Workbook Preview

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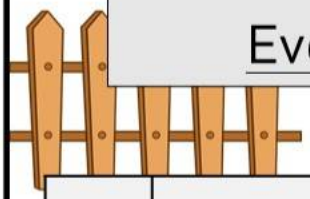
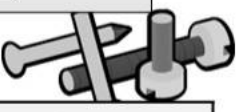
Grade 1 – Science Unit

Everyday Materials, Objects, and Structures





	Curriculum Expectations	Pages That Cover the Expectations
D1.1	identify the kinds of waste materials produced by humans, and plan and carry out a course of action for minimizing waste in the classroom or at home, explaining why each action is important	39–48
D1.2	assess everyday objects, including structures, that have similar purposes, in terms of the materials they are made from, the source of these materials, and what happens to these objects w	29–31, 38–48, 76–78, 84–85
D2.1	d	4–85
D2.2	i i	54, 56,
D2.3	identify materials that are used to make various everyday objects, including structures	, 23, 51–54, 56, 58–59
D2.4	describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses	51–52, 62–75, 84–85
D2.5	describe purposes of everyday objects, including structures	53–54, 56, 76–78
D2.6	identify properties of materials that enable the objects made from them to perform their intended function	22–23, 53–54, 56, 58–59, 89–90, 94–96
D2.7	identify different kinds of fasteners and describe uses for each	79–83, 89–90, 94–96
D2.8	identify sources in nature of some common materials that are used to make various objects, including structures	24–25, 27, 29–31

Preview of 75 pages from this product that contains 171 pages total.

Grade 1 Science Unit

Strand A - STEM Investigation and Communication Skills

	Curriculum Expectations	Pages That Cover the Expectations
A1.1	use a scientific research process and associated skills to conduct investigations	17-19
A1.2	use a scientific experimentation process and associated skills to conduct investigations	15-16, 32-37, 86-88
A1.3	engineering design process and associated skills to design, build, and test devices, models, structures, and systems	57, 60-61
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, equipment, and materials	15-16, 32-37, 57, 60-61
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	15-16, 32-37, 57, 60-61
A2.1	write and execute code in investigations that involve modelling concepts, with a focus on creating clear and precise instructions for simple algorithms	28, 55, 91-93
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	101
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	20-21, 86-88
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	20-21, 86-88
A3.3	analyse contributions to science and technology from various communities	20-21, 97-100

PREVIEW

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NAME: _____

MATERIALS, OBJECTS AND EVERYDAY STRUCTURES



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Name: _____ 8

Curriculum Connection
D2.1, D2.3

Materials

Materials are used to make things we use. The chair you are sitting in is made of materials. Chairs are often made of metal, wood, and plastic. Common building materials are:

				
[illegible]	[illegible]od	Plastic	Fabric	Glass

PREVIEW

Matching Dra[illegible]ne f[illegible]ing made to the material it is made of.


● ● [illegible]d


● ● Metal


● ● Plastic


● ● Fabric


● ● Glass


● ● Wood

● ● Metal


● ● Plastic


● ● Fabric


● ● Glass

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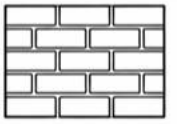
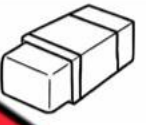
Name: _____ 9

Curriculum Connection
D2.1, D2.3

Matching Write the letter from the example beside the material.

	Material		Example	
1)	Rubber	☐	A)	
2)	ic	☐	B)	
3)	Wood	☐	C)	
4)	Stone	☐	D)	
5)	Fabric	☐	E)	
6)	Glass	☐	F)	
7)	Metal	☐	G)	
8)	Brick	☐	H)	
9)	Wool	☐	I)	
10)	Leather	☐	J)	

PREVIEW

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Name: _____ 10

Curriculum Connection
D2.1

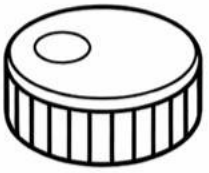
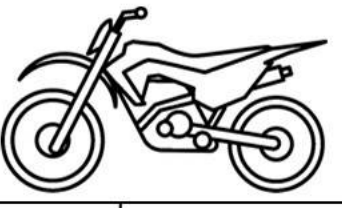
What are Objects?

Objects are the things we see in our lives. Objects can be touched. Some objects are made of just one material, while others are made of more than one material. Check out the examples below.

	
One M[illegible]jects	More Than One Material Objects

PREVIEW

Directions Circle [illegible] made of 1 or more than 1 material.

		
1 / More Than 1	1 / More Tha[illegible]	1 / [illegible]ore Than 1
		
1 / More Than 1	1 / More Than 1	1 / More Than 1
		
1 / More Than 1	1 / More Than 1	1 / More Than 1

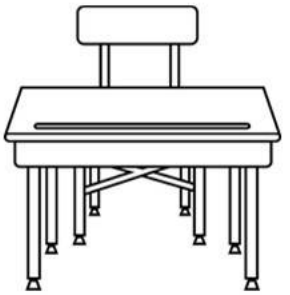
Name: _____ 11

Curriculum Connection
D2.1

Directions Circle whether it is an object or not.

Dream	Cereal	Shoes
		
Yes / No	Yes / No	Yes / No

Love	[illegible]	Idea
		
Yes / No	Yes / No	[illegible]

Chair	Desk	Table
		
Yes / No	Yes / No	Yes / No

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Name: _____ 13

Curriculum Connection
D2.1, D2.3

Objects Made of Materials

Directions Look at the object and circle the materials it is made of.



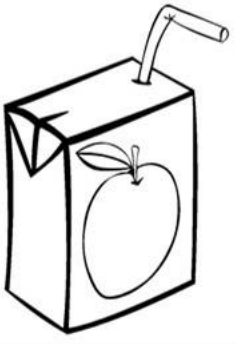
Met	Wood	Glass	Rubber	Graphite



Metal	Wood		Rubber	Cloth



Metal	Wood	Plastic	Rubber	Cloth



Paper	Wood	Plastic	Rubber	Cloth

PREVIEW

Name: _____ 14

Curriculum Connection
D2.1, D2.3

Directions What materials are the objects in your life made of?

1) Your shoes



Cloth	Rubber	Stone	Metal	Wood	Plastic

2) Y[illegible] schoo[illegible]



Brick	R[illegible]		Metal	Wood	Plastic

3) Your desk or table



Cloth	Rubber	Glass	Met[illegible]	Wood	Plastic

4) Your chair



Cloth	Rubber	Stone	Metal	Wood	Plastic

5) A playground



Cloth	Rubber	Stone	Metal	Wood	Plastic

PREVIEW

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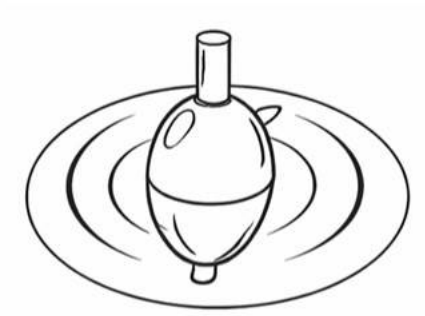
Name: _____ 15

Curriculum Connection
A1.2, A1.4, A1.5

Experiment – Objects Sink or Float?

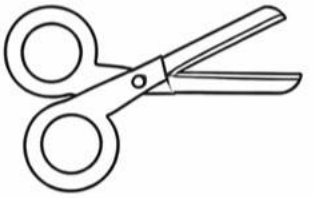
Research Question Will the objects sink or float?

If we put the object in water, will it sink or float?



Materials What do we need for our experiment?

- One [illegible] of water
- [illegible] issors, eraser, paper ball, [illegible] bloc[illegible]ttle, stick, rock, pencil
- Recordi[illegible]



Method How do we [illegible]te the [illegible]iment?

1) One at a time, place the obj[illegible]ct in [illegible]et o[illegible]r
2) Record whether it sinks
3) Answer the questions



Hypothesis Will the object float or sink?

Objects You Will Test	Float
Scissors	
Pencil	
Eraser	
Plastic Block	
Rock	
Stick	
Water bottle	
Paper Ball	

PREVIEW

Name: _____ 16

Curriculum Connection
A1.2, A1.4, A1.5



Observations

Did the object sink or float?

Objects	Float or Sink
Scissors	
Pencil	
Eraser	
[illegible] Block	
[illegible]	
[illegible]	
Wate[illegible]ttl[illegible]	
Paper Ba[illegible]	

PREVIEW

Results

Answer the questions below.

1) Which objects float?
Heavy Light
2) Do metal objects float or sink?
Sink Float
3) Do wood objects sink or float?
Sink Float
4) Do plastic objects sink or float?
Sink Float

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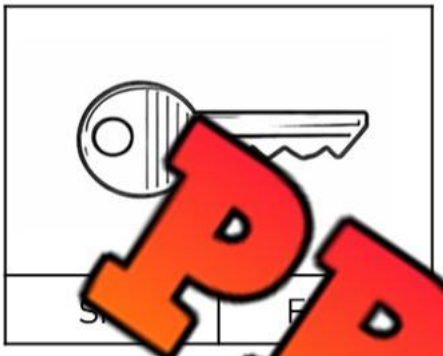
Name: _____ 18

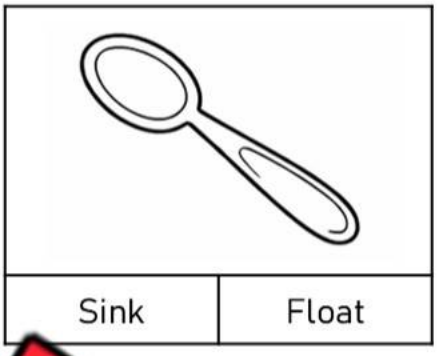
Curriculum Connection
A1.1

Sink or Float

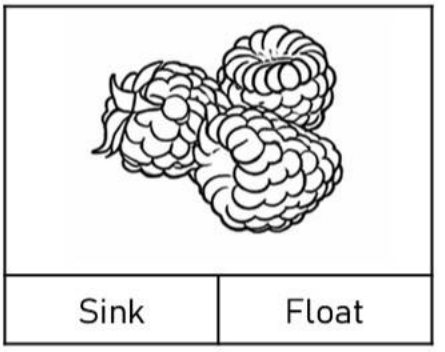
Sink or Float? Will the object sink or float? Circle your answer.



