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 April 27	Tuesday April 28	Wednesday April 29	Thursday April 30	Friday May 1
Objective: Observe, classify, and sort objects by the physical property of texture. **Overview:** Students will observe an object using the sense of touch to describe its texture.	**Objective:** Use non-standard units to measure and compare length. **Overview:** Students will practice measuring objects using non-standard units.	**Objective:** Classify objects found at home by the materials from which they are made. **Overview:** Students will make a list of different objects and make a list of the different materials they observe such a glass.	**Objective:** Demonstrate and describe how objects move and record observations. **Overview:** Students will explore objects a describe the different ways they can move.	**Objective:** Observe that wind is moving air. **Overview:** Students will explore how wind moves using a napkin and their breath.
Monday May 4	**Tuesday May 5**	**Wednesday May 6**	**Thursday May 7**	**Friday May 8**
Objective: Identify the characteristics of the four seasons. **Overview:** Students will describe the appropriate clothes for each of the different seasons.	**Objective:** Identify what you see in the daytime and nighttime sky. **Overview:** Students will observe the sky at night and during the day and create a chart of their observations.	**Objective:** Understand how natural resources are used to make products. **Overview:** Students will observe different pictures made from natural resources and sort them by their source.	**Objective:** Understand why it is important to conserve resources and how to conserve them. **Overview:** Students will conduct a survey of the different types of trash being thrown out to see if any items can be recycled.	**Objective:** Identify and learn how to reuse or recycle materials. **Overview:** Students will identify the trash that can be recycled and create a list of possible ways to reuse or recycle.

2019-2020 HISD @ H.O.M.E. – Distance Learning
Science – Grade 1
April 27 - May 8, 2020 – Week 1

Monday – 30 minutes

Activity / Task

Classifying Objects by Texture
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day19

Objective: Observe, classify, and sort objects by the physical property of texture.

Think About It!
What observations can you make about an object by how it looks and feels?
If you can, discuss this question and share your thinking with someone in your home.

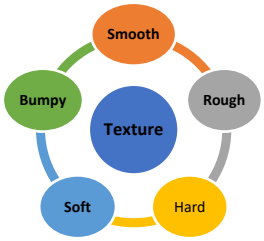
Do It!
What you need:
- Science notebook or sheet of paper
- Pencil or coloring pencils
- 3-4 objects around your home, such as cotton ball, uncooked noodle, grains of salt, rock, piece of foil


Image by congerdesign from Pixabay

What to do:
- **Observe** one object. **Discuss** the way the object looks and feels.
- **Draw** and **label** the object.
- **Describe** how it feels using the words smooth, rough, hard, soft, or bumpy.
- **Observe**, **draw**, and **describe** an additional two objects.

Image by PDPics from Pixabay

Understand it!



Radial Cycle by HISD using Microsoft SmartArt

Objects can be classified by their physical properties, such as **texture**. The **texture** of an object can be observed by using eyes to see and fingers to feel. Objects can be sorted by the way it feels: smooth, rough, hard, soft, or bumpy. Some objects have more than one **texture**. For example, a rock can be hard and rough.

Apply It!
Journal Entry: The table below shows an object being classified by more than one texture.

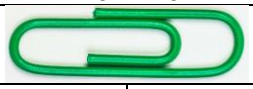
Paperclip	
	
smooth	**hard**

Image by Alexander Stein from Pixabay

The paperclip is smooth. It is also hard. The paperclip is smooth and hard.

Choose an object that can be classified by more than one texture. Draw and label it in your science notebook or on a sheet of paper like the table above. Complete the sentence stems to describe the textures of the object.
The _____ is _____.
It is also _____.
The _____ is _____ and _____.

Resources: Guided activity using Google Slides

2019-2020 HISD @ H.O.M.E. – Distance Learning
Science – Grade 1
April 27 - May 8, 2020 – Week 1

Tuesday – 30 minutes

Activity / Task

How Long is It?
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day20

Objective: Use non-standard units to measure and compare length.

Think About It!
How can non-standard units be used to measure objects at home?
If you can, discuss this question and share your thinking with someone in your home.

