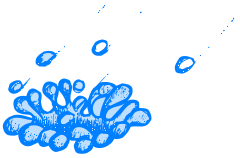
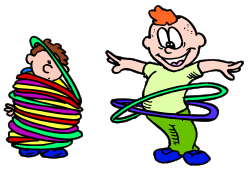
1st Grade Activities

for the New 2010 Science Core





FIRST GRADE

STANDARD 3

Physical Science

OBJECTIVE 1

Analyze changes in the movement of non-living things

Activity 1

Let's Use Force

Activity 2

Matter… It Does

First Grade Standard 3 Objective 1 **Activity #1**

LESSON: Let's Use Force

INSTRUCTOR: Mary Lou Damjanovich
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DISTRICT: Canyons
GRADE LEVEL: 1

CORE CURRICULUM

Science Standard 3: Physical Science
Objective 1: Analyze changes in the movement of non-living things.
Indicator 3: Explain how a push or pull can affect how an object moves.

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Understand and use basic concepts and skills.
3. Communicate clearly in oral, artistic, written, and nonverbal form.

Lesson Objective: The students will be able to: explain how a push or pull affects how an object moves, the difference of a push and pull, and the way to change how something is moving is to give it a push or a pull.

Content Connections:
Literacy: The teacher can select books for read-alouds and browsing books that have force and motion in the story. Have children write stories with a focus on pushing and/or pulling.
Mathematics: Ask children to make observations of pushes and pulls at home and then report back what they observed. The teacher collects the data, and then the class graphs their observations of pushes and/or pulls.

INTRODUCTION:
We exert force to move things. Children may be unaware that this force affects the motion of the object. Force has a direction. This direction can be back and forth, straight, circular, zigzag, curved, and fast or slow. Pushing or pulling can affect how an object moves. Children need to be made aware of this before you begin instruction.

LESSON: Let's Use Force
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INVITATION TO LEARN

Ask the children, "What is a push?" and listen carefully to their answers. Ask the children, "What is a pull?" and listen carefully to their answers. After a brief discussion of pushes and pulls, tell them that pushes and pulls are a means by which they use force to move something. Depending on the children you may want to record on a whiteboard the items they mention for pushes and pulls. Engage the children in a discussion of how much force it takes a move, for example, a tennis ball, soccer ball, or a bowling ball.

INSTRUCTIONAL PROCEDURES

Read the book, *Duck in the Truck.* After reading the book, lead the children in a discussion of the story. Remembering to focus on push/pull. If you have recorded on a whiteboard items that can be pushed and/or pulled, add any items the children may now suggest.

Ask the children to look around the classroom for something that they might push or pull. Depending on time, allow the children to demonstrate a push or pull.

Have the children use their arms, feet, and legs to push themselves off of the floor and stand. Have them pull their stomach muscles in and stand tall as they push their arms ten times into the air as if they were raising the ceiling.

Prepare two large alpha boxes for "Is It a Push or a Pull?" Chart paper or white butcher paper can be used (approximate size is 24 inches by 36 inches).
Example:

a	**b**	**c**	**d**
e	**f**	**g**	**h**
i	**j**	**k**	**l**
m	**n**	**o**	**p**
q	**r**	**s**	**t**
u	**v**	**w/x**	**y/z**

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1. Tell the children to think about what can be pushed?
2. Tell them that as they tell you names of things that can be pushed, you will write down the name in the alpha box with the same beginning letter as the thing mentioned.

   Example: "push: alpha boxes:"

A	B bike button	C coin	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R remote	S swing skateboard	T
U	V	W/X Wii button	Y/Z

3. Depending on the availability of time, you may want to do the "pull: alpha boxes on another day.
4. After the children seem to run out of ideas, stop and tell them that during the day (possibly during literacy center time) they are to reread the "push" alpha boxes chart and then read one of the push/pull books in the center.
5. If they can think of a new object, they are to write it down in the appropriate box. I suggest having them write the words in a different color marker to make it easier to find their added words on the chart.

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6. 6. Find a time when the whole class can read the newly added words in the alpha boxes together as a group and discuss them.
7. Be sure to do the "pull" alpha boxes.
8. At a later time, read the alpha boxes for "push" and highlight words that can also be a "pull".
9. Do the same for the alpha boxes for "pull."

LESSON MATERIALS:

- Book, *Duck in the Truck,* by Jez Alborough
- Whiteboard
- Whiteboard marker
- Permanent marker
- Highlighter
- Two demonstration size (approx. 24" by 36") white papers for alpha boxes

ASSESSMENT SUGGESTIONS:

Have children identify and/or demonstrate a push and a pull.
Have them sort real items and/or pictures and explain why they sorted the way they did.
Ask students to write about push and pull in a narrative story or as informational text.