Sink | Float



Sink | Float



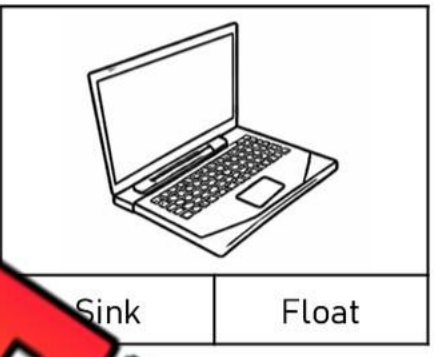
Sink | Float



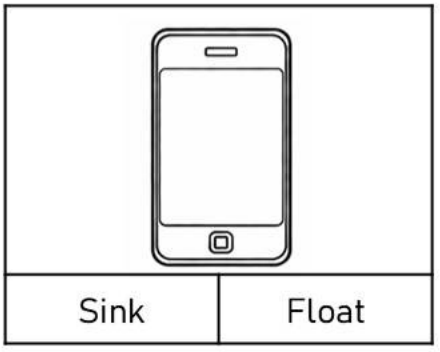
Sink | Float



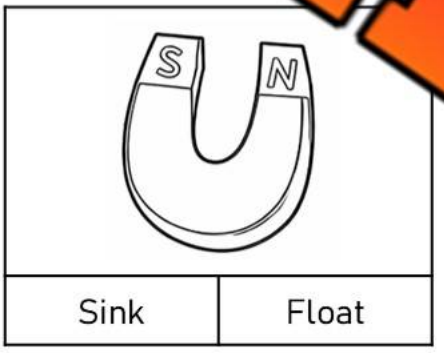
Sink | Float



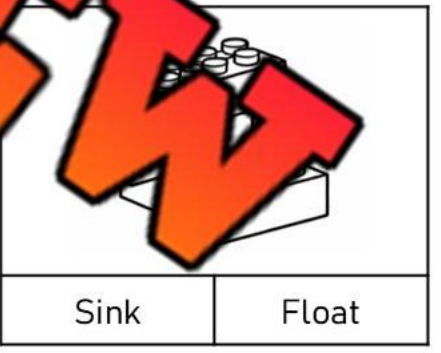
Sink | Float



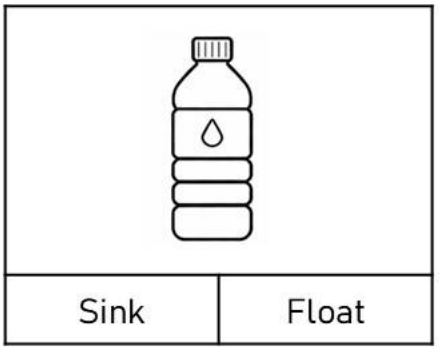
Sink | Float



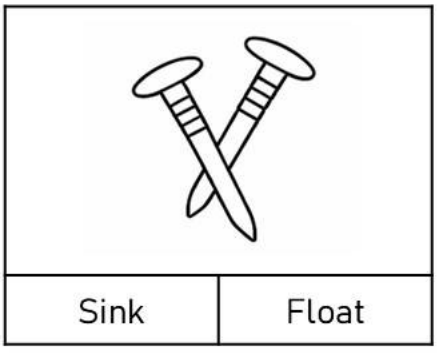
Sink | Float



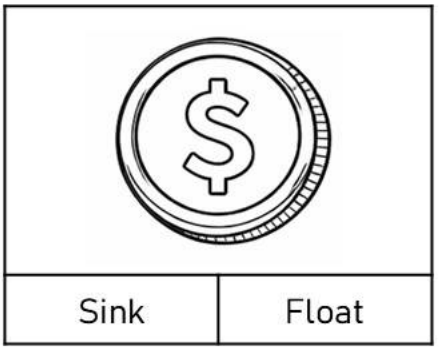
Sink | Float



Sink | Float



Sink | Float



Sink | Float

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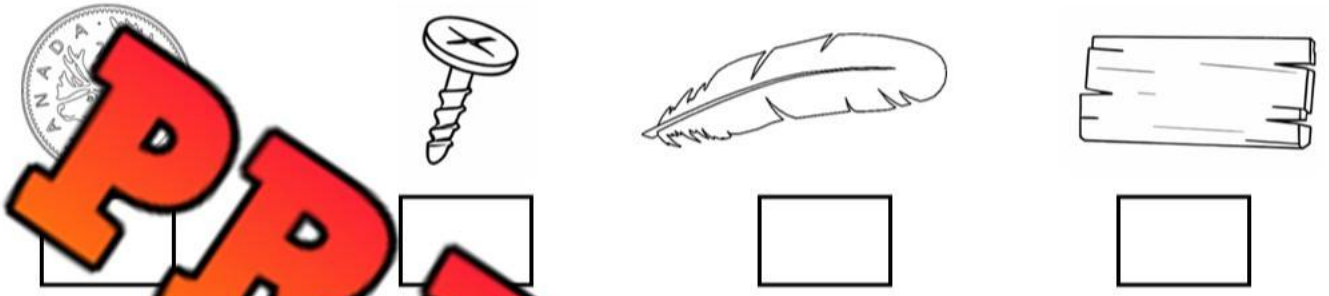
Curriculum Connection
A1.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

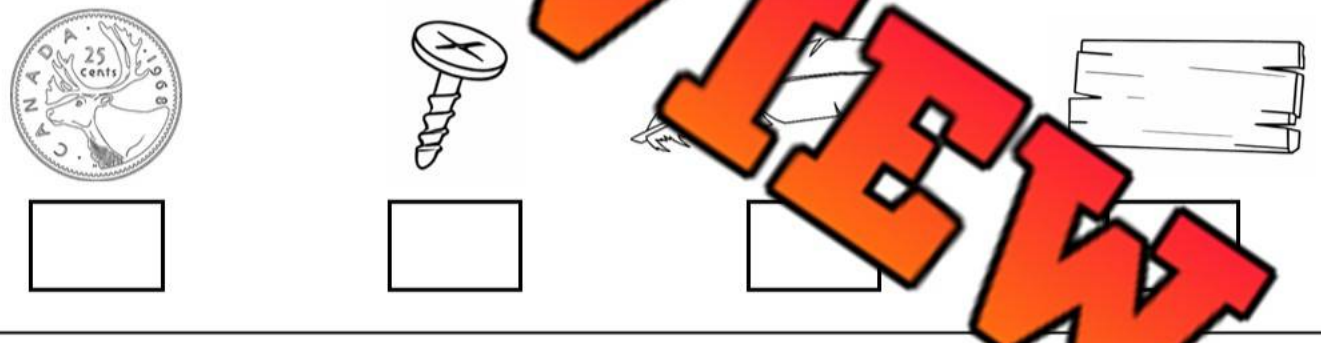
Name: _____

Order the objects from most likely to float to most likely to sink.



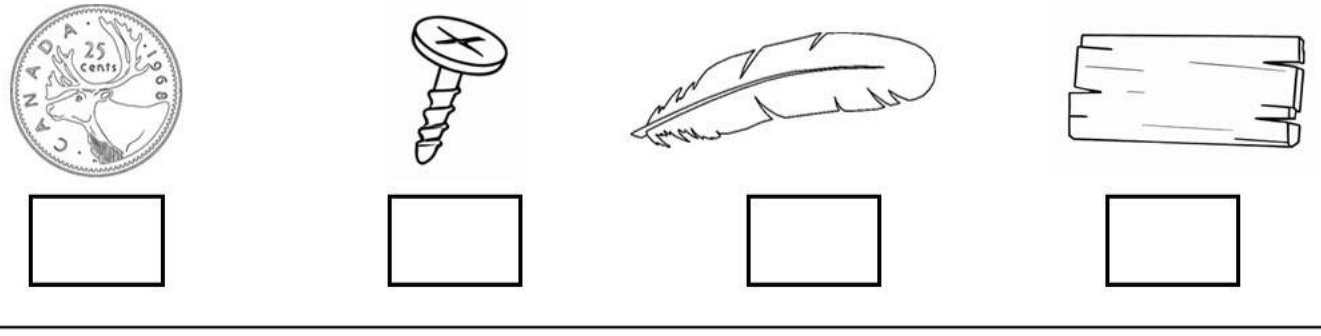
Name: _____

Order the objects from most likely to float to most likely to sink.



Name: _____

Order the objects from most likely to float to most likely to sink.



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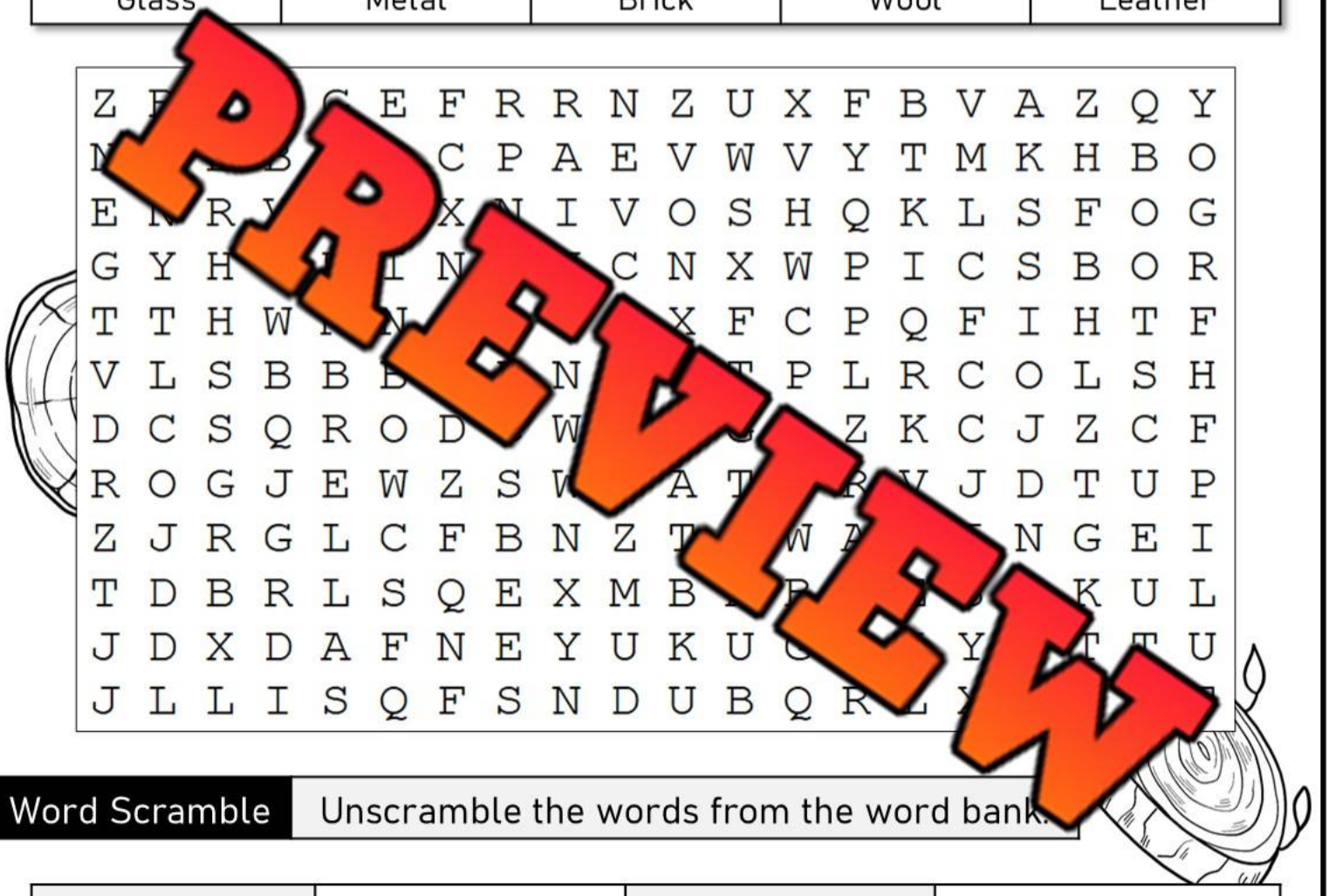
Name: _____ 23

Curriculum Connection
D2.1, D2.3, D2.6

Activities – Materials

Word Search Find the words from the word bank.

Rubber	Plastic	Wood	Fabric	Stone
Glass	Metal	Brick	Wool	Leather



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Word Scramble Unscramble the words from the word bank.

REBBUR		FBAIRC	
SNOTE		WODO	
PTASILC		GALSS	
LHAETER		WLOO	
BICRK		MTAEL	

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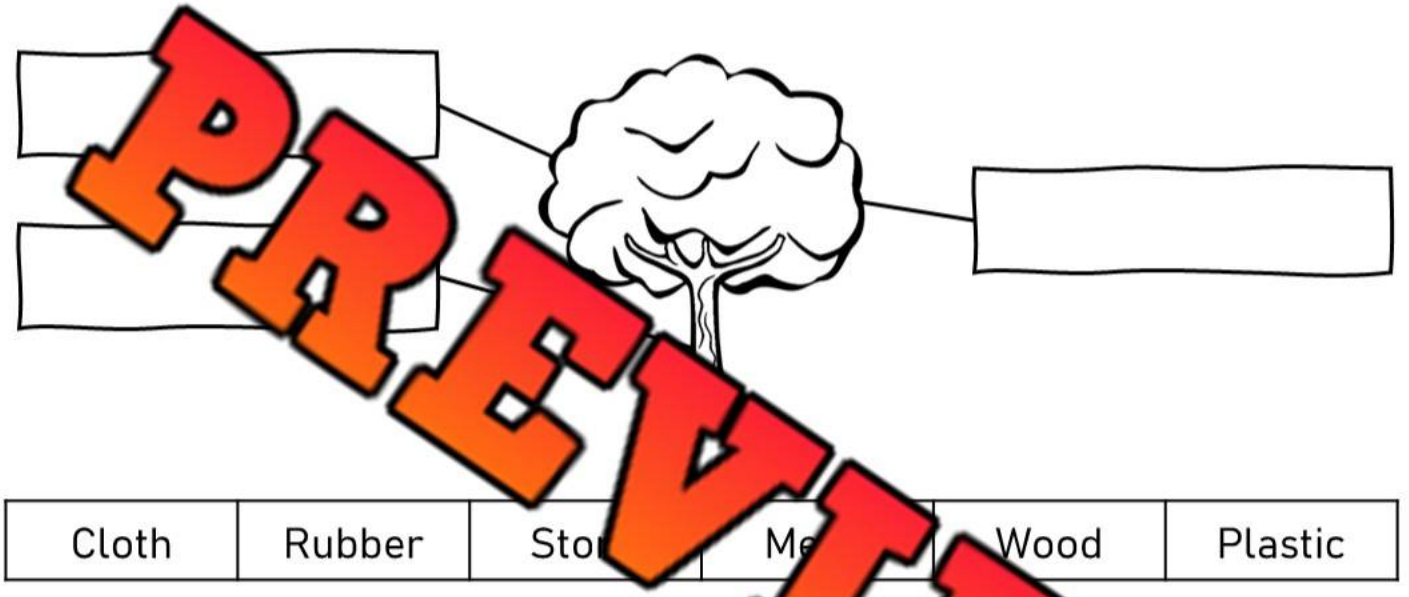
Name: _____ 24

Curriculum Connection
D2.8

Where Materials Come From

Directions Write the materials that are found in the pictures below.

