



# Comprehensive Curriculum

Revised 2008

## Grade 1 Science



*Blackline  
Masters*

Louisiana Department of  
**EDUCATION**

Paul G. Pastorek, State Superintendent of Education

*Unit 1, Activity 3, The Ocean Song*

## **The Ocean Song**

(Sing to the tune of *My Bonnie Lies over the Ocean*.)

The Earth is all covered with ocean.  
The Earth is all covered with sea.  
The Earth is all covered with ocean.  
More water than land, don't you see?

Chorus:

Water, water, there's water all over the Earth, the Earth.  
Water, water, there's water all over the Earth.

So salty and cold is the ocean.  
So salty and cold is the sea.  
So salty and cold is the ocean.  
Too cold and too salty for me.  
Repeat chorus

Atlantic, Pacific, the Arctic,  
And then there's the Indian too.  
These oceans all cover our planet.  
I named all of them, now can you?  
Repeat chorus

## **The Continents Song**

(Sing to the tune of *B-I-N-G-O*)

There are seven continents on the Earth  
And you can name them all  
Europe and Africa  
North and South America  
Australia and Asia  
And the last one is Antarctica

*Unit 1, Activity 6, Water Cycle Song*

## **Water Cycle Song**

*(Sing to the tune of *She'll Be Comin' Round the Mountain*)*

**Water travels in a cycle, yes it does.**

*Use pointer finger to draw large circle in air.*

**Water travels in a cycle, yes it does.**

*Repeat above motion.*

**It goes up as evaporation,**

*Raise arms at side with palms up.*

**Forms clouds as condensation,**

*Brings hands together above head, forming large cloud shape with arms.*

**Then falls down as precipitation, yes it does.**

*Slowly lower arms at side with palms down, fingers moving.*

***Unit 2, Activity 2, How Long?***

Using four items found in our classroom, estimate the length in toothpicks, and then measure with toothpicks. Estimate the length in clips, and then measure with clips.

<b><u>item</u></b>	<b>Estimate</b>	<b>toothpicks</b>	<b>Estimate</b>	<b>clips</b>

Using four items found in our classroom, estimate the length in inches, and then measure with a ruler. Estimate the length in centimeters, and then measure with a ruler.

<b><u>item</u></b>	<b>Estimate</b>	<b>inches</b>	<b>Estimate</b>	<b>centimeters</b>

*Unit 2, Activity 2, Scavenger Hunt*

Go on a Scavenger Hunt! Look around your house for one item to match each length. Be sure to measure it with your ruler. Write the name of the item on the line and draw a picture of the item in the box. Put each item in the bag. Bring it to school with your list, and you will work with a partner to measure each other's items. Have fun!

\*Safety note: Please do not bring items made of glass or items with sharp points.

5 inches \_\_\_\_\_

6 centimeters \_\_\_\_\_

15 centimeters \_\_\_\_\_

3 inches \_\_\_\_\_

8 inches \_\_\_\_\_

12 centimeters \_\_\_\_\_

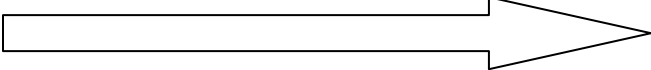

***Unit 2, Activity 2, Scavenger Hunt Rubric***

Name _____ Partner _____ Date _____	
<input type="checkbox"/> consistent and secure in this skill <input type="checkbox"/> partially correct, some misconceptions <input type="checkbox"/> many misconceptions, needs re- teaching	Student places the edge of the ruler at the edge of the item to measure.
<input type="checkbox"/> consistent and secure in this skill <input type="checkbox"/> partially correct, some misconceptions <input type="checkbox"/> many misconceptions, needs re- teaching	Student uses the appropriate side of the ruler (inches or centimeters) and correctly identifies the measurement.
<input type="checkbox"/> consistent and secure in this skill <input type="checkbox"/> partially correct, some misconceptions <input type="checkbox"/> many misconceptions, needs re- teaching	Student records the measurement in inches or centimeters accurately by writing the number and the abbreviation.
<input type="checkbox"/> consistent and secure in this skill <input type="checkbox"/> partially correct, some misconceptions <input type="checkbox"/> many misconceptions, needs re- teaching	Student handles items and ruler safely.
<input type="checkbox"/> consistent and secure in this skill <input type="checkbox"/> partially correct, some misconceptions <input type="checkbox"/> many misconceptions, needs re- teaching	Student takes turns with partner.