POSSIBLE EXTENTIONS/ADAPTATIONS/INTEGRATION

Have the children sort real items by whether it is pushed, pulled, or both.
Have the children sort pictures by whether they are pushed, pulled, or both.
Have a variety of books that have a focus on pushes and pulls available for the children to read.
Look for guided reading books in your school's leveled library for use in small group instruction.
Choose books for your read-alouds that have a focus on pushes and pulls.

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BOOKS

- *Duck in the Truck*, by Jez Alborough; ISBN: 0-06-443833-3
- *Push and Pull*, by Robin Nelson: ISBN: 978-0822552994
- *Forces Make Things Move*, by Kimberley Brubaker Bradley, ISBN: 978-0064452144
- *And Everyone Shouted, "Pull!:* A First Look at Forces and Motion, by Claire Llewellyn; ISBN: 978-1404806566
- *Cucumber Soup*, by Vickie Leigh Krudwig; ISBN: 978-1555913809
- *Big Pumpkin*, by Erica Silverman; ISBN: 0-590-47760-9
- *The Teeter-Totter*, by Joy Cowley; ISBN: 1-56270-732-9
- *Push and Pull (Rookie Read-About Science)* by Patricia J. Murphy; ISBN: 978-051628644
- *Push and Pull (Yellow Umbrella Books: Science – Level A),* by Hollie J. Endres; ISBN: 978-0736828802
- *You Read to Me, I'll Read to You,* by Mary Ann Hoberman; ISBN: 978-0316013161

MEDIA

ARTICLES

WEB SITES

Retrieved from the World Wide Web on January 3, 2010:

- http://www.bbc.co.uk/schools/scienceclips/ages/5 6/pushes pulls.shtml
- http://www.firstschoolyears.com/science/fores/forces.html
- http://www.science.org.au/primaryconnections/pushpull.htm
- http://www.ngsp.com/Portals/0/Downloads/41045 tg.pdf (Note: you will need to copy this address into your browser' window, and then you can download materials.)

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ORGANIZATIONS

FAMILY CONNECTONS

At home, have the children observe how their family pushes or pulls things. Then have them write or draw the examples of what they see pushed or pulled. These papers should be returned to school for a class discussion.

Also, have them search for something the would like to bring to school to show a push or a pull. Be sure to have them write their name on their object.

LESSON AND ACTIVITY (TIME SCHEDULE)

- Reading the book and starting the alphaboxes will take approximately 55 minutes.
- The readers' theater will take approximately 20 minutes.
- Comparing the push alphaboxes to the pull alphaboxes take 20 to 15 minutes.

ACTIVITY CONNECTED TO LESSON

Reading the readers' theater *Stuck in the Mud.*

Have the children sit on the floor or at their own desks. Pass out copies of *Stuck in the Mud* to each student. Divide the class into two groups to read the readers' theater. Decide which group reads the right column of text and which reads the left column. Everyone reads the words in the middle of the reader's theater.

You may want to go over any words that you believe will be difficult for your children. Read the readers' theater *Stuck in the Mud* a few times. In the classroom, children can practice *Stuck in the Mud* in guided reading groups, with a parent volunteer, a reading buddy, and as a whole class. Practice it for a couple of days and then send it home for the children to read with their family.

Children may also perform the readers' theater for another class, principal, and/or media aides.

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ACTIVITY MATERIALS

- Copy of *Stuck In the Mud* for each child.

Alphaboxes

Title of the book	a	b	c	d
e	f	g	h	i
j	k	l	m	n
o	p	q	r	s
t	u	v	w	x y z

Name_____

In my home I found these things that I could push and/or pull.

Push	Pull

Stuck in the Mud

My bike is stuck in the mud.

Your bike is stuck in the mud?

Yes, my bike is stuck in the mud.

That's too bad. What did you do about your bike?

First, I pulled and I pulled.

What happened?

Nothing. So, I pulled harder

Did it come out?

No. So, I tried to push it.

Did you push and push and push?

Yes, I pushed and pushed and pushed.

Did your bike come out?

No.

Do you need my help?

Yes, please.

Okay, let's work together.

Pull, pull, pull.
Pull harder, pull harder.

I think it's starting to move.

I think you're right. Let's try
To pull together one more time.

Pull, pull, pull.
Yippee! It's out of the mud.

Thanks for helping me pull my bike.

I'm glad that we pulled together.
If we would have pushed…

We would have fallen into the mud.

First Grade Standard 3 Objective 1 **Activity #2**

LESSON: Matter…It Does!