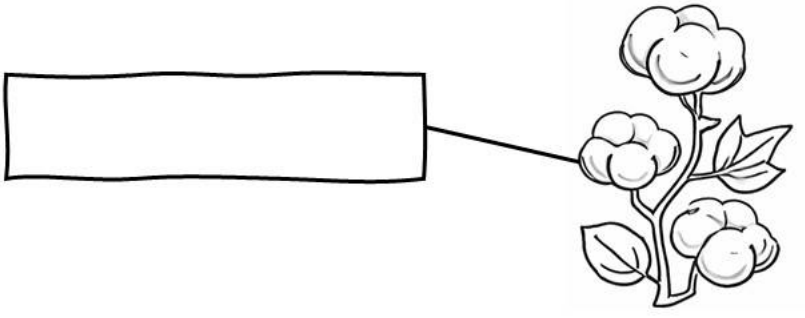
Cloth	Rubber	Plant	Metal	Wood	Paper



Cloth	Rubber	Sto	Me	Wood	Plastic



Cloth	Rubber	Stone	Metal	Wood	Paper



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Curriculum Connection
D2.8

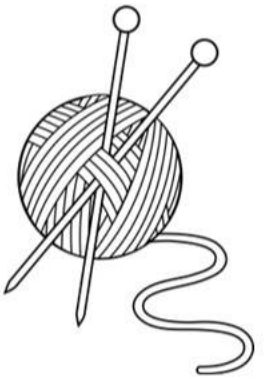
Where Materials Come From

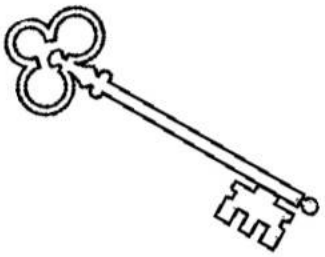
Question What are they made of?

Wood	Glass	Rock	Metal	Wool

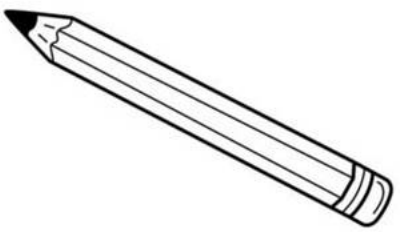




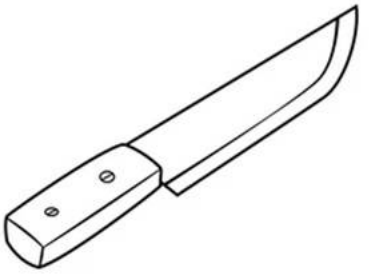












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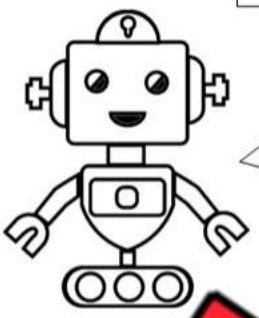
Curriculum Connection
A2.1

Coding – Making Materials



Hi, my name is Levi. My job is to take things from our environment and make materials from them. Can you help me by coding directions for me to get my work done?



Direct ...rite the order of the code for making paper.

Step Numb	Code – Instruction
	...e tree
	Cut the ...nto ...ces called pulp
	Cut down tree
	Spread the pulp and ...t int...
	Cut off the branches

Directions Write the order of the code for maki...

Step Number	Code – Instruction
	Turn the cotton balls into yarn
	Pick the cotton ball off the plant
	Dye the yarn to make it different colours
	Clean the cotton balls
	Use the coloured yarn to make clothing

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Name: _____ 27

Curriculum Connection
D2.8

Materials – Wood and Paper Products

Directions Fill in the flowchart below by drawing pictures.

Trees







Logs

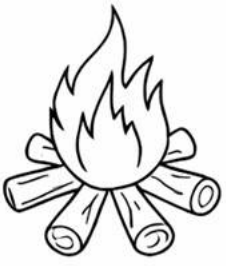
Firewood

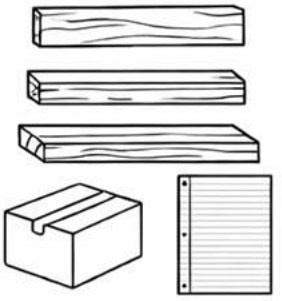
Lumber

Pulp

Cardboard

Paper





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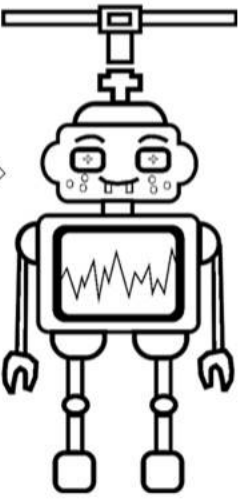
Curriculum Connection
A2.1

Coding – Drawing Trees

Directions Follow the code from Nora to draw a tree.

Hi, Nora here. Can you follow my code to draw a special tree?



run pr…
…straight line on the bottom of page
…aw a …nk straight up
dra… …wavy …ches off the trunk
draw sm… w… …off those branches
draw the leave… …sm… …nches
colour the trunk and bra… …ro… …d the leaves green

PREVIEW

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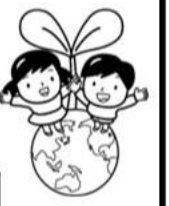
Name: _____ 29

Curriculum Connection
D1.2, D2.8

Recycling – Paper

Cycle Cut and paste the recycling process of paper products.



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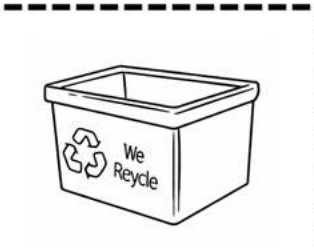

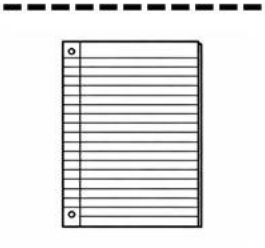

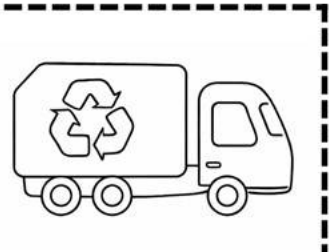

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Name: _____ 34

Curriculum Connection
A1.2, A1.4, A1.5

Can you Poke a Hole in a Balloon?

Hypothesis Can you poke a hole in a balloon without popping it?

Yes	No

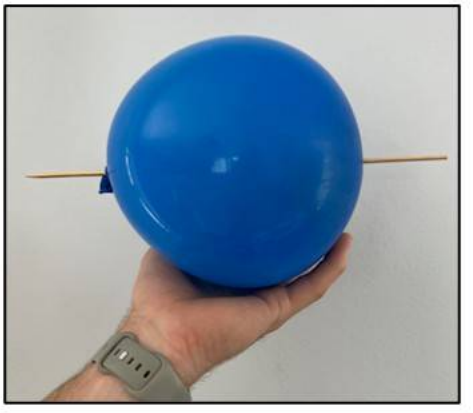
Materials What do we need for our experiment?

- [illegible](s)
- Vas[illegible]line
- Wooden [illegible]

Method How d[illegible]mple[illegible]xperiment?

1) Blow up the balloon but not [illegible]e way
2) Tie the balloon
3) Dip the pointy end of the skewer in the vaseline or rub lip chap on the pointy end
4) Stick the pointy end into the area near the knot that isn't fully stretched. The area will be darker.
5) Pull out the skewer
6) Try sticking the skewer into the opposite side of the balloon where there is a dark spot.
7) Stick the skewer right through the balloon and into the knot on the other side





PREVIEW

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Name: _____ 35

Curriculum Connection
A1.2, A1.4, A1.5

Results Answer the questions below.

1) What happened when you poked the balloon?

2) If you poke[illegible]oon in another place, what would happen?

3) Why didn't the balloon pop? [illegible]e the [illegible]r

a) The balloon is stiff and won't stretc[illegible]

b) The balloon is stretchy in those areas, so it [illegible]es [illegible]od the stick

c) The balloon is stretchy, so the hole opens up and st[illegible]

4) Draw a picture of the balloon with the stick through it.

PREVIEW

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Name: _____ 36

Curriculum Connection
A1.2, A1.4, A1.5

Materials – Catching Bubbles

Hypothesis Which materials do you think will catch bubbles?

Sharp	Smooth	Waterproof	Absorbent

Materials What do we need for our experiment?

- ✓
- ✓ Bu le wa ke bubbles with
- ✓ Paper t
- ✓ Materials t h bu e
  1) Wax Pape
  2) Aluminum fo
  3) Paper
  4) Plastic wrap
  5) Cardboard
  6) Pavement – bumpy surface



PREVIEW

Method How do we complete the experimen

1) Setup your first material by putting it on a table or on th ound.
2) Blow bubbles gently on to the material.
3) Did the material catch the bubble or did the bubble break?
4) Record your results on the back of the page.
5) Before trying the next material, use the paper towel to dry the area.
6) Repeat the steps above for each of the materials.

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Name: _____ 37

Curriculum Connection
A1.2, A1.4, A1.5

Observations

Which materials caught the bubbles?

Material	Yes	No
Wax Paper	Yes	No
Paper	Yes	No
Aluminum Foil	Yes	No
[illegible]lastic Wrap	Yes	No
C[illegible]	Yes	No
[illegible]ent	Yes	No





PREVIEW

Results

Answer the questions below.

1) Which materials were the best at catching [illegible]s?

Sharp	Smooth	Waterproof	[illegible]

2) What happened when the bubbles touched a bumpy material?

3) What happened when the bubbles touched a surface that sucked up the water?

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Name: _____ 39

Curriculum Connection
D1.1, D1.2

Recycling Materials

Recycling Circle the objects that are made of materials that can be recycled.



PREVIEW

Write and Draw What things in your cl[illegible]

	Name
1)	
2)	
3)	
4)	
5)	
6)	

Dr[illegible]hin[illegible]le

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Name: _____ 40

Curriculum Connection
D1.1, D1.2

Colour Colour the recycling items blue and the trash red. Recyclable materials may include paper products, glass, metals and plastics

Colour the recyclable objects **blue**.



Colour the trash objects **red**.



PREVIEW

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Name: _____ 44

Curriculum Connection
D1.1, D1.2

Recycle Maze Fun

The boy has a can, a paper, and a plastic bottle. Use coloured pencils to draw 3 paths and help him put each item in the correct recycling bin! Use yellow for paper, blue for plastic, and red for metal.





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Name: _____ 45

Curriculum Connection
D1.1, D1.2

7 R's of Waste Management

Directions Copy and paste the 7 R's into the correct places.





Recycle

gift

Refuse

Rethink

Repair

Reduce

Re-use





PREVIEW

Find new uses for old objects

Give your old things to someone else

Don't buy things you don't need

Use less things

Get rid of things in the proper bins

Fix broken things instead of throwing them out

Think about everything you do that affects the environment

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Name: _____ 46

Curriculum Connection
D1.1, D1.2

Assignment – 7 R's Poster Plan

Plan Follow the instructions below to complete your plan.

1) Which of the 7 R's will you choose for your poster? Write it large as practice for your poster.

2) Write a slo[illegible] po[illegible] below. You can choose from one of the slogans or make your [illegible]nge th[illegible] recycle below to your R.