Do It!
What you need:
- 20 pennies or other non-standard units, such as your thumb or toothpicks
- Objects to measure such as shoe, book, DVD cover, shoe box, remote control
- Science notebook or sheet of paper
- Pencil

What to do:
- **Estimate** the length of a shoe and a DVD cover. **Place** the heel of the shoe on the floor next the wall.
- **Use** the pennies (or other non-standard units) to measure the shoe from heel to toe. **Draw** the shoe and pennies (or other non-standard units).
- **Place** a DVD cover next to the shoe. **Measure** and **record** the length using pennies (or other non-standard units).
- **Draw** the DVD cover and pennies (or other non-standard units).
- **Write** sentences to compare the two objects. Which is longer? Which is shorter? Which used more? Which used less?


Photo by HISD Curriculum using Samsung Phone

Understand It!
When using non-standard units, we use objects to measure instead of the usual tools. Pennies are examples of non-standard units that can be used to measure the length an object.

The shoe is about

14 pennies long.


Photo by HISD Curriculum using Samsung Phone

The DVD cover is about

10 pennies long.


Photo by HISD Curriculum using Samsung Phone

There were more pennies used to measure the shoe. The shoe is longer than the DVD cover.
There were less pennies used to measure the DVD cover. The DVD cover is shorter than the shoe.

- Go back to the questions you answered. Make sure your answers are like the ones above.

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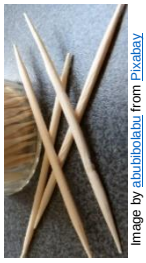
Tuesday – 30 minutes	
	Apply It! Journal Entry: Place a penny, or other non-standard unit, and the toothpick side by side. Discuss with someone how they are similar and different. Use the non-standard units you chose and toothpicks to measure the shoe and DVD cover.  Image by PublicDomainPictures from Pixabay  Image by abubibolabu from Pixabay In your science notebook or on a sheet of paper, draw your observations. Write sentences to compare the length of the objects your measured. Use the sentence stems to help you. There were _____ _____ used to measure the _____. The _____ is _____ than the the ____.
Resources	Guided activity using Google Slides

2019-2020 HISD @ H.O.M.E. – Distance Learning
Science – Grade 1
April 27 - May 8, 2020 – Week 1

Wednesday – 30 minutes

Activity / Task

Classifying Objects by Material
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day21

Objective: Classify objects found at home by the materials from which they are made.

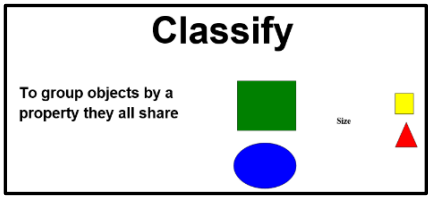
Think About It!
What are ways in which materials can be grouped?
If you can, discuss this question and share your thinking with someone in your home.

Do It!
What you need:
- Rooms to visit inside your home
- Science notebook or a sheet of paper
- Pencil


Image by Clker-Free-Vector-Images from Pixabay

What to do:
- **Look** around the different rooms inside your home, such as the kitchen, bathroom, and bedroom.
- **Make** a list of five (5) objects you see.
- **Draw** and label each of the objects you listed.
- **Think** about the material from which each object is made. **Label** each object by its material. For instance, a refrigerator is made from metal.

Understand It!
Objects can be classified by the material from which they are made. Those materials can be grouped and sorted by the property they share. Some of the materials in which objects are made can include cloth, wood, glass, metal, rubber, or paper. Some objects may be harder to sort because they are made of more than one material.



Vocabulary Card by HISD using Microsoft Shapes

- How did you label each of the objects on your list?
- Go back and label the materials of the objects using the words: cloth, wood, glass, metal, rubber, or paper.

Apply It!
Journal Entry: In your science notebook or on a sheet of paper, draw the table on the right. Sort the objects on your list by their materials. Draw and label each object on your table.

Material	Objects
cloth	
wood	
glass	
metal	refrigerator 
rubber	
paper	

Image by Clker-Free-Vector-Images from Pixabay

Resources

Guided activity using Google Slides

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Science – Grade 1
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Thursday – 30 minutes

Activity / Task

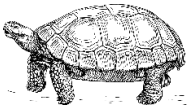
Ways Objects Move
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day22

Objective: Demonstrate and describe how objects move and record observations.