*Unit 2, Activity 3, How Heavy?*









item	cubes

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lightest  heaviest











**Unit 2, Activity 4, Sink or Float**

Predict whether each item will sink or float. Draw an arrow to show what will happen when each item is placed in the water. Draw an arrow up for things that will float and an arrow down for things that will sink. Test each item by placing it in the water. Record the results by writing the word "sink" or "float" in the observation column.

<u>Item</u>	<u>Prediction</u> ↑ or ↓	<u>Observation</u> Sink      Float
 leaf		
 marble		
 foil		
 marshmallow		
 paper clip		
 button		
 penny		
 straw		

**Unit 2, Activity 5, Pick Me Up!**

Will each object be attracted to a magnet? Predict by drawing a happy face if it will attract or a sad face if it will not. Test each item with a magnet. Write “yes” or “no” in the column to record what is observed.

Object	Predict ☺ ☹	Observe	
 clothespin			
 light bulb			
 paper clip			
 pen			
 pencil sharpener			
 penny			
 safety pin			
 screw			
 tack			
 spoon			

*Unit 2, Activity 6, Will a Magnet Work Through...*

Hold a disc magnet under each material. Hold a wand magnet on top. Let go of the disc magnet. Does the magnet still attract through the material?

material	yes	no
paper		
wooden block		
waxed paper		
aluminum foil		
book		
eraser		

### *Unit 3, Activity 1, Vocabulary Chart*

Read each word. Draw a happy face if you think you know what the word means. Write the meaning of the word. Give an example of the word. If you do not know what the word means, draw a question mark in the "understanding" column.

<b>word</b>	<b>understanding</b>	<b>example</b>	<b>definition</b>
<b>solid</b>			
<b>liquid</b>			
<b>gas</b>			

### ***Unit 3, Activity 1, Vocabulary Chart***

Read each word. Draw a happy face if you think you know what the word means. Write the meaning of the word. Give an example of the word. If you do not know what the word means, draw a question mark in the "understanding" column.

<b>word</b>	<b>understanding</b>	<b>example</b>	<b>definition</b>

*Unit 3, Activity 1, What Do You Think?*

Read each statement. Write "yes" or "no" on the line.

1. Liquids can be colored. \_\_\_\_\_
2. We can see through some liquids. \_\_\_\_\_
3. All liquids move slowly. \_\_\_\_\_
4. Your desk is a liquid. \_\_\_\_\_
5. Milk is a liquid. \_\_\_\_\_
6. Rain is a liquid. \_\_\_\_\_
7. All objects float. \_\_\_\_\_
8. Liquids always have the same shape. \_\_\_\_\_
9. It is safe to drink all liquids. \_\_\_\_\_
10. Some solids are big. \_\_\_\_\_
11. Some solids are small. \_\_\_\_\_
12. I can eat some solids. \_\_\_\_\_
13. Your pillow is a solid. \_\_\_\_\_
14. Air is a solid. \_\_\_\_\_

*Unit 3, Activity 2, Science Learning Log*

What did I do?



What did I learn?



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## Science Learning Log Rubric

0	1	2	3	Accurately records details of investigation.
0	1	2	3	Demonstrates an understanding of content.
0	1	2	3	Illustration reflects investigation.
0	1	2	3	Writes sentence about or labels illustration.

**Comments:**

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Name \_\_\_\_\_ Date \_\_\_\_\_

*Unit 3, Activity 7, How Hot? How Cold?*

	◦ Fahrenheit	◦ Celsius
room temperature water		
water with ice		
heated water		

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Read each scenario. Estimate the temperature based on your knowledge of weather and temperature. Circle the correct answer.