- Clean up the Earth, [illegible]nly no[illegible] have
- Pollution is not a solu[illegible]
- One Earth, One Chance
- Think Green
- Rebirth our Earth
- Don't be trashy, recycle
- Don't throw away, recycle for another day
- Eat, Sleep, Recycle
- Got Pollution, Be the Solution! Recycle!
- Keep Calm and Recycle
- Once is not enough, Recycle
- Recycle – Do it for us kids!

Your Slogan

3) What pictures will you draw? Practise drawing some below.

PREVIEW

Name: _____ 47

Curriculum Connection
D1.1, D1.2

Colour A child is putting trash in the recycling bin to keep the park clean. Colour the picture to show how we take care of our Earth and keep our surroundings clean!



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Name: _____ 48

Curriculum Connection
D1.1, D1.2

Activities - Waste

Word Search

Find the words from the word bank.

Recycle	Reduce	Reuse	Repair	Rethink
Refuse	Regift	Waste	Plastic	Paper



Word Scramble

Unscramble the words from the word bank.

RITHENK		RCLECYE	
PEAPR		REIGFT	
RFUESE		RESUE	
RESUE		PLSTAIC	
WSATE		RAEPIR	

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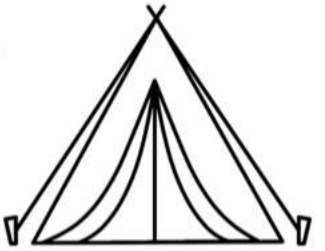
Name: _____ 49

Curriculum Connection
D2.2

Human-Made and Natural Structures

A structure is a when we put materials together to build things we need.
Structures are also objects, but they hold the object together.
A **structure** is the frame of an object. Objects are held together by their structure.



We natural structures that happen in our environment. We can also see ures that people have built.

PREVIEW

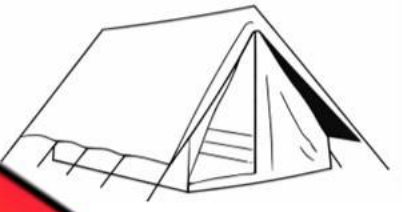
Directions r whet e structure is human-made or natural?



Natural	Human-Made



Natural	Hum ade	Human-Made



Natural	Human-Made



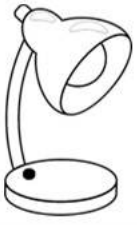
Natural	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made

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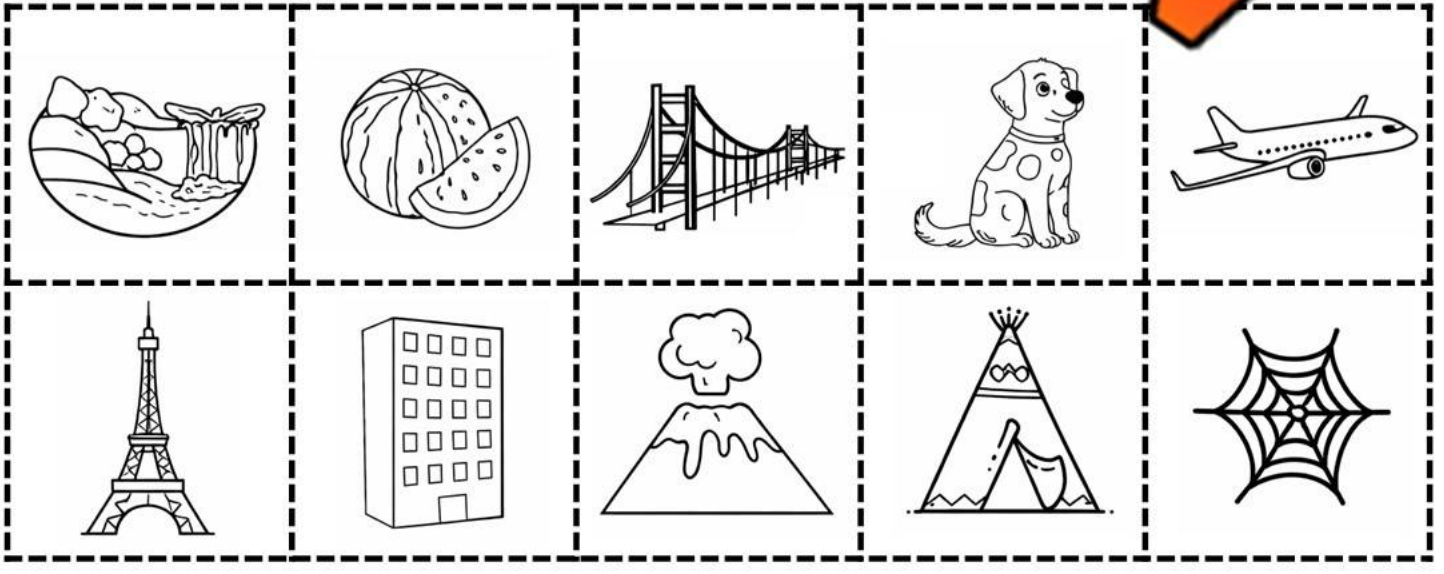
Name: _____ 50

Curriculum Connection
D2.2

Questions Cut and paste the structures putting them in the right category

Natural Structures	Human-Made Structures

PREVIEW



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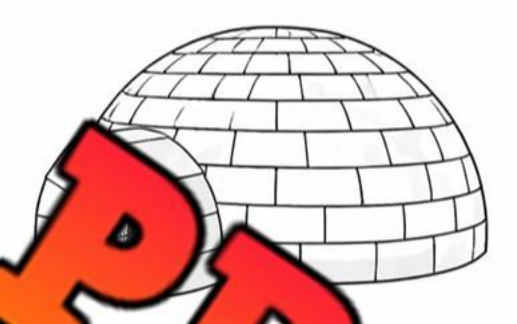
Name: _____ 51

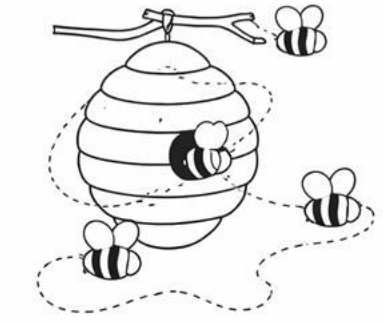
Curriculum Connection
D2.3, D2.4, D2.6

Structures – Shelters

Questions Circle the materials used in the structure. Then answer the questions.

	Wood	
	Ice	
	Water	
	Stone	
	Metal	
Is th[illegible] str[illegible] ?	Yes	No
Human-M[illegible] or N[illegible] a	Human-Made	Natural

	Wood	
	Leather	
	[illegible]bric	
	[illegible]	
	Met[illegible]	
Is the structure strong?	Yes	[illegible]
Human-Made or Natural?	Human-Made	[illegible]ral

	Wood	
	Plastic	
	Wax	
	Straw	
	Grass	
Is the structure strong?	Yes	No
Human-Made or Natural?	Human-Made	Natural

PREVIEW

Name: _____ 52

Curriculum Connection
D2.3, D2.4, D2.6

Questions Circle the materials used in the structure. Then answer the questions.

	Wood	
	Plastic	
	Glass	
	Brick	
	Metal	
Is the structure strong?	Yes	No
Human-Made or Natural?	Human-Made	Natural

	Wood	
	Plastic	
	Fabric	
	[illegible]	
	[illegible]	
Is the structure strong?	Ye[illegible]	N[illegible]
Human-Made or Natural?	Human-Made	[illegible]

	Wood	
	Plastic	
	Mud	
	Straw	
	Grass	
Is the structure strong?	Yes	No
Human-Made or Natural?	Human-Made	Natural

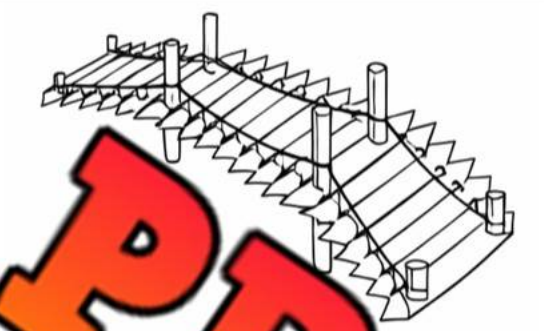
PREVIEW

Name: _____ 53

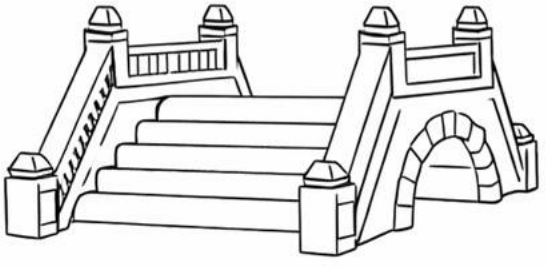
Curriculum Connection
D2.2, D2.3, D2.5, D2.6

Structures – Bridges

Questions Circle the materials used in the structure. Then answer the questions.

	Wood	
	Plastic	
	Glass	
	Brick	
	Metal	
Is th[illegible] str[illegible] ?	Yes	No
What is the [illegible]ture [illegible]	People Walking	Cars Driving

	Wood	
	Plastic	
	[illegible]bric	
	[illegible]	
	Met[illegible]	
Is the structure strong?	Yes	[illegible]
What is the structure used for?	People Walking	C[illegible]iving

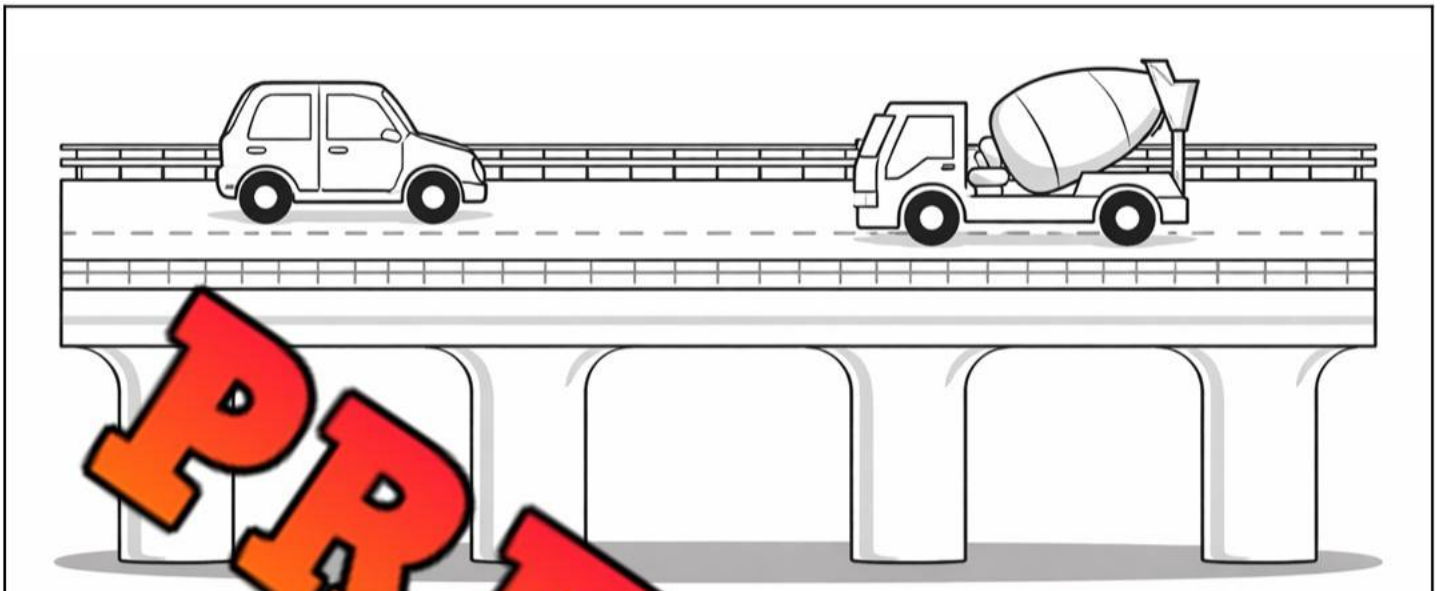
	Wood	
	Plastic	
	Stone	
	Metal	
	Fabric	
Is the structure strong?	Yes	No
What is the structure used for?	People Walking	Cars Driving

PREVIEW

Name: _____ 54

Curriculum Connection
D2.2, D2.3, D2.5, D2.6

Questions Circle the materials used in the structure. Then answer the questions.