Think About It!
What are some ways things can move? *If you can, discuss this question and share your thinking with someone in your home.*

Do It!
What you need:
- 4-5 Objects that move
- Science Notebook or sheet of paper
- Pencil

What to do:
- **Explore** your object and watch how it moves.
- **Draw** the object.
- **Describe** how the object moves. **Use** the table to the right to help you.
- **Draw** a picture to show how the object moves.

Straight line Line by HISD using Microsoft Images	**Zigzag**  Connector: Elbow by HISD using Microsoft Images
The swing moves back and forth.  Image by Gordon Johnson from Pixabay	**The spinning top goes round and round.**  Image by Clker-Free-Vector-Images from Pixabay
The truck can move fast.  Image by LillyCantabile from Pixabay	**The turtle moves slowly.**  Image by OpenClipart-Vectors from Pixabay
Up and down  Image by Clker-Free-Vector-Images from Pixabay	

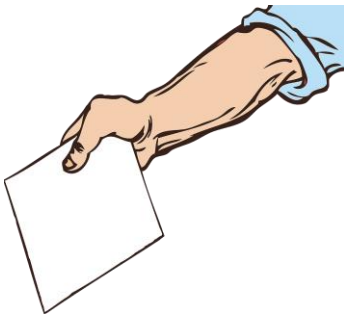
Understand It!
Motion is movement. When something is in motion, it is moving. Objects move in different ways. Some examples are straight line, zigzag, back and forth, round and round, up and down, fast, and slowly.

Apply It!
Journal Entry: What are some ways things can move? In your science notebook or on a sheet of paper, write what you learned from your exploration of objects moving. Complete the following sentence stems to help you explain.

_____ moves _____.
The ____ moves _____.

Resources

Guided activity using Google Slides

Friday – 30 minutes	
Activity / Task	**What Happens When the Wind Blows?** ***To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day23*** Objective: Observe that wind is moving air. Think About It! What happens outside on a windy day? What do you see? What do you hear? *If you can, talk about this with someone in your home.* Do It! What you need: • Science notebook or a sheet of paper • A napkin, paper towel or facial tissue • Pencil • Crayons or markers  Image by Clker-Free-Vector-Images from Pixabay What to do: • **Hold** the napkin in your hand (see the picture). • **Blow** gently on the napkin. *What happened? What did you see?* • **Blow** a little harder on the same napkin. *What happened? What did you see?* • **Go** outside (keep a safe distance away from others). • **Hold** the same napkin in your hand. *What happened? What did you see?* Understand It! Blowing air from your mouth is like the wind. Wind is moving air. It is all around us. You cannot see the wind, but you can see what happens to objects when the wind is moving or blowing. **Grass moving in the wind.**  Image by Jim Black from Pixabay **Flags moving in the wind.**  Image by Kim Newberg from Pixabay **Trees moving in the wind.**  Image by Dimitris Vetsikas from Pixabay Apply It! Journal Entry: In your science notebook or on a sheet of paper, complete the following sentence stems. Draw a picture of an object blowing in the wind. Wind is moving _____. It is _____ around us.
Resources	Guided activity using google Slides

2019-2020 HISD @ H.O.M.E. – Distance Learning
Science – Grade 1
April 27 - May 8, 2020 – Week 2

Monday – 30 minutes

Activity / Task

Seasons of the Year
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day24

Objective: Identify the characteristics of the four seasons.

Think About It!
Are there times of the year when you must wear a jacket? Are there times of the year when it is best to wear shorts and a T-shirt? *If you can, talk about this with someone in your home.*

Do It!
What you need:
- Science notebook or a sheet of paper
- Pencil
- Crayons or markers
- Pictures of each season (included)

Winter	Spring
Summer	Fall

What to do:
- **Look** at the picture of each season.
- **Say** the name of each season.
- **Describe** what you see in each season.
- **Think:** *What types of clothes do we wear in each season? What is the weather like in each season? Is it hot? Is it cold?*
- **Draw** a table like the one to the right.
- **Write** what you notice in each season.

Understand It!
There are 4 seasons: winter, spring, summer, and fall (or autumn). The weather can be very different during each season. Some of these changes in weather include rainy days, snowy days and hot days. For example, it is usually cold in the winter and hot in the summer. Because of these changes in temperature, we wear different types of clothes for each season.

