HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 HISD @ H.O.M.E. Distance Learning

At a Glance

Science – Grade 1

Monday March 30	Tuesday March 31	Wednesday April 1	Thursday April 2	Friday April 3
Chavez/Huerta Day (Holiday)	**Objective:** Observe objects (toys), describe them as big or small, and sort them by size. **Overview:** Students will observe a variety of toys and sort them according to size big or small.	**Objective:** Observe objects (toys) to determine the relative mass. **Overview:** Students will observe their toys and sort them as heavy or heavy or light by hefting for comparison.	**Objective:** Observe objects to determine their relative shape. **Overview:** Students will observe the objects, identify them by closely related shapes and organize the objects based on their sense of sight.	**Objective:** Explore, identify, and differentiate objects that make light, thermal or sound energy. **Overview:** Students will walk around their house and identify objects found that display light, thermal, and sound energy.
Monday April 6	**Tuesday April 7**	**Wednesday April 8**	**Thursday April 9**	**Friday April 10**
Objective: Predict which objects will change when heated or cooled and explain their reasoning. **Overview:** Students will be given a set of objects and predict which objects will change when heated or cooled.	**Objective:** Observe and record weather conditions. **Overview:** Students will observe/record weather conditions and patterns of change from day to day.	**Objective:** Observe and describe patterns of objects in the night sky. **Overview:** Students will observe the night (or early morning) sky and record/illustrate pictures of what they observe.	**Objective:** Observe, describe, and sort soil by its components. **Overview:** Students will use a spoon to scoop and observe a sample of soil. They will look at the grain size, shape, color, and texture of their soil.	Spring Holiday

GLOBAL GRADUATE

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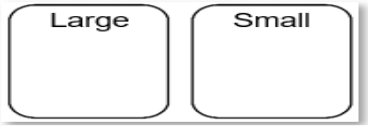
2019-2020 HISD @ H.O.M.E. – Distance Learning
Science – Grade 1
March 30 - April 10, 2020 – Week 1

Monday
Chavez/Huerta Day (Holiday)

Tuesday – 30 minutes	
Activity / Task	**Observe and record properties of objects** ***To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day01*** Objective**:** Sort objects based on their length. <u>Think About It!</u> How can we sort objects? If you can, talk about this with someone in your home. <u>Do It!</u> What you need: • A set of 4 or 5 objects (toys, crayons, or any other objects) • Science notebook or sheet of paper • Pencil or crayons  Created by HISD Curriculum using Microsoft Office What to do: • Draw and label a graphic organizer like the one above. • Describe the objects as either large or small. • Sort and place each object in a pile based on its length. <u>Understand It!</u> Objects can be sorted in different ways. We can sort objects by their shape, texture, **size**, color or length.  Image by Larisa Koshkina from Pixabay  Image by Larisa Koshkina from Pixabay <u>Apply It!</u> Journal Entry: Using your science notebook or the recording sheet, draw or record your results. How can we tell if an object is larger or smaller than another object? Use the sentences below to help you. The _____ is larger than the _____. The _____ is smaller than the _____.
Resources	Guided activity using Google Slides

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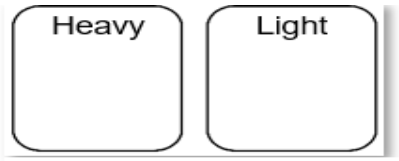
Science – Grade 1
March 30 - April 10, 2020 – Week 1

Wednesday – 30 minutes	
Activity / Task	**Observe and record properties of objects** ***To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day2*** Objective**:** Sort objects by its properties (heavy or light). Think About It! Is a large object always heavier than a smaller object? If you can, talk about this with someone in your home. Do It! What you need: • A set of 4 or 5 objects (toys or any other objects) • Science notebook or sheet of paper • Pencil or crayons • Pan balance (optional)  Created by HISD Curriculum using Microsoft Office What to do: • Draw and label a graphic organizer like the one above. • Predict which toy is heavy or light. • Describe the objects as either heavy or light by placing one object in each hand (hefting) to compare the mass of the objects. • Place each object in a pile based on whether it is heavy or light. Understand It! Objects can be sorted in different ways. We can measure and compare objects by hefting them.  Image by Larisa Koshkina from Pixabay Apply It! Journal Entry: Using your science notebook or the recording sheet, draw or record your results. Is a large object always heavier than a smaller object? Why or why not? The _____ is heavier than the _____. The _____ is lighter than the _____.
Resources	Guided activity using Google slides

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Science – Grade 1
March 30 - April 10, 2020 – Week 1