Brick	Wood
Metal	Plastic
Stone (concrete)	Glass

1) Is the structure strong?	Yes	No
2) What is the structure used for?	People Walking	Cars Driving

3) Why did this bridge need to be built strong?

_____

_____

4) Why wouldn't you use wood and plastic for this bridge?

_____

_____

PREVIEW

Name: _____ 55

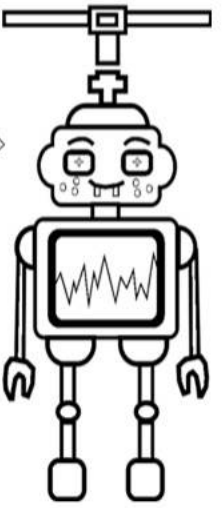
Curriculum Connection
A2.1

Coding – Drawing Bridge

Directions Follow the code from Nora to draw a bridge.

Hi, Nora here. Can you follow my code to draw a bridge?

run pro
d ground line at the bottom
two t oing up (one on each side)
draw a e ac the top to connect them
draw a cur e un th dge (like a rainbow)
draw short lines dow fr p to the bottom
draw small lines on top ke a
colour your bridge



PREVIEW

Name: _____ 56

Curriculum Connection
D2.2, D2.3, D2.5, D2.6

Structures – Towers

Questions Circle the materials used in the structure. Then answer the questions.



Brick	Wood
Metal	
Stone (concrete)	Glas
1) Is the structure strong?	Yes

2) Why does the tower need to be built strong?

_____

_____

3) Why wouldn't you use wood and plastic for the tower?

_____

_____

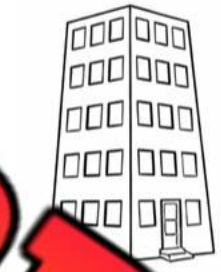
PREVIEW

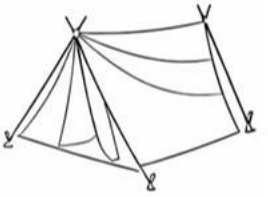
Name: _____ 58

Curriculum Connection
D2.3, D2.6

Strong Structures

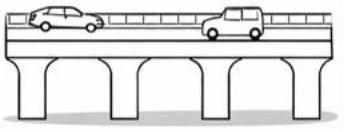
Order Order the shelters below from weakest (1) to strongest (5).

1) What materials were used in the weakest shelter?			
Wood		Fabric	Stone
2) What materials were used in the strongest shelter?			
Wood	Metal		Stone

Order Order the bridges below from weakest (1) to strongest (4).



1) What materials were used in the weakest bridge?			
Wood	Metal	Fabric	Stone
2) What materials were used in the strongest bridge?			
Wood	Metal	Fabric	Stone

PREVIEW

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Name: _____ 60

Curriculum Connection
A1.3, A1.4, A1.5

Experiment – Triangles

Research Question What are we trying to learn more about?

Are triangles the strongest shape to use in structures?

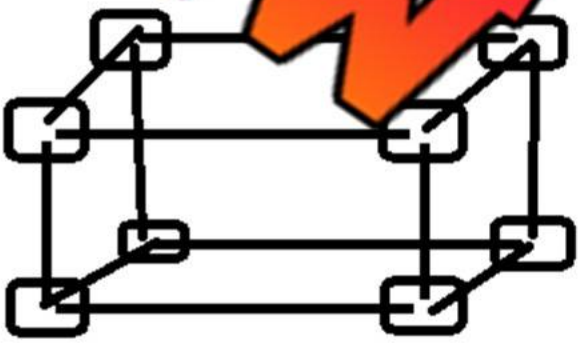
Hypothesis Will a rectangular structure or triangular structure be stronger?

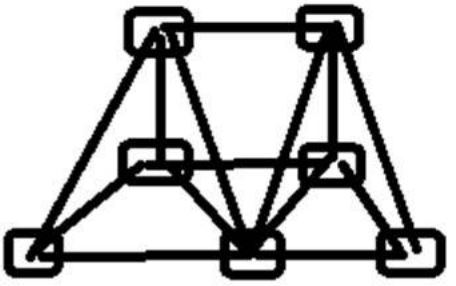
Materials What will you [illegible] for this experiment?

- Gummies – as fasteners
- Toothpicks
- Weight – books, wood blocks, anything that can rest [illegible] on a structure

Method How will you complete the experiment?

1) Create a rectangular prism using the toothpicks and gummies
2) Rest one weight on the prism. Add weight and record how much the structure supported
3) Create a structure using triangles. You will need to keep adding triangles until the structure can support a weight





PREVIEW

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Name: _____ 61

Curriculum Connection
A1.3, A1.4, A1.5

Observations | What happened?

Which structure held more?	
Triangle Prism	Rectangular Prism

Results | Answer the questions below.

1) W[illegible]yp[illegible]'s correct or incorrect? Explain.

_____

_____

2) Which shape is the st[illegible]st?

Triangles	[illegible]tangles

3) Draw a diagram of your structure.

PREVIEW

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Name: _____ 62

Curriculum Connection
D2.4

Our 5 Senses

Fill in the Blanks Fill in the blanks below.

Word Bank		
Taste	See	Touch
Hear	Smell	



PREVIEW

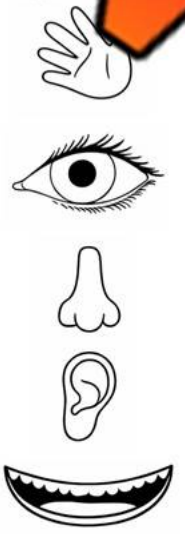
1) I can _____ with my hands.

2) I can _____ with my eyes.

3) I can _____ with my nose.

4) I can _____ with my ears.

5) I can _____ with my mouth.



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Name: _____ 63

Curriculum Connection
D2.4

Our 5 Senses

Matching Draw a line matching how we use each organ.

Smell

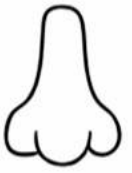
Hear

See

Taste









PREVIEW

Directions Draw or write which organ we use to sense the world.

Taste	See	Hear	Touch	Smell

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Name: _____ 64

Curriculum Connection
D2.4

Five Senses – Hearing

Directions Colour the things that you can hear.



PREVIEW

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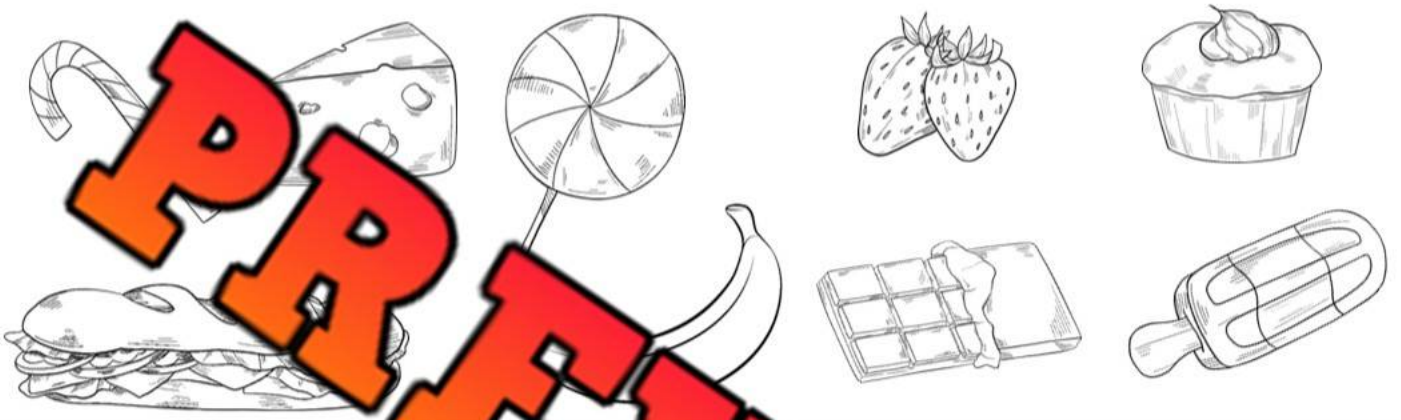
Name: _____ 65

Curriculum Connection
D2.4

Five Senses – Taste

Questions Answer the questions below.

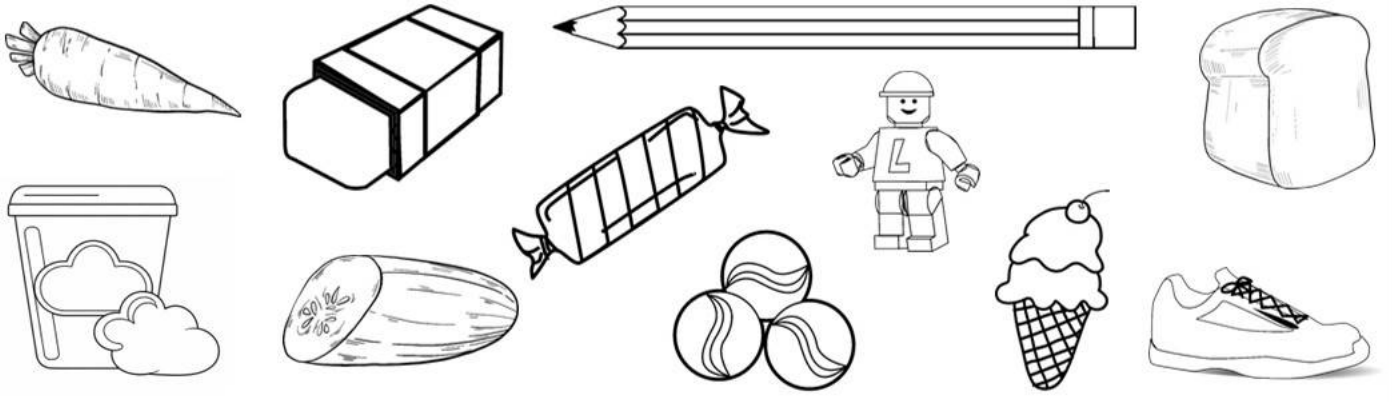
1) Circle the things that taste <u>sweet.</u>



2) Circle the things that taste sal



3) Circle the things we shouldn't taste.



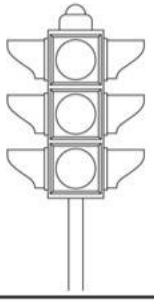
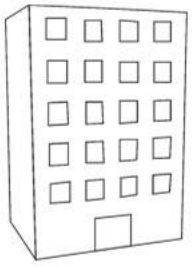
PREVIEW

Name: _____ 66

Curriculum Connection
D2.4

Five Senses – Seeing

Directions Circle the best adjectives that describe the picture.

	Tall	Short	Thin	Wide
	Bright	Dull	Curved	Square
	Tall	Short	Thin	Wide
	Bright	Dull	Curved	Square
	Tall	Short	Thin	Wide
	Bright	Dull	Curved	Square
	Tall	Short	Thin	Wide
	Bright	Dull	Curved	Square
	Tall	Short	Thin	Wide
	Bright	Dull	Curved	Square

PREVIEW

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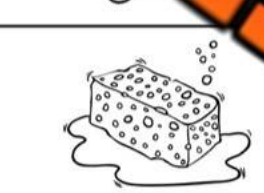
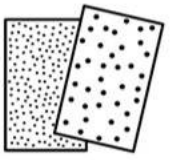
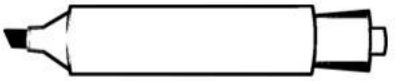
Name: _____ 67

Curriculum Connection
D2.4

Five Senses – Touch

Directions Use the word bank to describe the objects.

