats</li> <li>All about Plants</li> <li>All about Animals</li> <li>Life Cycles</li> <li>Food Chains</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between living &amp; non-living objects</li> <li>Recognize that living organisms have basic needs</li> <li>Compare living and non-living organisms</li> <li>Identify basic parts of plants and their functions</li> <li>Observe and compare plants</li> <li>Recognize that a seed grows into a plant</li> <li>Identify that plants need light, air and water</li> <li>Communicate observations about growth</li> <li>Observe that animals need food, water, air and a place to live to survive</li> <li>Identify characteristics of living organisms that allow their basic needs to be met.</li> <li>Identify characteristics of a forest habitat, a wetland habitat, an ocean habitat, and a desert habitat.</li> <li>Identify animals and plants that can live in each habitat.</li> <li>Understand what helps animals live in their habitats.</li> <li>Describe how animals get food.</li> <li>Describe what can help protect animals and plants.</li> <li>Recognize the parts of an insect</li> <li>Identify the characteristics of an insect that allow its basic needs to be met</li> <li>Observe and record changes in the life cycles of frogs, butterflies, trees, and plants</li> <li>Describe how trees and plants grow and change.</li> <li>Identify how plants and animals get food.</li> <li>Give examples of ways animals depend on plants for their basic needs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Create models of the life cycles of a butterfly, frog, tree, and flower.</li> </ul>	<ul style="list-style-type: none"> <li>Scott Foresman science books</li> <li>Scott Foresman Science workbook</li> <li>Scott Foresman teaching resource book</li> <li>Various hands on materials for labs (e.g. cut flowers for dissection of plants)</li> </ul>

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2 <sup>nd</sup> nine weeks	<ul style="list-style-type: none"> <li>• Land, Water, Air</li> <li>• Rocks</li> <li>• Soil</li> <li>• Weather</li> <li>• Temperature</li> <li>• Wind</li> <li>• Clouds and Rain</li> <li>• Water cycle</li> <li>• Season (Spring, Summer, Fall , Winter)</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and describe differences in rocks based on their characteristics</li> <li>• Classify rocks based on information you observe about them</li> <li>• Observe soil using a hand lens to find out what it is made of</li> <li>• Identify ways that soil is used by plants and animals</li> <li>• Recognize that earth's surface is surrounded by air</li> <li>• Conduct simple investigations to observe air and what it can do</li> <li>• Identify a variety of natural sources of fresh water</li> <li>• Identify ocean as a source of water</li> <li>• Conduct simple investigations to observe salt and salt water</li> <li>• Recognize that weather is the condition of the air outside</li> <li>• Observe and record changes in the weather from day to day using a thermometer, wind vane or wind sock, and rain gauge.</li> <li>• Distinguish between different types of weather</li> <li>• Identify a thermometer, a wind vane, and a rain gauge as tools to measure temperature, wind direction, and rainfall</li> <li>• Recognize that wind is moving air</li> <li>• Observe changes in wind direction and speed</li> <li>• Recognize that clouds form when warm air meets cooler air</li> <li>• Describe the water cycle using the following words: condensation, evaporation, precipitation, accumulation</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Make a mural (show land, air, water, and how people use these things)</li> <li>• Draw and color a tree showing how it changes during the 4 seasons.</li> <li>• Dress pictures of 4 children to show how their dress changes to address the seasonal weather.</li> <li>• Use weather instruments to measure rainfall, temperature, and wind direction and speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman science books</li> <li>• Scott Foresman Science workbook</li> <li>• Scott Foresman teaching resource book</li> <li>• Scott Foresman Assessment Guide</li> <li>• Various hands on materials for labs (e.g. cut flowers for dissection of plants)</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize spring is the season that follows winter</li> <li>Observe and record changes in weather from winter to spring</li> <li>Recognize that summer is the season that follows spring</li> <li>Observe and record changes in weather from spring to summer</li> <li>Recognize that fall is the season that follows summer</li> <li>Observe and record changes in weather from summer to fall</li> <li>Recognize that winter is the season that follows fall</li> <li>Observe and record changes in weather from fall to winter</li> <li></li> </ul>		
3 <sup>rd</sup> Nine weeks	<ul style="list-style-type: none"> <li>Matter (Solids, Liquids, Gases)</li> <li>What makes things move?</li> <li>What are some ways things move?</li> <li>Why do things move the way they do?</li> <li>Magnets</li> <li>What are the poles of a magnet?</li> <li>What can a magnet pull through?</li> <li>How can you make a magnet?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that everything around us is matter</li> <li>Observe and describe the properties of solids, liquids, and gases</li> <li>Recognize that some objects sink and others float in water</li> <li>Recognize that objects can be described in terms of their floating and sinking properties</li> <li>Recognize that gas is matter that fills and takes the shape of the container it is in</li> <li>Recognize that a force is a push or a pull.</li> <li>Observe and describe what pushes and pulls can do.</li> <li>Recognize that objects move in different ways.</li> <li>Observe and describe different kinds of movement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Heat water to observe the steam (gas state)</li> <li>Freeze water to observe the ice (solid state)</li> <li>Use magnets to observe and experiment with materials that are and are not attracted by magnets</li> </ul>	<ul style="list-style-type: none"> <li>Scott Foresman science books</li> <li>Scott Foresman Science workbook</li> <li>Scott Foresman teaching resource book</li> <li>Scott Foresman Assessment Guide</li> <li>Various hands on materials for labs (e.g. cut flowers for dissection of plants)</li> </ul>
4 <sup>th</sup> Nine weeks	<ul style="list-style-type: none"> <li>Energy</li> <li>What gives off heat?</li> </ul>	<ul style="list-style-type: none"> <li>Identify where energy comes from.</li> <li>Recognize that fuel, electricity, and batteries are all sources of energy.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Scott Foresman science books</li> </ul>

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	<ul style="list-style-type: none"> <li>• What makes light and shadows?</li> <li>• Day and Night Sky</li> <li>• How do farmers use technology to grow food?</li> <li>• How does food get from the farm to the store?</li> <li>• What are simple machines?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that food gives energy.</li> <li>• Observe that heat comes from the sun.</li> <li>• Observe that light from the sun warms the land, water, and air.</li> <li>• Identify what gives off light.</li> <li>• Observe that shadows are made when something blocks light.</li> <li>• Observe changes in shadows from morning to afternoon to late in the day.</li> <li>• Identify what is in the day sky.</li> <li>• Recognize that the sun lights the Earth and gives light to living things so they may live and grow.</li> <li>• Identify what causes day and night.</li> <li>• Identify what is in the night sky.</li> <li>• Identify which foods come from lakes or oceans, and which come from land.</li> <li>• Observe machines that help farmers grow food.</li> <li>• Identify how builders get wood to build houses.</li> <li>• Recognize how technology changes over time for farmers.</li> <li>• Identify types of simple machines: wedge, wheel and axle, levers, pulley, and inclined planes.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a model of the solar system</li> <li>• Use flashlights and objects to observe shadows</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman Science workbook</li> <li>• Scott Foresman teaching resource book</li> <li>• Scott Foresman Assessment Guide</li> <li>• Various hands on materials for labs (e.g. cut flowers for dissection of plants)</li> </ul> <p>E</p>
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