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GRADE LEVEL: 1

CORE CURRICULUM

Science Standard 3: Physical Science

Objective 1: Analyze objects and record their properties.

Indicator 1: Sort, classify, and chart objects by observable properties such as size, shape, color and texture.
Indicator 3: Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.

Intended Learning Outcomes:

1. Demonstrate a positive learning attitude.
2. Understand and use basic concepts and skills.
3. Communicate clearly in oral, artistic, written, and nonverbal forms.

Lesson Objective: Students will be able to sort, classify and chart objects by their observable properties. They will learn to identify the three forms of matter and will be able to predict and identify changes in matter.

Content Connections: By learning about physical characteristics the students will be able to understand and make connections to the weather, water, living/nonliving things, and the seasons.

INTRODUCTION
Children learn about the world around them through their senses. In their explorations of physical objects the students will observe, make predictions, and record the information. These activities are carefully guided with instruction to lay a foundation of knowledge of the three kinds of matter and their characteristics in the physical world.

LESSON: Matter….It Does!
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INVITATION TO LEARN

Describe Me
In a whole-group activity, have the students come up and pull an item from a bag. The teacher writes the name of the item and draws the item. The students generate their observations of the item. Ask the students to tell or describe what they know about the item.

Example: An aluminum pie tin properties are: silvery, shiny, round, crinkled. Bendable, shaped like a pie, makes a sound when tapped, holds pie filling.

Use a chart to record their comments. The teacher uses the chart paper to make the following chart.

Item-Drawing of item	Item-Drawing of item	Item-Drawing of item	Item-Drawing of item
Record properties			

1. Students will describe and identify properties found in common, everyday items. They will use their knowledge to communicate these ideas.

2. Items in the bag aluminum pie tin, pencil, feather, sponge. (The teacher can decide on the items in the bag. It is important to provide a variety of items.) Here are a few more items to collect for this activity: sheet of paper, rock, paper clip, piece of fabric, button, hanger, popsicle stick, bottle of water, perfume, balloon, small rubber ball, (inflated with air) wooden block, brick, plastic vase, candy bar, small flag, glass jar, paper cup, rope, rubber band, garlic powder in a bag, cinnamon stick or a small bag with cinnamon inside, rubber duck, pipe cleaner, cotton ball, etc.

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INSTRUCTIONAL PROCEDURES

Day One

1. After the invitation to learn and the class discussion, have the students pair up. Each partner group is given an item from the bag. The students are asked to generate and identify as many properties as they can for their item. They label the item, draw it, and record their information on the recording sheet. (Use the "Me" black-line).
2. The students share their chart with the class.
3. Summarize what has been learned and identified as properties.

Check for understanding of what the term "properties" means.

Day Two

1. Explain that in some ways these items in the bag are all alike. Display the items and ask the students, "Can you figure out how these items are alike even though they have different properties?" There are three properties to discover that each item has in common. In order to help your students discover these new properties, they can ask you twenty questions. (In the game "twenty questions," the students ask questions to figure out what it is you want them to discover. They can only ask yes-or-no questions. The object of this game is to figure out the discovery before twenty questions have been asked. The teacher keeps a tally of questions asked on the board.)

2. Depending on the outcome of the twenty questions games, explain that the common properties among the items are (1) they take up space (2) they have weight, and (3) they can be touched or held. Some objects take up more space, and some take up a small amount of space. Some are lightweight and some are heavy.

3. Everything in the world has three properties (1) takes up space (2) has weight, and (3) can be touched or held. When an object or item takes up space, has weight and can be touched, it is called matter. Everything is made of matter. Read the poem, "What's the Matter?"

4. Everything in our world is matter. Matter is made up of little parts called molecules. How these molecules are arranged and organized makes items what they are. Matter can be seen and touched. Matter is sometimes very hard and unbreakable; some matter breaks easily, while other matter is drippy, like water, milk, or lemonade. Other matter floats, and some matter cannot be seen.

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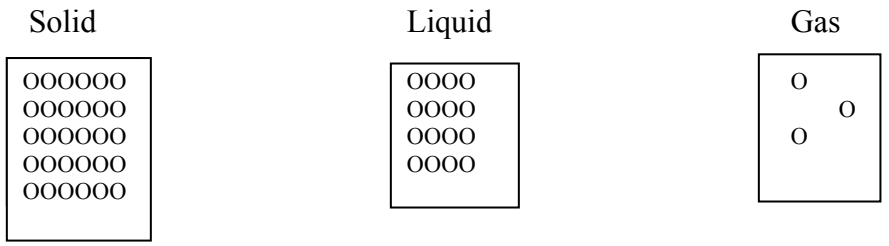
5. Read either *What Is Matter?* Or *What Is The World Made Of?* (to page 8). Have the students listen for the names of the different forms that matter comes in. As you read, stop and talk about the three kinds of matter. Draw the illustrations below on the chart paper so the children understand how the molecules look in each form of matter.