Word Bank		
Hard	Soft	Smooth
[illegible]	Bumpy	Sharp

	[illegible] tack feels _____
	sp[illegible]e _____
	The desk feel[illegible] _____
	The sand paper feels _____
	The basketball feels _____
	The teddy bear feels _____
	The marker feels _____

PREVIEW

Name: _____ 68

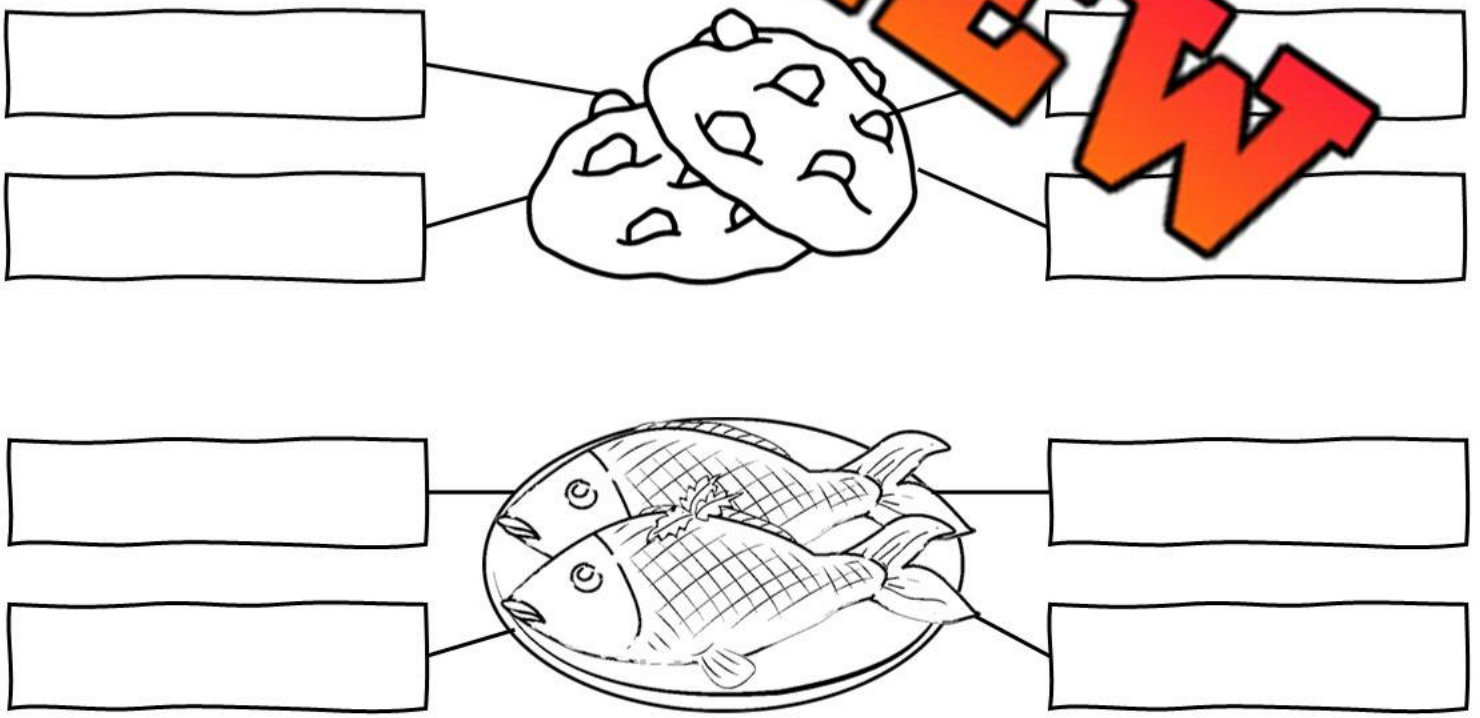
Curriculum Connection
D2.4

Five Senses – Smell

Directions Use the word bank to describe the smell of the food.

Word Bank				
Good	Bad	Chocolaty	Stinky	Sweet
Yumm	Scorched	Fishy	Rotten	Burnt





PREVIEW

Name: _____ 69

Curriculum Connection
D2.4

Five Senses – Describing Objects

Brainstorm Use the word bank or your own words to describe the hot chocolate.

Smell	Taste	Touch	See	Hear
Stinky	Good	Hard	Tall	Loud
Burnt	Sweet	Soft	Short	Quiet
Swe	our	Bumpy	Wide	Silent
Rot		Hot	Thin	Deep
Good		Smooth	Colour	Whisper



Hot Chocolate

PREVIEW

Writing Describe the hot chocolate using the words you chose.

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Curriculum Connection
D2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Guess who I am and write the answer!

Eye	Ear
Nose	Hand
Mouth	

Mark

1) I help you hear sounds like music and talking.	
2) I help you taste sweet and sour food.	
3) I help you see colours and shapes.	
4) I help you feel things like soft and rough.	
5) I help you smell flowers and food.	

Name: _____

Guess who I am and write the answer!

Eye	Ear
Nose	Hand
Mouth	

Mark

1) I help you hear sounds like music and talking.	
2) I help you taste sweet and sour food.	
3) I help you see colours and shapes.	
4) I help you feel things like soft and rough.	
5) I help you smell flowers and food.	

Name: _____

Guess who I am and write the answer!

Eye	Ear
Nose	Hand
Mouth	

Mark

1) I help you hear sounds like music and talking.	
2) I help you taste sweet and sour food.	
3) I help you see colours and shapes.	
4) I help you feel things like soft and rough.	
5) I help you smell flowers and food.	

PREVIEW

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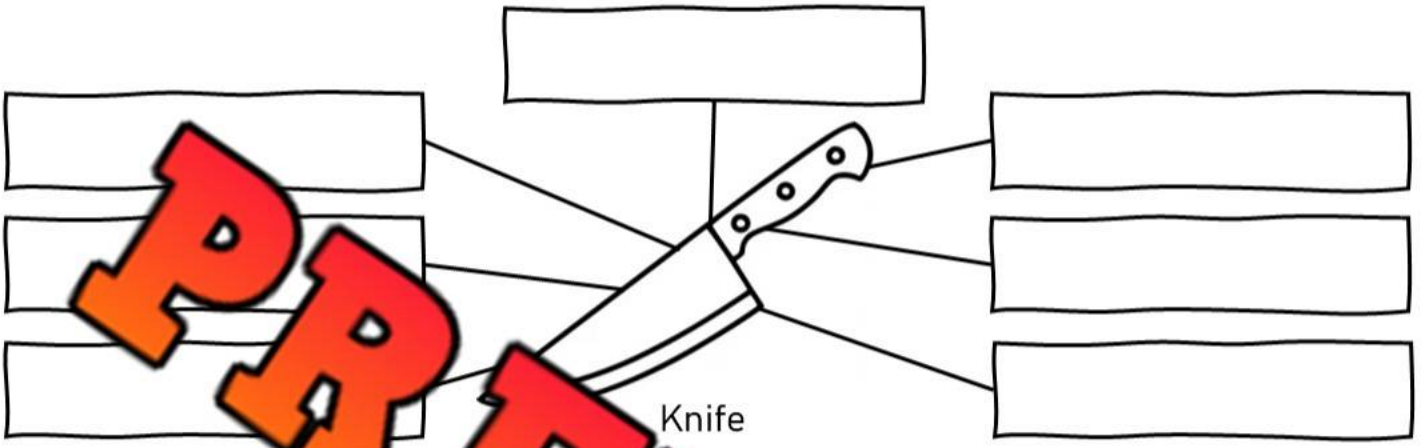
Name: _____ 72

Curriculum Connection
D2.4

Five Senses – Describing Objects

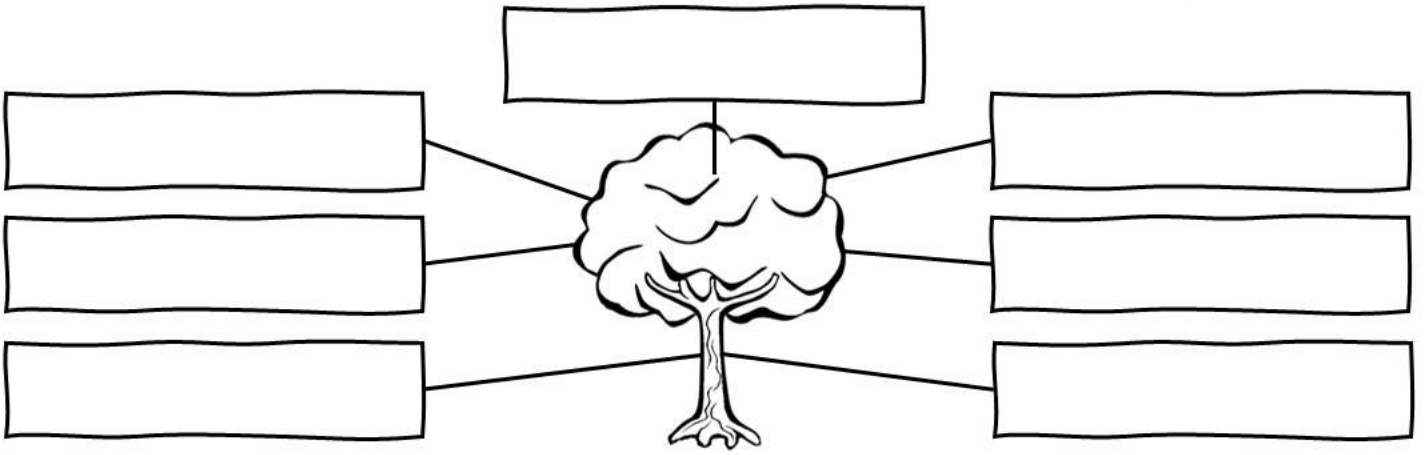
Brainstorm Describe the objects below.



Knife



Ship



Tree

PREVIEW

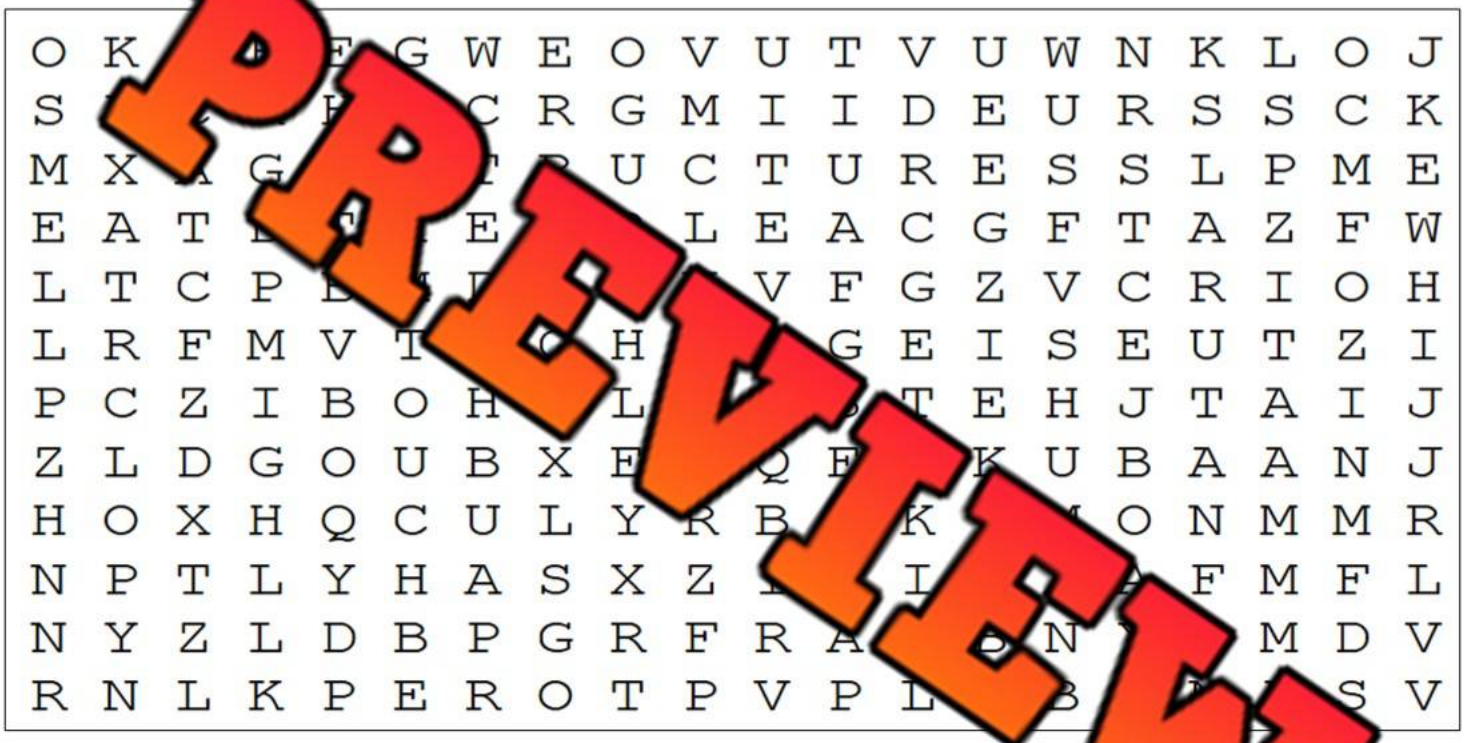
Name: _____ 74

Curriculum Connection
D2.4

Activities – 5 Senses

Word Search Find the words from the word bank.