1. The girl is drinking a glass of lemonade with ice. The temperature of the lemonade is closer to

45° F                  95° F

2. The boy is drinking a cup of hot chocolate. The temperature of the hot chocolate is closer to

20° F                  100° F

3. The girl is wearing a bathing suit while sitting on the steps of the pool. The temperature outside is closer to

15° F                  85° F

4. It will be 32° F today. What should the boy wear to play outdoors?

a bathing suit                  a heavy coat                  shorts and a t-shirt

5. It will be 99° F today. What would be the best drink for a break from playing outdoors?

water with ice                  hot chocolate                  hot coffee

*Unit 4, Activity 1, Body Systems*

A system is a group of smaller parts that work together.  
The human body is made up of many systems.

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- Gives the body its shape
- Protects the body organs

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- Helps the body move

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- Helps the body break down food

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- Moves blood around the body

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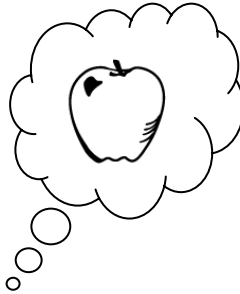
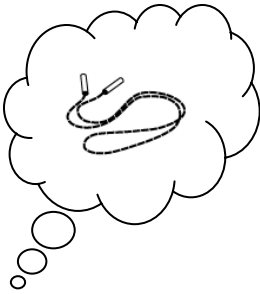
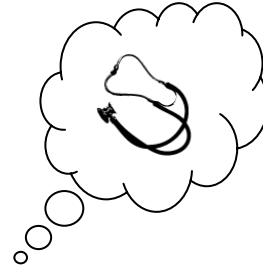
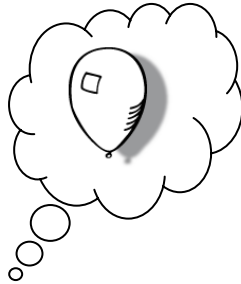
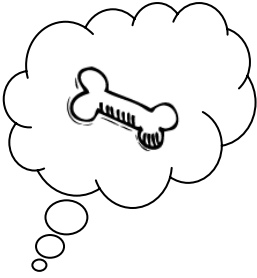
- Controls the body
- Helps us think, speak, and remember

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- Brings oxygen into the body and removes carbon dioxide

**Unit 4, Activity 1, Match the Systems**

Each system of the human body helps different parts of the body do different things. Match the body system to the picture that reminds you of the job of the system.



**Digestive**

**Muscular**

**Nervous**

**Skeletal**

**Respiratory**

**Circulatory**

*Unit 4, Activity 1, Name that Organ*

Each system of the human body contains a major organ. Write the name of the organ(s) with the correct system.

**body system**

**major organs**

Circulatory system	
Respiratory system	
Digestive system	
Nervous system	
Muscular system	
Skeletal system	

heart

bones

brain and spinal cord

muscles

mouth, esophagus, stomach, intestines

lungs

**Unit 4, Activity 2, Touch and Smell**

What message is your hand sending to your brain? Touch each bag and predict what's inside. Record your group's predictions on the chart.

Touch Bag # 1	
Touch Bag # 2	
Touch Bag # 3	
Touch Bag # 4	

What message is your nose sending to your brain? Smell each jar and predict what's inside. Record your group's predictions on the chart.

\*\*Remember: do not directly smell the jars.

Smell Jar # 1	
Smell Jar # 2	
Smell Jar # 3	
Smell Jar # 4	

*Unit 4, Activity 5, Heart and Blood*

**Heart and Blood**

(Sing to the tune *When Johnny Comes Marching Home*)

The heart is pumping blood for us.

Hurrah, hurrah!

The heart's a muscle fabulous.

Hurrah, hurrah!

The heart is pumping blood for us,  
it pumps all day without a fuss.

And the blood goes round  
because of the pumping heart.

The blood supplies us oxygen.

Hurrah, hurrah!

It's what the body needs to run.

Hurrah, hurrah!

The blood supplies us oxygen  
and that's a need for everyone.

And the blood goes round  
because of the pumping heart.

**Unit 4, Activity 8, Which System?**

Think about each of the body systems in this unit. Place a check on the grid if the system is involved in each activity of the school day.



Circulatory system



Digestive system



Muscular system



Nervous system



Respiratory system



Skeletal system


Vertical lines for writing activity names.