6. After reading and discussing matter, demonstrate the three kinds of matter by having the students use their hands to model each form. Another idea is to have the children act as molecules and make each form using their bodies.

Day Three through Day Five Exploring the Three Forms of Matter

1. Review the three forms of matter. Explain how these three forms (states) of matter have different properties.

   Today students will be moving around the room to different exploration stations to learn about each kind of matter. The students are to explore, predict, and record their findings through a guided approach from either a parent helper or the teacher. After the children have had the opportunity to explore and predict the physical characteristics of a particular kind of matter, hold a debriefing and clarifying discussion to teach the specific qualities of each kind of matter.

   Set up exploration centers with parents' help so that parents can help guide instruction and management. It is suggested to set up one exploration center a day for the students to rotate through. The teacher may decide on how to facilitate this activity. Each student can be given a clipboard, pencil and graphic organizer to record his/her observations of each kind of matter.

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Solid Center: At this station have a small pan of water, scale, tape measure, and a hammer. The students use these tools to investigate the characteristics of each item. Suggested items: rocks, small toys, feathers, sponges, sugar cubes, paper, paper clips, metal screws, nails, yarn, brick, bobby pin, clay, ice, candy, gum, small balls, paper, pencil, crayon, eraser, rubber duck, leaf, cork, metal toy car, etc.

The liquids center has four individual parts to it. They are (1) mixing solids and liquids, (2) sink and float, (3) water displacement, (4) how liquids react to tin foil, paper towel, and wax paper. (The last shows how water repels, absorbs, and dissolves.)

Liquids Center: Have a pitcher of water and different small containers to put the different liquids in.

- Straws 1 per participant
- Plastic spoons
- Dish soap
- Vinegar
- Water
- Oil
- Soda
- Powdered drink mix
- Tin foil
- Wax paper
- Paper towels
- Small see-through dish pan
- 20 marbles
- 20-clear plastic cups
- 6 eye droppers
- Salt
- Pepper

Gases Center

Blowing up paper bag and popping it
Cup with a crinkled paper inside and pushing it down in a large glass jar or seeing through washtub
Bottle with a balloon on it, warm water, soda and vinegar
Making a wind puller or fan
Straws

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20 clear plastic cups
Large glass gallon jar/8 oz. glass
Liquid dish soap
Water
Six envelopes
Spices (cinnamon, garlic salt, marjoram, rosemary, cayenne pepper, cloves)

2. Define and clarify the characteristics of each kind of matter. Use the following graphic organizer to record and write what the class tells about each form of matter. Record examples of each kind of matter. (Use chart paper to make the graphic organizer.

Solids	Liquids	Gases
Characteristics:	Characteristics:	Characteristics:
Examples:	Examples:	Examples:

3. These are the qualities you want the students to understand:
   - Solids have molecules that are tightly bound together; they keep their shape.
   - Liquids have molecules that are loosely bound together. Liquids don't keep their shape and can mix with other liquids.
   - Gases have molecules that float around and do not stay together; they do not have a certain shape and move freely.

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LESSON MATERIALS

- Describe Me recording sheet
- Big Book: *What is Matter?*
- Book: *What Is the World Made Of?* By Kathleen Weidner Zoehfeld
- Large chart paper
- Markers
- Pencils
- Masking tape
- Describe Me worksheet
- Solids, Liquids, Gases recording sheet for each exploration center
- Physical Objects: sheet of paper, rock, paper clip, piece of fabric, button, hanger, popsicle stick, bottle of water, perfume, balloon, small rubber ball (inflated with air), wooden block, brick, plastic vase, candy bar, small flag, paper cup, rope, rubber band, rubber duck, pipe cleaners, cinnamon stick or a small bag with cinnamon inside, other spices in small bags (such as cinnamon, marjoram, pepper, salt, garlic powder or garlic salt, cayenne pepper) screws, nails, etc.
- Gallon glass jar
- 8 oz. glass
- Paper towels
- Dish soap
- Water
- Oil
- Soda
- Powdered drink mix
- Vinegar
- Ice cubes
- Small see through dish pan
- Marbles
- Clear cup
- 6 eye droppers
- Salt
- Pepper
- Various sizes/shapes containers for liquids
- Square plastic dish tub or container for experiments
- 4 c. glass measuring cup

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- Transparent rectangular plastic container for sink and float
- Small garbage can for disposal
- Tin foil
- Wax paper
- Six envelopes filled with 6 different spices (cinnamon, garlic salt, marjoram, rosemary, pepper, cloves, cayenne pepper)
- 40 small round balloons
- Straws, 1 per participant
- Paper cup, 1 per participant

ASSESSMENT SUGGESTIONS

Observe the students as they are learning about the physical characteristics of objects. Do they have the ability to observe and communicate orally and in written form about their observations? Do they have the ability to synthesize their knowledge and connect it to the qualities found in the various forms of matter? Are they engaged in the process of inquiry and exploration?