See	Smell	Hear	Touch	Taste
Objects	Material	Structures	Human	Natural



Word Scramble Unscramble the words from the word ba

TSATE		OJECTBS	
HERA		HMAUN	
NARTAUL		TOHCU	
SRURCUETTS		SELML	
ESE		MRTAAEIL	

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Name: _____ 75

Curriculum Connection
D2.4

Recognizable Objects in the World

Questions Answer the questions below.



1) It looks _____

_____

2) Why do you think stop signs are red?

_____

_____

3) What shape are each of the signs? How many sides do they have?

4) Why do stop signs look the same in different countries?

_____

_____

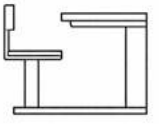
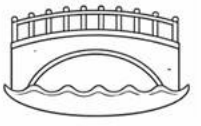
PREVIEW

Name: _____ 76

Curriculum Connection
D1.2, D2.2, D2.5

Purpose of Structures

Matching Write the letter of the structure beside the purpose.

		Purpose	Structure
1)	☐	To cross over water or a ditch	A) 
2)	☐	in	B) 
3)	☐	ear	C) 
4)	☐	To keep y co	D) 
5)	☐	To keep you dry in th	
6)	☐	To eat with	
7)	☐	To hold your pencils	G) 
8)	☐	To tell cars when to stop and go	H) 
9)	☐	For birds to live in	I) 
10)	☐	To write on	J) 

PREVIEW

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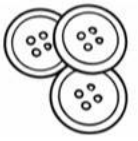
Name: _____ 79

Curriculum Connection
D2.7

Fasteners

Fasteners are used to hold things together. When a structure is made, materials are put together. The fastener that is chosen to hold the materials depends on the purpose. For strong structures, nails and screws are chosen. For weaker structures, glue or tape could be used.

						
Glue	N…	…erclip	Tape	Button	Zipper	Rope

Matching Draw a line … stru… …ade to the fastener used to make it.



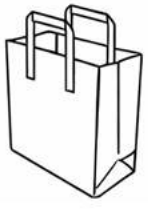
● ● Glue



● ● Buttons



● ● Rope



● ● Nail



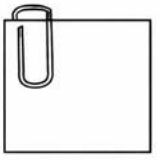
● ● Screw



● ● …lip



● ● Tape



● ● Zipper

PREVIEW

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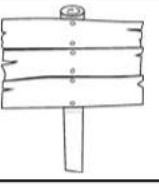
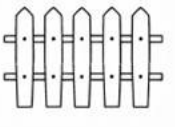
Name: _____ 80

Curriculum Connection
D2.7

Fasteners - Matching

Matching Write the letter from the example beside the material.

	Material		Example
1)	C	☐	A) 
2)	Butto	☐	B) 
3)	Rope	☐	C) 
4)	Nail	☐	D) 
5)	Screw	☐	E) 
6)	Paperclip	☐	F) 
7)	Tape	☐	G) 
8)	Zipper	☐	H)  Stickers

PREVIEW

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Name: _____ 82

Curriculum Connection
D2.7

Activities - Fasteners

Word Search

Find the words from the word bank.

Tape	Glue	Button	Zipper	Nail
Screw	Rope	Staple	Cement	Paperclip

C J P E O P G P Q J S B Z V T T N O
G V U T V U W N K L O J L C R
L A P L E G M I I D E U P R
U S T O N X A G P M E A I T
E D T Z F W T C W P B L D
X B F N V I O H R E M V C C
H G N G E I L C G R T Z R I
P C Z I B P H E E L C D G E O
B X M Q E P F K S X H P Q
U F L Y B E T K V N L Y A A
S X Z L I R J A F M D P B
P G R F R D B Y N M D V E R

PREVIEW

Word Scramble

Unscramble the words from the word ba

ZPIPRE		GULE	
CNEEMT		SLPATE	
TPAE		NALI	
PPLIARCEP		BOTTUN	
SCWER		REOP	

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Curriculum Connection
D2.7

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Draw a line to match.

Twists into place ☐	☐ Zipper
Used to close a jacket ☐	☐ Nail
Joins wood strongly ☐	☐ Screw

Name: _____ Mark

Draw a line to match.

Twists into place ☐	☐ Zipper
Used to close a jacket ☐	☐ Nail
Joins wood strongly ☐	☐ Screw

Name: _____ Mark

Draw a line to match.

Twists into place ☐	☐ Zipper
Used to close a jacket ☐	☐ Nail
Joins wood strongly ☐	☐ Screw

Name: _____ Mark

Draw a line to match.

Twists into place ☐	☐ Zipper
Used to close a jacket ☐	☐ Nail
Joins wood strongly ☐	☐ Screw

PREVIEW

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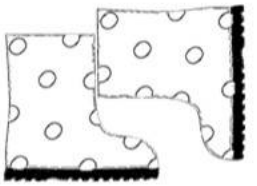
Name: _____ 84

Curriculum Connection
D1.2, D2.1, D2.4

Structures – Different Types of Chairs

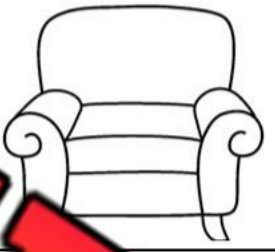
Structures and objects are made for different purposes. Check out these examples:

- A chair used in school is different than a chair used at home
- Rainboots are different than running shoes
- A gym floor is different than a classroom floor



Question Answer the questions below.

PREVIEW

1) Circ[illegible] above e[illegible] where it would be used.	
Ho[illegible] Schoo[illegible]	**Home School**
	
2) Circle the materials the chairs are made	
Plastic Fabric Metal Wood Stone Rubber	Plas[illegible] Fabr[illegible] Metal Wood Sto[illegible]ber
3) Use your senses to describe the chairs below.	
Hard Soft Comfortable Big Small Supportive	Hard Soft [illegible]mfortable Big Small Supportive
4) What are the benefits of both chairs?	
_____ _____ _____	_____ _____ _____

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Name: _____ 86

Curriculum Connection
A1.2, A3.1, A3.2

Investigating Structures



Directions Find a shelter at your school. Circle the materials used and answer the questions.

Draw the Shelter	Metal
	Wood
	Rubber
	Stone
	Plastic
	Brick
	Glass
	Fabric

Is the structure strong?	es	No
Human-Made or Natural?	an-	Natural
Fasteners Used	Glu	
	Scr	
	Na	
	Bolts	
	Rope	
	Other:	

PREVIEW

Will this structure fall? Why or why not?
_____
_____

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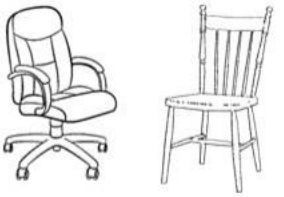
Name: _____ 87

Curriculum Connection
A1.2, A3.1, A3.2



Directions Find a chair at your school. Circle the materials used and answer the questions.

Draw the Chair	Metal
	Wood
	Rubber
	Stone
	Plastic
	Brick
	Glass
	Fabric

Is the chair strong?	No
Human-Made or Natural?	Natural
Fasteners Used	Glue
	Screws
	Nails
	Bolts
	Rope
	Other:

Will this chair break? Why or why not?

_____

_____

PREVIEW

Name: _____ 89

Curriculum Connection
D2.6, D2.7

Building Structures

Questions Which materials and fasteners would you use to build the structures?

1a) If you were making a poster with cut up drawings on the poster, which materials would you use?			
Wood (Paper)	Metal	Fabric	Stone

b) Which fasteners would you use?					
Nails	Zipper	Glue	Tape	Buttons	Staples

2a) If you were making a bridge across a stream of water, which materials would you use?			
Wood	Metal	Fabric	Stone

b) Which fasteners would you use?					
Nails	Zipper	Glue	Tape	Buttons	Screws

3a) If you were making a large bridge that would cross a river, which materials would you use?			
Wood	Metal	Fabric	Stone

b) Which fasteners would you use?					
Nails	Zipper	Rope	Tape	Buttons	Screws

4a) If you were making a small shelter in the woods that you were only using for one night, which materials would you use?			
Wood	Metal	Fabric	Stone

b) Which fasteners would you use?					
Nails	Zipper	Glue	Tape	Rope	Screws

PREVIEW

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Name: _____ 90

Curriculum Connection
D2.6, D2.7

Instruction The builder is making a strong structure. Trace the lines and colour the materials to help finish the building.



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Name: _____ 91

Curriculum Connection
A2.1

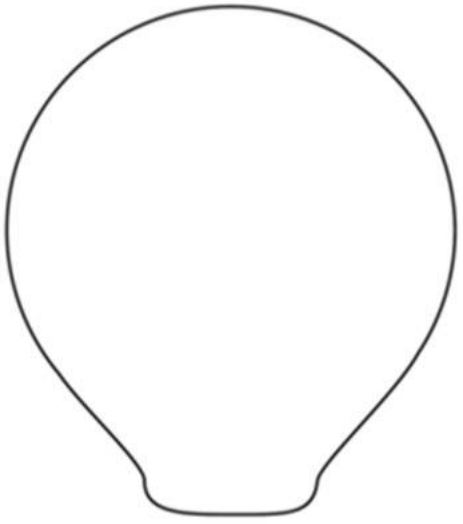
Coding – Making Structures

Directions Follow the code to design a hot air balloon.

run program
cut out all the shapes
past[illegible]alloon in the middle
[illegible] on the balloon
[illegible] the top of the page
paste th[illegible] below [illegible]alloon
paste the bu[illegible] to [illegible]
paste the top on t[illegible]on



PREVIEW



Balloon

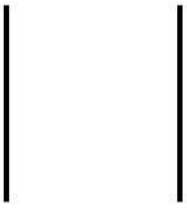


Stripe



Stripe

Top



Ropes



Cloud



Cloud

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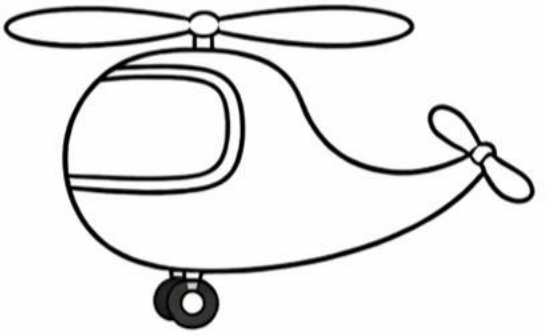
Name: _____ 93

Curriculum Connection
A2.1

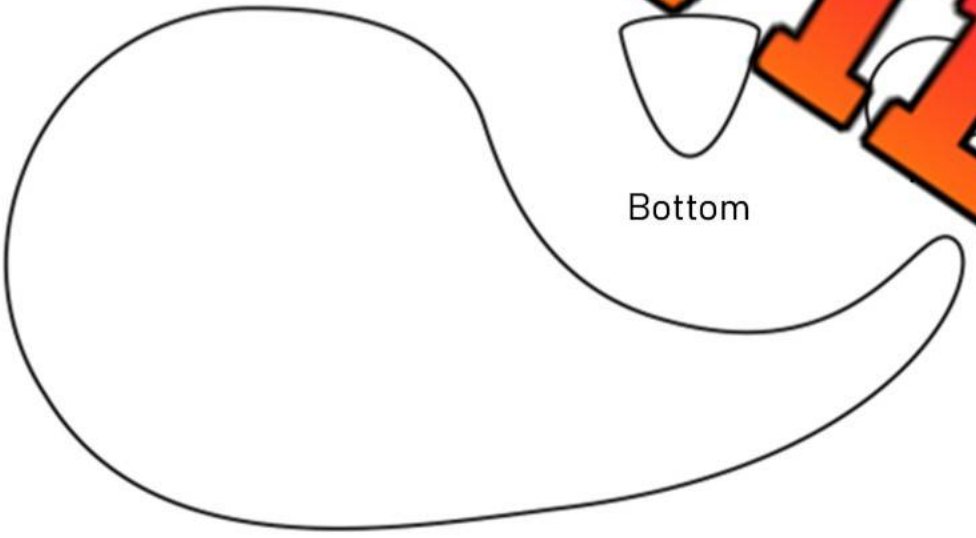
Coding – Making Structures

Directions Follow the code to design a helicopter.

run program
cut out all the shapes
paste the helicopter body on the paper
paste the bottom below the plane
paste the bottom part
paste the wi e front
paste th tline d the window
paste the sma gs
paste the top on th
paste the big wings on th p pa



PREVIEW



Helicopter Body



Bottom

Window Outline



Small Wing



Wheel



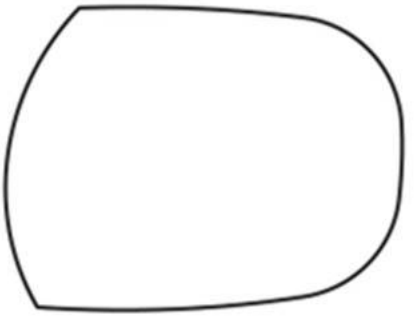
Small Wing



Big Wing



Big Wing



Window

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Name: _____ 94

Curriculum Connection
D2.6, D2.7

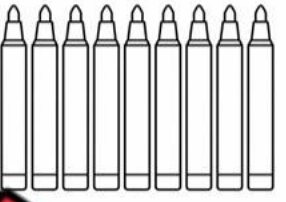
Activity: Making a Pencil Holder

You can build a pencil holder out of many different materials. Choose materials that you have to make a pencil holder that can stand on its own and hold pencils inside.