*Unit 5, Activity 1, Sorting and Collecting*

Place a tally mark next to each type of non-living thing as it is found. Draw one example of each.

Item	Tally	Example
<b>Something that once lived</b>		
<b>Something that never lived</b>		
<b>Something from a tree or plant</b>		
<b>Something that can be eaten by another living thing</b>		
<b>Something that is man-made</b>		

*Unit 5, Activity 2, How Does Your Garden Grow?*

Record observations of seedlings for each experiment.

	date observed	date observed	date observed	date observed
<b><u>LIGHT</u></b> <b>(cup 1)</b> <b>with</b> <b>sunlight</b> <b>and with</b> <b>water</b>				
<b><u>LIGHT</u></b> <b>(cup 2)</b> <b>without</b> <b>sunlight</b> <b>and</b> <b>with water</b>				
<b><u>WATER</u></b> <b>(cup 1)</b> <b>with water</b> <b>and with</b> <b>sunlight</b>				
<b><u>WATER</u></b> <b>(cup 2)</b> <b>without</b> <b>water and</b> <b>with</b> <b>sunlight</b>				

**Unit 5, Activity 4, Touch and Describe**

Write observations of each sample of soil.

	topsoil 1 (shallow)	topsoil 2 (deep)	sandy soil
color			
size of particles			
texture (How does it feel?)			
Are living things in it?			
Have things that once lived in it?			