Thursday – 30 minutes	
Activity / Task	**Observe and record properties of objects** ***To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day3*** Objective**:** Sort objects by shape Think About It! How can we use our senses to describe the shape of an object? If you can, talk about this with someone in your home. Do It! What you need: • A set of objects (toys or any other objects) • Science notebook or sheet of paper • Sorting mat (optional) • Pictures of shapes (optional) • Pencils or crayons What to do: • Observe each object using your sense of sight • Identify objects by closely related shapes • Organize the objects by shape • Write your answers in the table Understand It! Objects can be sorted in different ways. We can sort objects by their **shape**, texture, size, color or length. We use our senses to determine the size, texture, **shape** and color of objects. Sorting Mat ?    Created by HISD Curriculum using Microsoft Office *Optional video:* Sorting objects in two different ways (optional video) https://youtube/Zg5AAxgf9qg Apply It! Journal Entry: Using your science notebook or a sheet of paper, draw and record your results. How did you decide to organize your objects? How did you organize objects that had multiple shapes? If you can, explain how you organized your objects to someone at your house.
Resources	Guided activity using Google Slides

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Science – Grade 1
March 30 - April 10, 2020 – Week 1

Friday – 30 minutes	
Activity / Task	**Use our senses to explore different forms of energy** ***To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day4*** Objective**:** Explore and identify light, sound, and thermal (heat) energy found at home. Think About It! How do our senses help us identify the different types of energy found in our homes? If you can, talk about this with someone in your home. Do It! What you need: • Science notebook or sheet of paper • Pencil or crayons What to do: • Explore your home • Select an object that has light energy. Discuss how this object is important to everyday life • Select an object that has sound energy. Discuss how this object is important to everyday life • Select an object that has thermal energy. Discuss how this object is important to everyday life ***Note:*** *Examples of thermal energy in the home can be hot and burn. Please monitor your student during this exploration.* Understand It! Energy is all around us. We use energy in our everyday lives. We can see (light), hear (sound), and feel (thermal/heat) forms of energy.  Image by Arek Socha from Pixabay  Image by Hannah Edgman from Pixabay Apply It! Journal Entry: Using your science notebook or a sheet of paper, pick one object you observed to draw and label. Identify the type of energy you observed. How do our senses help us to identify the different types of energy found in our homes? How are they useful? Energy is useful because_____.
Resources	Guided activity using Google Slides

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Monday – 30 minutes

Activity / Task

Heating and Cooling Matter
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day5

Objective: Predict, observe, and record what happens to materials when they are heated or cooled.

Think About It!
What happens to materials when heat is added or taken away? If you can, talk with a person at home about a time you noticed a material change when it was heated or cooled.

Do It!
What you need:

- 1 cube of ice (material)
- 1 cup
- A clock or timer
- A sunny place outside or a warm place inside the house
- Science Notebook or Recording Sheet
- A pencil

What to do:

Before Heating	My Prediction	After Heating

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- Draw and label a table like the one above.
- Put a cube of ice in a cup.
- Take the cup with ice outside and set it in a sunny place or set it in a warm place in the house.
- Will the ice change? Make a prediction about what you think will happen.
- Let the cup sit in a sunny place for about 15 minutes or 20 minutes if inside.
- Observe what the material looks like now, after time is up.
- Discuss how the ice has changed. Discuss how the ice has stayed the same.
- Discuss what you think will happen if you put the cup in the freezer. Try it!

Understand It!
Thermal energy (heat) is a form of energy we can observe. Ice is a solid material. When thermal energy is added to a material like ice, we observe (see) ice melt and change into a liquid water. The water can be changed back into ice by cooling it.

ice cube — water — water — ice cube

Ice Image by Bruno /Germany from Pixabay Water Photo by libyphoto from FreeImages Created in part by HISD Curriculum using Microsoft Office

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Science – Grade 1

March 30 - April 10, 2020 – Week 2

Monday – 30 minutes	
	Apply It! Journal Entry: Use the table in your science notebook or on your sheet of paper to draw what you observed from the investigation. • Draw a “before heating” picture • Draw a “my prediction” picture • Draw an “after heating” picture What happens to materials when heat is added or taken away? When heat is added to a material like _____ it _____. When heat is taken away from a material like _____ it _____.
Resources	Guided activity using Google Slides

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Science – Grade 1
March 30 - April 10, 2020 – Week 2

Tuesday – 30 minutes

Activity / Task

What's the Weather Like?
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day6

Objective: Observe and record weather conditions and patterns of change.

Think About It!
How can we describe the weather we see each day? How does it help us predict what the weather will be like the next day? If you can, talk about this with someone in your home.

Do It!
What you need:
- Science notebook or sheet of paper
- A place to observe the weather, such as outside or through a window
- A pencil or coloring tools

What to do:
- Draw a weather chart like the one shown.
- Go outside or to a place where you can observe the weather.
- Observe what it looks and feels like outside.
- Discuss what it looks like and feels like outside such as whether it is hot or cold, cloudy or sunny, calm or windy, rainy or icy.

