Grade: 1

Subject: Science

Unit
Properties

Essential Question #1	**How can you classify objects?**
Essential Question #2	**What forms can matter take on?**
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 1

Subject: Science

Unit: Properties

Essential Question #

How can you classify objects?

		CT LEVEL
Objective/Skill #1	**Students will sort objects by their attributes.**	
Objective/Skill #2	**Students will compare objects their attributes (length, color, shape, etc.)**	
Objective/Skill #3	**Students will order objects according to their attributes.**	
Objective/Skill #4	**Students will measure volume and weight.**	
Objective/Skill #5	**Students will predict buoyancy.**	

Activities that you may opt to use with objectives/skills being taught above

Students can sort buttons, seeds, etc., by color, size, shape, texture, etc.
Students can graph the size of their names.
Measure and compare heights using strips of paper.
Comparing/order containers based on how many objects they hold.
Predict whether items will sink or float and test predictions.

Grade: 1

Subject: Science

Unit: Properties

Essential Question #

What forms can matter take on?

		CT LEVEL
Objective/Skill #1	**Students will be able to identify solid, liquids and gases.**	
Objective/Skill #2	**Students identify traits of solids, liquids and gases.**	
Objective/Skill #3	**Students explore changes in matter.**	
Objective/Skill #4	**Describe the relationship among air, water and land on earth.**	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

See science lab Properties kit.

Grade: 1

Subject: Science

Unit
Constellations

Essential Question #1	**What is a constellation?**
Essential Question #2	
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 1

Subject: Science

Unit: Constellations

Essential Question #

What is a constellation?

		CT LEVEL
Objective/Skill #1	**Students will define constellations.**	
Objective/Skill #2	**Students will identify different elements of the constellation stories.**	
Objective/Skill #3	**Students identify means of observing constellations.**	
Objective/Skill #4	**Examine the solar system.**	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

See Constellation ESTEC kit.

Grade: 1

Subject: Science

Unit
Weather Changes

Essential Question #1	**What are the seasons?**
Essential Question #2	**How does the weather change?**
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 1

Subject: Science

Unit: Weather Changes

Essential Question #

What are the seasons?

		CT LEVEL
Objective/Skill #1	**Students will identify the characteristics of the four seasons.**	
Objective/Skill #2	**Students observe and compare the changes in the environment for each season.**	
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Create a book for each season (interactive writing) that depicts that changes that take place.
Study the life cycle of trees.

Grade: 1

Subject: Science

Unit: Weather Changes

Essential Question #

How does the weather change?

		CT LEVEL
Objective/Skill #1	**Students will observe and graph daily weather changes.**	
Objective/Skill #2	**Students will be able to understand that a thermometer is used to measure temperature changes.**	
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Students can record and graph daily temperatures.
Graph monthly temperature/weather changes and compare.

Grade: 1

Subject: Science

Unit

From Seed to Plant

Essential Question #1	**What are some ways seeds can be grouped?**
Essential Question #2	**What is inside a seed?**
Essential Question #3	**How do you plant a seed?**
Essential Question #4	**How are plant seeds changing?**
Essential Question #5	**How can you tell which plant is the tallest?**

Grade: 1

Subject: Science

Unit: From Seed to Plant

Essential Question #1

What are some way seeds can be grouped?

		CT LEVEL
Objective/Skill #1	**Students will develop a property chart.**	
Objective/Skill #2	**Students will compare attributes (size, color, shape, etc.)**	
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Make a property word chart

Students can sort seeds, etc., by color, size, shape, texture, etc.
Students discuss the properties they used.
Students use a group seeds by different properties.

Grade: 1

Subject: Science

Unit: From Seed to Plant

Essential Question #2

What is inside a seed?

		CT LEVEL
Objective/Skill #1	**Students compare and contrast a dry and soaked seed.**	
Objective/Skill #2	**Students will record observations of the inside of bean.**	
Objective/Skill #3	**Students will be able to label a seed diagram.**	
Objective/Skill #4	**Students will be able to explain how the parts of the seed are important to the development of the plant.**	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Place two seeds on a tray and list observations of the soaked seed.
Students then remove seed coat and open the seed.
Have students draw and write a paragraph about what they saw.
Label a diagram of a seed.

Grade: 1

Subject: Science

Unit: From Seed to Plant

Essential Question #3

How do you plant a seed?