*Unit 5, Activity 6, Clues*

living things that grow

produce babies

adapt to their environment

can move from place to place

need water

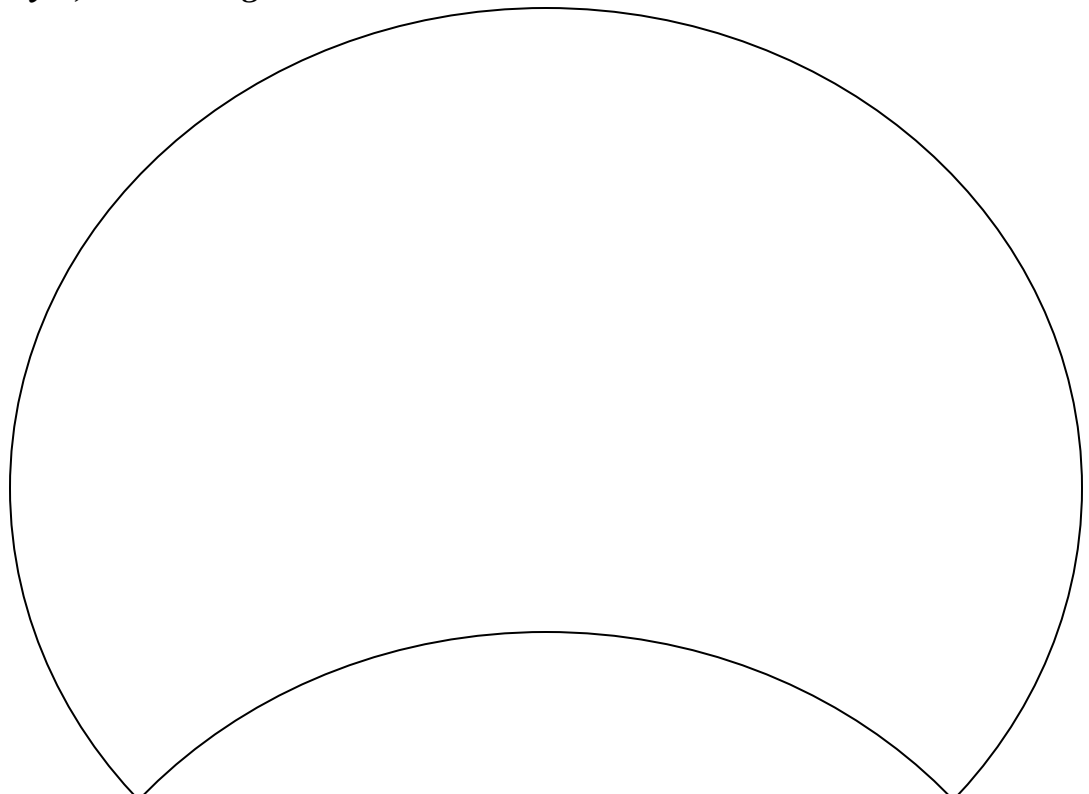
make sounds

have stems, leaves, and flowers

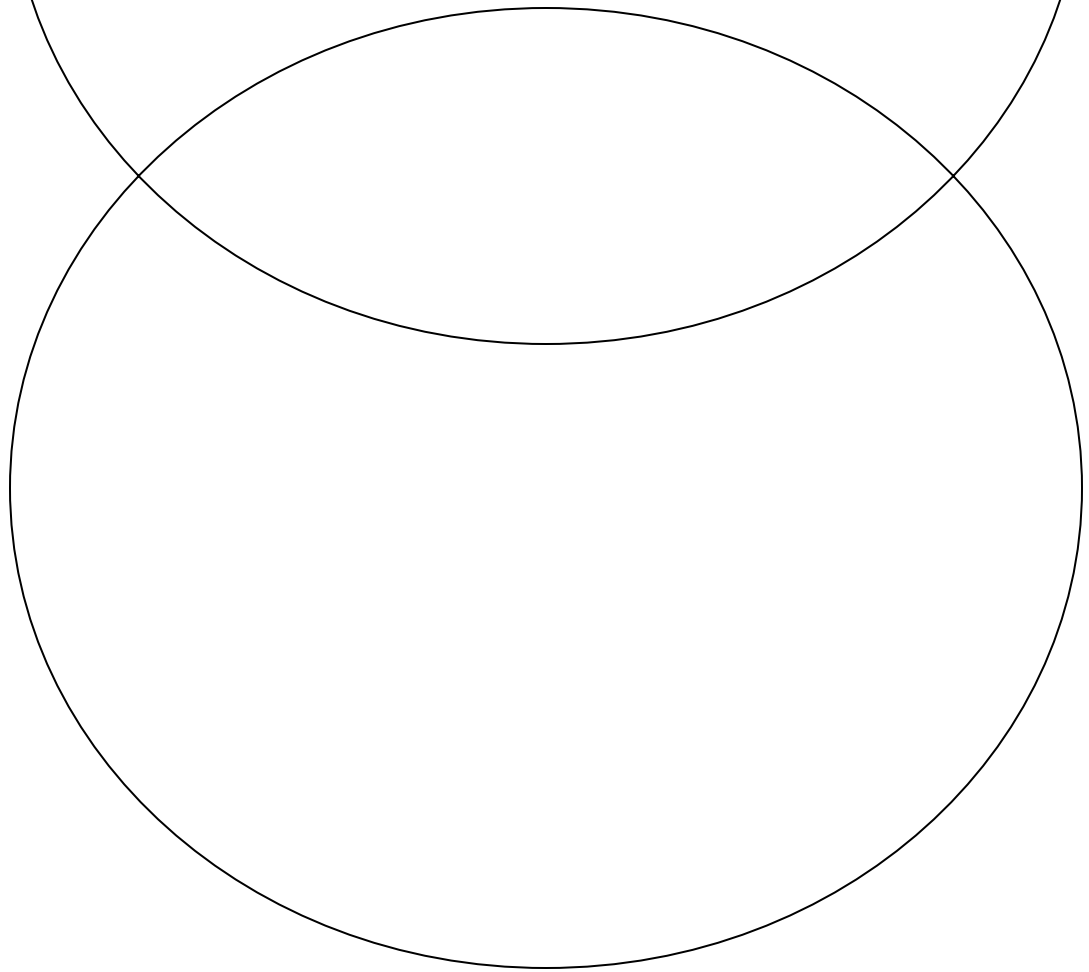
have arms and legs

*Unit 5, Activity 6, Venn Diagram*

**animals**



**plants**



*Unit 6, Activity 2, Do You Hear That?*

Record the name of each sound you hear. Write a + if the adjective describes the sound and a - if it does not describe the sound.											

*Unit 6, Activity 4, How Does It Go?*

Cut pictures from magazines. Paste the picture under the category that describes the type of energy that makes it work.

**mechanical**

**gasoline**

**air**

**electricity**

**battery**