Su	M	Tu	W	Th	F	Sa
	6	7	8	9	10	11
12	13	14	15	16	16	18

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Understand It!
Weather can be observed each day by using our senses. Our skin helps us know how weather feels. We can describe the weather we see when we look up at the sky. Weather can change day by day. Recording weather changes helps us see patterns in weather and make daily predictions.

Apply It!
Journal Entry: The chart below shows daily weather that was recorded by a student.

Su	M	Tu	W	Th	F	Sa
						
	5	6	7	8	9	10

Created by HISD Curriculum

Use your science notebook and pencil or coloring tools to record weather observations from your investigation. How can we describe the weather we see each day? Draw pictures to show what the weather was like each day. Describe each picture using words such as hot or cold, cloudy or sunny, calm or windy, rainy or icy.

How does the weather we observe each day help us predict what the weather will be like the next day?

I can predict if it will be _____ *by observing the weather each day using my* sense (hot or cold, cloudy or sunny) *of* _____.
(feeling or seeing)

Resources

Guided activity using Google Slides

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Science – Grade 1
March 30 - April 10, 2020 – Week 2

Wednesday – 30 minutes	
Activity / Task	**Objects in the Sky** ***To access this interactive lesson, visit https: https://tinyurl.com/HISDGrade1Day7*** Objective: Observe and describe patterns in the night sky. <u>Think About It!</u> What changes do you observe with objects in the sky during the night? If you can, talk about this with someone in your home. <u>Do It!</u> What you will need: • Science notebook or sheet of paper • A place to observe the weather, such as outside or through a window • A pencil What to do: • Draw a chart like the one above. • Ask an adult to go outside with you after it is dark. If an adult cannot go outside with you, look out of a window in your home. • Look up into the night sky and observe the moon. Discuss what you notice about its shape. • Observe the moon for the next two or three nights. Discuss patterns you may have noticed. <u>Understand It!</u> We can observe objects in the sky. The moon is an object that we observe in the day and night sky. When we observe for many nights, the moon looks like its shape is changing. Patterns in the moon occur over time and may look like the picture below. <u>Apply It!</u> Journal Entry: In your science notebook, illustrate the changes you see in the appearance of the moon at night. Use a chart to track the different phases of the moon observed over a few days. What changes do you observe with objects in the sky during the night? *Changes I observe in the night sky are* _____.
Resources	Guided activity using Google Slides

Su	M	Tu	W	Th	F	Sa
	6	7	8	9	10	11

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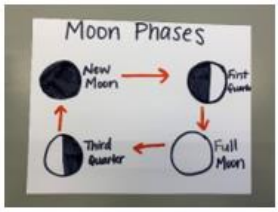

Anchor Chart by HISD Curriculum using Marker

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Science – Grade 1
March 30 - April 10, 2020 – Week 2

Thursday – 30 minutes

Activity / Task

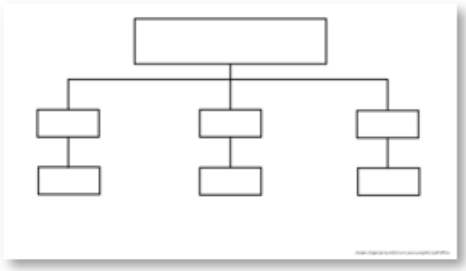
Soil, Soil, Soil
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day8

Objective: Observe, describe, and sort soil by its components.

Think About It!
What are the parts that make up soil? If you can, talk with someone in your home about parts you may have seen in soil on the playground.

Do It!
What you will need:
- Old paper, such as newspaper or a paper bag
- 1 Spoon
- Outdoor soil, such as from your yard or a nearby playground
- Science notebook or sheet of paper
- A pencil

What to do:
- Draw the graphic organizer.
- Use the spoon to scoop up a sample of soil.
- Observe soil. Look at the grain size, shape, color, and texture.
- Feel the texture of the soil. What does it feel like?
- Use the spoon to sort the soil by the different things it is made up of.
- Wash your hands afterwards.



Graphic Organizer by HISD Curriculum using Microsoft Office

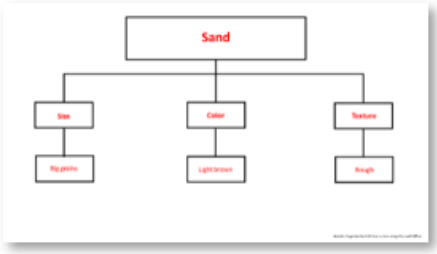
Understand It!
Soil is an important material that comes from the Earth. We can observe properties of soil such as color, size, and texture. Soil is made of different parts, such as bits of rock and other once living materials. We can sort soil by the different things it is made up of.

Apply It!
Journal Entry: Use the graphic organizer in your science notebook or on your paper to record what you observed.

What are the parts that make up soil?

_____ *and* _____ *are the parts that make up soil.*

The parts that make up soil are
_____.



Graphic Organizer by HISD Curriculum using Microsoft Office

Resources

Guided activity using Google Slides

Friday

Spring Holiday

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