Winter

Image by Olya Adamovich from Pixabay

Spring

Image by Bessi from Pixabay

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Monday – 30 minutes	
	Summer  Image by Tania Dimas from Pixabay **Fall (Autumn)**  Image by DanaTentis from Pixabay Apply It! Journal Entry: In your science notebook or on a sheet of paper, draw and label a picture of each season of the year. Describe the characteristics of each season. Use the sentence stems to help you. In the _____ we wear_____. In the _____ it is _____ outside. My favorite season is _____ because_____.
Resources	Guided activity using google Slides

Tuesday – 30 minutes

Activity / Task

Characteristics of Day and Night
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day25

Objective: Identify what you see in the daytime and nighttime sky.

Think About It!
What words come to mind when you think of the sky? *If you can, talk about this with someone in your home.*

Do It!
What you need:
- Science notebook or a sheet of paper
- Pencil
- Crayons or markers
- Pictures of daytime and nighttime (included)

Objects in the sky		
Daytime sky	Nighttime sky	Both

What to do:
- **Go** outside or **look** out of your window to observe the sky. **Do** this once in the morning and once in the evening. ***Safety Warning: Never look directly at the sun.***
- **Draw** a table like the one to the right.
- **Think:** *What objects do you see in the sky? Are any of the objects moving? Can you see any of these objects in the daytime and nighttime sky?*
- **List** objects that you see in the daytime sky.
- **List** objects that you see in the nighttime sky.
- **List** objects that you see in both the daytime and nighttime sky.

Understand It!
You can see many things in the daytime sky. In the daytime sky, you will see the sun; you may also see clouds, and sometimes the moon. In the nighttime sky, you can see the moon, the stars, and you may also see some clouds. The clouds and the moon are objects that you can sometimes see in both the daytime and nighttime sky.

What objects do you see in the daytime sky?

Image by My pictures are CC0. When doing composings: from Pixabay

What objects do you see in the nighttime sky?

Image by Susan Cipriano from Pixabay

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Science – Grade 1

April 27 - May 8, 2020 – Week 2

Tuesday – 30 minutes	
	Apply It! Journal Entry: In your science notebook or on a sheet of paper, draw and label a picture of what you see in the daytime sky and the nighttime sky. Use the sentence stems to help you explain. I see _____ and _____ in the daytime sky. I see _____ and _____ in the nighttime sky. I see _____ and _____ in both the daytime and nighttime sky.
Resources	Guided activity using google Slides

2019-2020 HISD @ H.O.M.E. – Distance Learning
Science – Grade 1
April 27 - May 8, 2020 – Week 2

Wednesday - 30 minutes

Activity / Task

Natural Resource Products
To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day26

Objective: Understand how natural resources are used to make products.

Think About It!
What are some ways people use rocks, soil, and water to make products? *If you can, talk about this with someone in your home.*

Rocks	Soil	Water

Do It!
What you need:
- Sorting mat *(can draw)*
- Pictures of products
- Scissors or glue *(optional)*
- Magazines *(optional; can draw)*
- Science notebook or a sheet of paper
- Pencil and crayons

What to do:
- **Look** at the pictures of products made with rocks, soil and water.
- **Sort** the pictures using the sorting mat.
- **Discuss** how rocks, soil and water are used to make products.

Image set made by HISD Curriculum using Microsoft Office and Pixabay Images

Understand It!
Natural resources are materials from Earth that can be used to make products. Anything from nature that people can use is a **natural resource.** Rocks, soil, and water are natural resources. We use natural resources to create products such as building materials, containers jewelry, as well as, for recreational activities. A **product** is something that is made to be used or sold.

Soil	Rocks	Water
to grow plants	to build things	to drink
to make bricks	to make jewelry	to clean with
to make pots	to write with	to play

Apply It!
Journal Entry: Use the sentence frame below to assist with writing and vocabulary.
We use _____ to make _____.