Materials

What do we need for our activity?

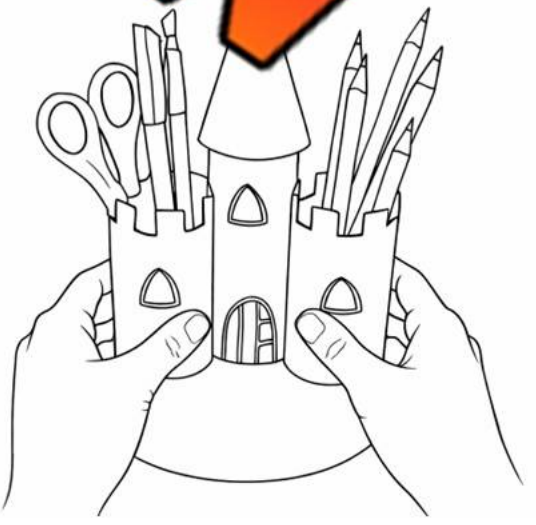
- ✓ Mat[illegible] the frame of the holder. The options below will work
  - [illegible]oilet [illegible]ls
  - ✓ Ma[illegible]a
  - ✓ Plasti[illegible]e – s[illegible]or juice
- ✓ Paper to cove[illegible]
- ✓ Glue, tape, or hot g[illegible]ecu[illegible]per to the frame
- ✓ Materials to decorate
  - ✓ Ribbons
  - ✓ Stickers
  - ✓ Markers, crayons, paint



Method

How do we complete the activity?

1) Bring materials in and let students see what they have to work with
2) Look up pictures of homemade pencil holders to help the planning phase
3) Make a plan on the back of this page of what materials you will use
4) Make a rough copy of the design you will use on the back of the page
5) Begin construction!



PREVIEW

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Name: _____ 95

Curriculum Connection
D2.6, D2.7

Plan Plan your pencil holder below.

1) What materials will you use to make your pencil holder?

Cardboard	Paper	Glass	Wood	Plastic	Other

2) Are th aterials strong enough to hold pencils up?

3) Draw a de your holder.



PREVIEW

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Curriculum Connection
D2.6, D2.7

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Check the things we need to build strong structures!

- ☐ Use strong materials like metal
- ☐ Use glue for heavy bridges
- ☐ Use nails to hold parts together
- ☐ Use soft fabric for strong buildings
- ☐ Use tape for big, heavy structures
- ☐ Choose materials based on the job

Name: _____ | Mark

Check the things we need to build strong structures!

- ☐ Use strong materials like metal
- ☐ Use glue for heavy bridges
- ☐ Use nails to hold parts together
- ☐ Use soft fabric for strong buildings
- ☐ Use tape for big, heavy structures
- ☐ Choose materials based on the job

Name: _____ | Mark

Check the things we need to build strong structures!

- ☐ Use strong materials like metal
- ☐ Use glue for heavy bridges
- ☐ Use nails to hold parts together
- ☐ Use soft fabric for strong buildings
- ☐ Use tape for big, heavy structures
- ☐ Choose materials based on the job

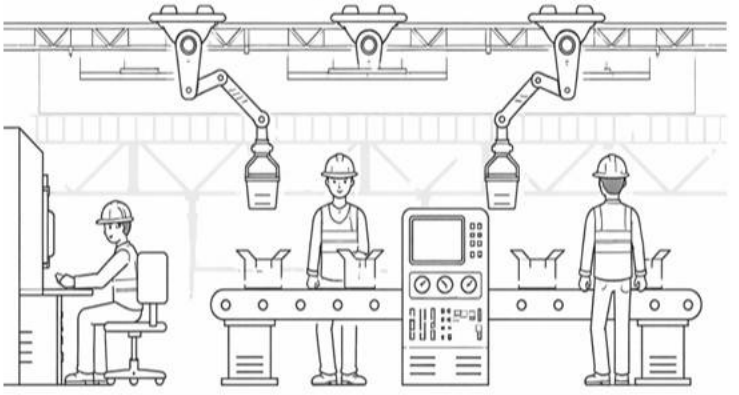
PREVIEW

Name: _____ 97

Curriculum Connection
A2.2, A3.3

Coding – Robot Assembly Lines

Today, code is used to program robots to do work. Assembly lines use robots to do boring work. Robots are good at:



- ✓ Working hard – they do not get tired
- ✓ Lifting [illegible]avy
- ✓ Worki[illegible]y and night
- ✓ D[illegible]g [illegible]work

We still need [illegible]de t[illegible]obots. When a robot breaks, a human fixes the robot. People al[illegible]ch th[illegible] make sure they are working.

PREVIEW

Fill in the Blanks

[illegible] w[illegible]ords to fill in the blanks.

Word Bank		
night	hurt	[illegible]
robots	hard	heavy



1) _____ is written so robots know what [illegible].

2) Robots are good at working _____.

3) Robots can work all day and all _____.

4) Robots don't get _____ so they can do dangerous work.

5) Robots can lift _____ things.

6) We need humans to fix _____.

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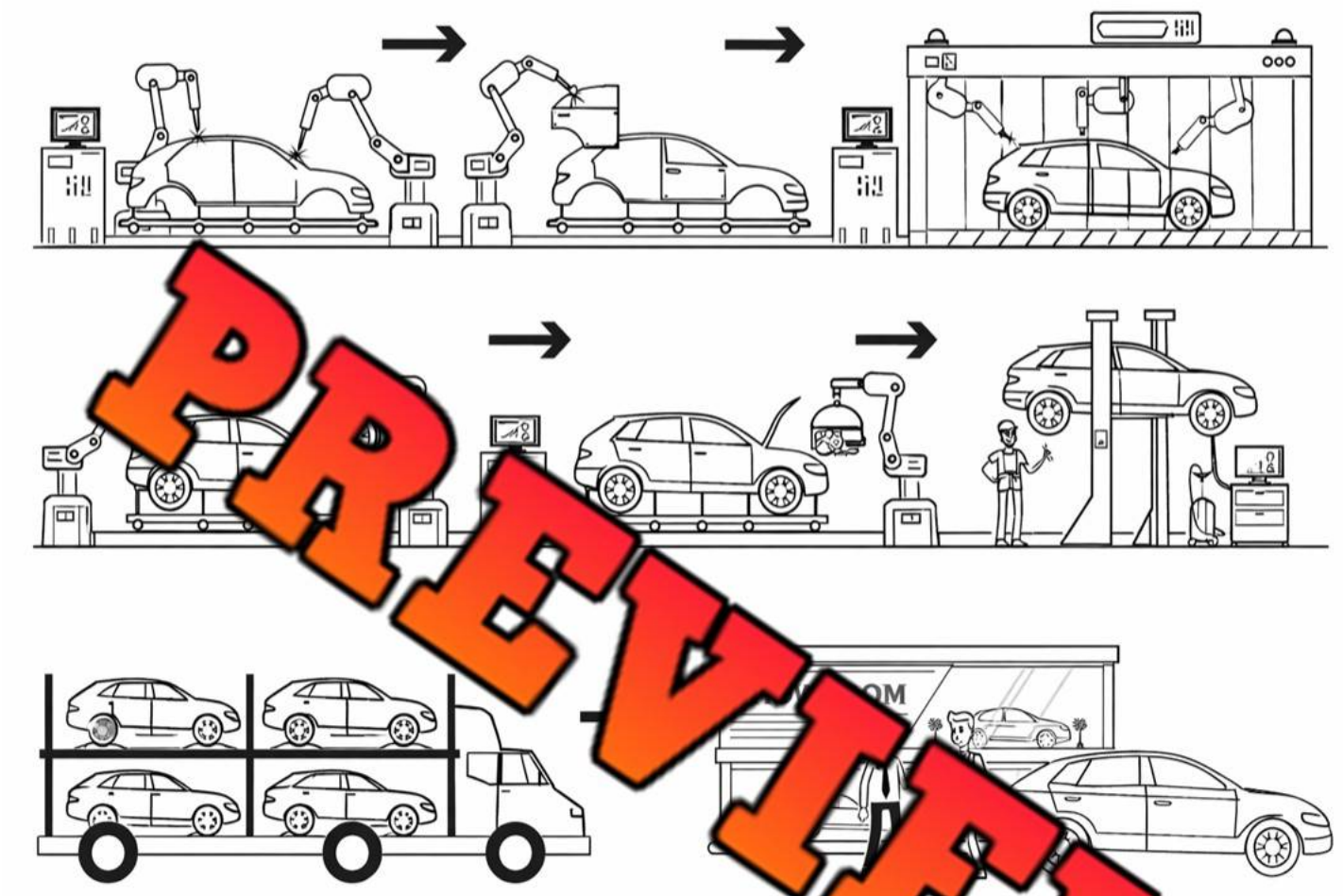
Name: _____ 100

Curriculum Connection
A2.2, A3.3

Coding – Robot Assembly Lines



PREVIEW

Questions Answer the questions below.

1) What are the robots making?			
2) Do you think the robots make cars faster or slower than people?			
Faster		Slower	
3) What are the humans doing in the diagram? Circle the answers.			
Building	Carrying	Selling	Driving
Inspecting	Buying	Painting	Lifting

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Name: _____ 102

Unit Test – Materials, Objects, Structures

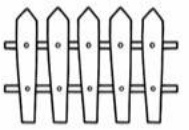
Matching Draw a line from the thing made to the material it is made of.







- Wood
- Metal
- [illegible]tic
- Fabric
- Glass




- Wood
- Metal
- Plastic
- Fabric
- [illegible]ass

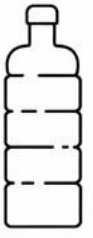
Directions Circle whether the object is made of 1 or more than 1 material.



1	More Than 1



1	More Than 1



1	More Than 1

PREVIEW

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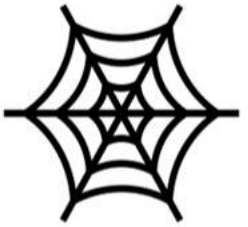
Directions Circle whether the structure is human-made or natural?



Natural | Human-Made



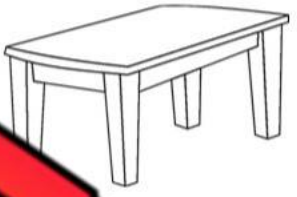
Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



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PREVIEW

Matching Draw a line m[illegible] ho[illegible] use each organ.

Smell	●		
Touch	●	●	
Taste	●	●	
Hear	●	●	
See	●	●	

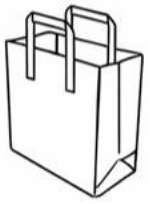
Matching Draw a line from the structure made to the fastener used to make it.



Glue



Buttons





Nail



Screw



Paperclip



Tape



Zipper

PREVIEW

Questions Which materials and fasteners would you us[illegible] to b[illegible]es?

1) If you were making a large bridge that went across a wide river, which materials would you use?

Wood	Metal	Fabric	Stone

2) Which fasteners would you use?

Nails	Zipper	Rope	Tape	Buttons	Screws

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