		CT LEVEL
Objective/Skill #1	**Students will follow a sequence of directions.**	
Objective/Skill #2	**Students will demonstrate the proper method for planting a seed.**	
Objective/Skill #3	**Students will demonstrate the proper method for planting a class garden.**	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Model the proper method to plant a seed.
Draw and write a sentence on how to plant a seed.
Plants a classroom garden.
Develop a chart for proper care.
Make predictions of which seeds will sprout first, grow the tallest, etc.

Grade: 1

Subject: Science

Unit: From Seed to Plant

Essential Question #4

How are planted seeds changing?

		CT LEVEL
Objective/Skill #1	**Students will observe changing seeds.**	
Objective/Skill #2	**Students will collect data on changing seeds.**	
Objective/Skill #3	**Students will compare and contrast data.**	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Dig up one of the seeds after two days and look for changes. Have students observe for number of roots, length of roots, color, length of stem and number of leaves. Replant seeds and continue process every other day for 1-2 weeks.
Summarize class observations on chart paper.

Grade: 1

Subject: Science

Unit: From Seed to Plant

Essential Question #5

How can you tell which plant is tallest?

		CT LEVEL
Objective/Skill #1	**Students will use standard forms of measurement to record plant height.**	
Objective/Skill #2	**Students will manipulate conditions for plant growth.**	
Objective/Skill #3	**Students will collect data on plant growth.**	
Objective/Skill #4	**Students will communicate observations.**	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Use ruler or strips of paper to measure height of plants and record in plant log.
Vary the conditions for plants (no sun, no water, with/without plant food, etc) and compare data.
Students record observations in a plant journal.
Students make predictions regarding plant growth/height.

Grade: 1

Subject: Science

Unit

Organisms

Essential Question #1	How do plants and animals interact in aquaria?
Essential Question #2	How are fish different?
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 1

Subject: Science

Unit: Organisms

Essential Question #1

How do plants and animals interact in aquaria?

		CT LEVEL
Objective/Skill #1	**Students will observe aquatic organisms**	
Objective/Skill #2	**Students will investigate living organisms**	
Objective/Skill #3	**Students will record changes in the aquaria**	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Prepare the aquaria.

Students will keep a journal to record observations

Grade: 1

Subject: Science

Unit: Organisms

Essential Question #2

How are fish different?

		CT LEVEL
Objective/Skill #1	**Students will list the properties of fish.**	
Objective/Skill #2	**Students identify the differences of fish.**	
Objective/Skill #3	**Students report evidence about fish.**	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Observe the aquaria and create a list of properties.
Create your fish.
Keep a journal of your observations.

Grade: 1

Subject: Science

Unit
Mammals

Essential Question #1	Why is an animal a mammal?
Essential Question #2	How are mammals different?
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 1

Subject: Science

Unit: Mammals

Essential Question #1

Why is an animal a mammal?

		CT LEVEL
Objective/Skill #1	**Students will identify characteristics of mammals**	
Objective/Skill #2	**Students will recognize animals that are mammals**	
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Students will create a list of characteristics mammals have

Students will sort pictures of animals into groups of mammals or non-mammals

Grade: 1

Subject: Science

Unit: Mammals

Essential Question #2

How are mammals different?

		CT LEVEL
Objective/Skill #1	**Students will report on a specific mammal**	
Objective/Skill #2	**Students will identify similarities and differences of the mammals.**	
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Students will research a specific mammal (polar bear, grizzly bear, or black bear)
Students will take notes (on webs, charts, or other graphic organizer)
Students will write a rough draft and final draft of their report.
Students will share their report and a visual of their mammal.

Grade: _____1_____

Subject: _____Science_____

Unit

Changes in our World

Essential Question #1	**Why should we not litter?**
Essential Question #2	**What happens to garbage?**
Essential Question #3	
Essential Question #4	
Essential Question #5	

Grade: 1

Subject: Science

Unit: Organisms

Essential Question #1

Why should we not litter?

		CT LEVEL
Objective/Skill #1	**Students will identify types of litter.**	
Objective/Skill #2	**Students will write about a time they litter or saw someone else litter.**	
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Read Wartville Wizard.

Make a list of types of litter.

Write a journal entry about a time you littered or saw someone else litter.

Grade: 1

Subject: Science

Unit: Organisms

Essential Question #2

What happens to garbage?

		CT LEVEL
Objective/Skill #1	**Students will identify materials of trash.**	
Objective/Skill #2	**Students will graph materials of trash.**	
Objective/Skill #3	**Students will create a compost.**	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Read Where Does All The Garbage Go?

Sort trash into piles – example: paper, cardboard, plastic, metal.

Set up compost.

Discuss paper recycling.