POSSIBLE EXTENTIONS/ADAPTATIONS/INTEGRATION

1. A matter journal can be used to keep information about each student's exploration. Have them record all the ways they use matter during the day.
   (Example: They wear matter, eat matter, use matter, read matter, sit on matter, ride on matter, sleep and play with matter.)
2. Make a physical model of each kind of matter using clay or stickers.
3. Compare and contrast solids that can be broken easily with those that are unbreakable unless heated or bent by a strong force.

RESOURCES: BOOKS, MEDIA, ARTICLES, WEB SITES, AND ORGANIZATIONS

BOOKS

- *What is Matter?* From Newbridge. Cost is $33.50 for Big Book and Instructional Guide. Order code: OWA 8-25805

- *What is the World Made Of?*, by Kathleen Weidner Zoefeld, ISBN 978-0-06-445163-5

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MEDIA

Properties of Matter (Part 1), DVD, Educational Media for 1st Grade, 800-483-3383 Item # S14903DV.
Web Site: schoolvideos.com

ARTICLES

WEB SITES

ORGANIZATIONS

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FAMILY CONNECTIONS

1. Family Matter Graph-Have the student's families record the kinds of matter they eat or smell, for a week. Send home a recording sheet for recording Solids, Liquids and Gas.

LESSON AND ACTIVITY (TIME SCHEDULE)

- Each lesson is 55 minutes
- Each activity is 30 minutes
- Total lesson and activity time is 90 minutes

ACTIVITY CONNECTED TO LESSON

- EXPLORATION CENTERS: See the Instructional Procedures for a detailed explanation of the centers.

ACTIVITY MATERIALS

The materials needed are listed below and are also listed in the LESSON MATERIALS.

- Physical Objects: sheet of paper, rock, paper clip, piece of fabric, button, hanger, popsicle stick, bottle of water, perfume, balloon, small rubber ball, (inflated with air) wooden block, brick, plastic vase, candy bar, small flag, paper cup, rope, rubber band, rubber duck, pipe cleaners, cinnamon stick or a small bag with cinnamon inside, other spices in small bags (such as marjoram, pepper, salt, garlic powder cloves, cayenne pepper) screws, nails, etc.
- Gallon glass jar
- 8 oz. glass
- Paper Towels
- Liquid Dish soap
- Water
- Oil
- Baking Soda
- Powdered Drink Mix

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Poem "What's the Matter?"
This poem is found in the hard copy of the lesson—"Matter…it Does!" It should be a lesson black line. It is not consumable. Please put it in this lesson. It sent it in the packet with the thumb drive.

What's the Matter?

What's the matter, do you ask?
I'll tell you right away.
It's *everything* around you, as
you work, or sleep, or play.

A chair is matter, a table, too,
and so is a rock or tree.
A cloud, a star, a blade of grass,
a raindrop, a bumblebee.

The earth is the matter, so is the sea,
and the sky is matter, too.
(Of course what matters most of all
is the matter that is you!)

There's matter almost everywhere,
except in one special place –
The vast, black lonely emptiness,
that we call outer space.

Tom McGowen

Partners Names: _____

_____

DESCRIBE ME

Item's Name:	Picture of them:

List the characteristics of the item:

Partners Names: _____

_____

DESCRIBE ME

Item's Name:	Picture of them:

List the characteristics of the item:

SOLIDS
By

_____

_____

_____

_____

_____

_____

_____

Different Kinds of Solids:

My favorite kind of solid to wear is:_____

My favorite kind of solid to eat is:_____

My favorite kind of solid to play with is:_____

Liquids
By

_____

_____

_____

_____

_____

_____

_____

Different Kinds of Liqids:

My favorite kind of liquid to drink is: _____

Name two other liquids to drink: _____

_____

Gases
By

_____

_____

_____

_____

_____

_____

_____

Different Kinds of Smells:

Name a gas that smells good: _____

Name a gas that smells bad: _____

What is the gas that we breathe? _____