Resources Collage
Using old magazines, newspaper advertisements, etc., that are appropriate, cut out and glue products that are made with rocks, soil, and water in your interactive science notebook *(can also draw pictures).*

Resources

Guided Activity using Google slides

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Thursday – 30 minutes	
Activity / Task	**Conservation of Resources** ***To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day27*** Objective: Understand why it is important to conserve resources and how to conserve them. Think About It! Why is it important to conserve our natural resources? *If you can, talk about this with someone in your home.* Do It! What you need: • Trash thrown away at home • Science notebook or a sheet of paper • Pencil and crayons What to do: • **Conduct** a survey of what types of things are thrown away during one day at home. • **Identify** ways to conserve those items thrown away. • **Differentiate** between conservation and wasteful behavior. Observe what types of things are thrown away during one day at home. Record your observations in your interactive science notebook. ***Note:*** *For the survey, it is helpful to think about the following categories of "trash:" all types of paper (including construction paper and cardboard boxes), bottles/cans, food waste, including packaging.* Understand It! Anything from nature that people can use is a **natural resource.** These resources must be preserved and managed carefully. **Conservation** is to preserve (save) and protect resources. It is important to **conserve** our natural resources. To help conserve our resources, we can learn to use less. For example: • Write on both sides of your paper • Buy one big bottle of detergent instead of three small ones • Use a reusable lunch box or bag instead of a paper bag • Use dishes instead of paper plates • Say, "No thank you, I don't need a bag," when you buy something that doesn't require a bag *How do these actions help conserve resources and materials?* Apply It! Trace your hand onto a sheet of paper. Write or draw something on each finger of your paper hand that you can do to conserve materials or our Earth's natural resources.  Image by lisa runnels from Pixabay

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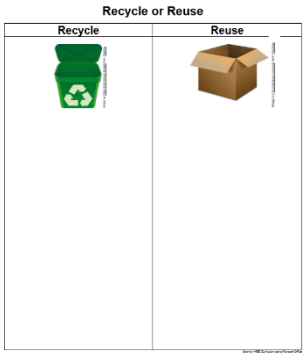
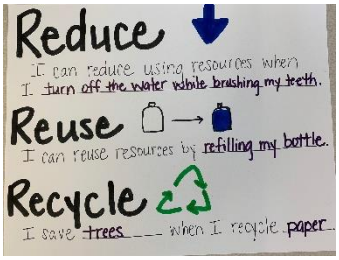
Science – Grade 1

April 27 - May 8, 2020 – Week 2

Thursday – 30 minutes	
	Using a T-chart, recognize the difference between conserving and wasteful behavior. • Turn off lights when no one is in the room. • Leaving the water running when you are finished taking a shower. • Reusing the blank side of a paper. • Putting plastic water bottles in a recycle bin. • Turning off the water faucet when finished brushing your teeth. Conserving | Wasteful Behavior
Resources	Guided Activity using Google slides

Friday - 30 minutes	
Activity / Task	**Reusing and Recycling Natural Resources** ***To access this interactive lesson, visit https://tinyurl.com/HISDGrade1Day28*** Objective: Identify and learn how to reuse or recycle materials. <u>Think About It!</u> What are some ways we can reuse resources? What are some items we can recycle? *If you can, talk about this with someone in your home.* <u>Do It!</u> What you need: • Sorting mat (can be drawn on paper) • 3 Bins or bags *(labeled paper, plastic and metal)* • Science notebook or a sheet of paper • Pencil and crayons What to do: • **Make** a list of items around the house that you usually throw away. • **Identify** and **sort** which of these items can be recycled and/or reused. • Select 2 items from each column and **explain** why you placed them in that column in your science notebook. • **Identify** ways to reuse or recycle items around your house. <u>Understand It!</u> It is important to reuse and recycle materials, made from natural resources, found in our home. To **reduce** is to use less of a natural resource. **Reuse** is to use a natural resource again, possibly in a new way. To r**ecycle** is to make new things out of previously used resources. <u>Apply It!</u> Journal Entry: Answer the following questions: *What are some ways we can reuse materials?* *What are some items we can recycle made from natural resources?* *If you can, talk about this with someone in your home.* **Changing Home Habits** Set up a recycling center at home. Using bins or bags, label *paper, plastic, and metal*. Use the bins to sort trash each day. As a reminder, use gloves and/or goggles when sorting the trash. If possible, collect enough materials to place with your neighborhood recycling pick up or take to a local recycling center.  Table by HISD Curriculum using Microsoft Office and Pixabay Images  Anchor Chart by HISD Curriculum using Marker
Resources	Guided Activity using Google slides