



Preview – Information



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Workbook Preview



Grade 1 – Science Unit

CHARACTERISTICS AND NEEDS OF LIVING THINGS

	Curriculum Expectations	Pages
1-1-1	Use appropriate vocabulary related to their investigations of characteristics and needs of living things.	6 – 77
1-1-2	Identify major parts of the human body and describe their functions.	6 – 11
1-1-3	Identify and describe common characteristics of humans and other animals they have observed.	13 – 18
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1-1-5	Recognize that plants, as living things, come in different	28 – 31
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1-1-9	Compare ways in which humans and other animals meet their needs.	35 – 39
1-1-10	Describe how humans and other living things depend on their environment to meet their needs.	63 – 65
1-1-11	Design a representation of an environment that meets the needs of a Manitoba animal.	40 – 48
1-1-12	Identify hobbies and jobs that require knowledge of the needs of living things.	66
1-1-13	Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things.	67 – 71
1-1-14	Show respect for living things in their immediate environment.	72 – 75
1-1-15	Recognize that some information they receive about living things is not scientific in nature.	76 – 77

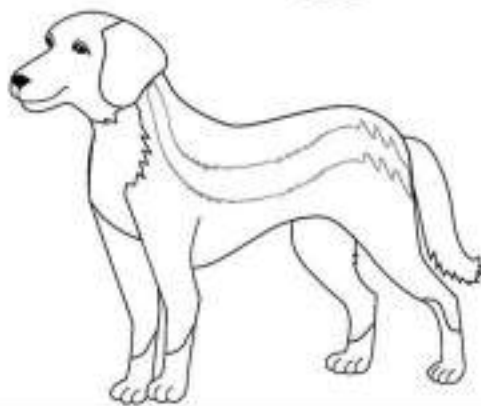
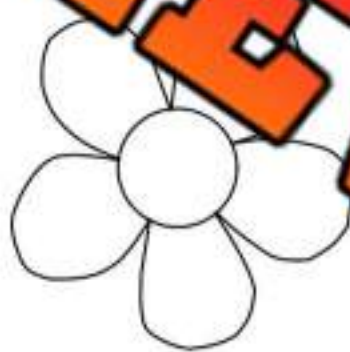
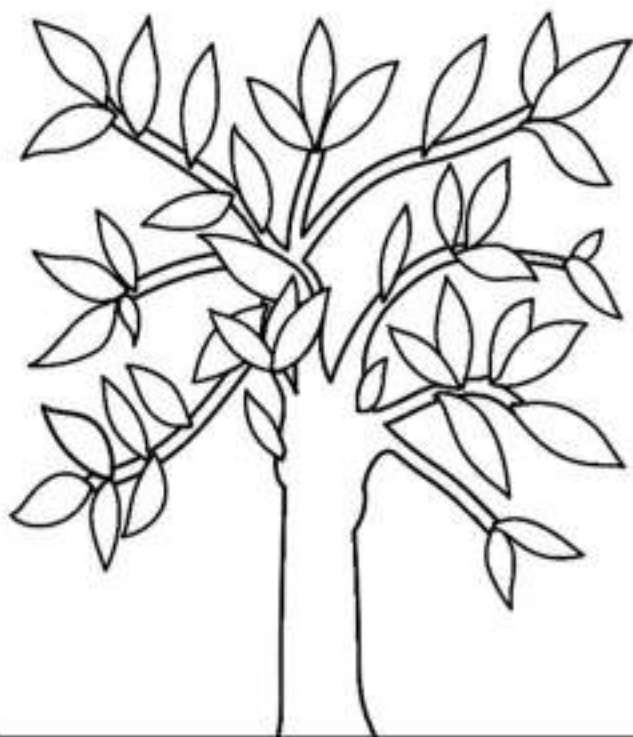
Preview of 60 pages from this product that contains 127 pages total.

NAME: _____



Characteristics and Needs of Living Things

PREVIEW



Name: _____

6

Curriculum Connection
1-1-02

Human Body Parts

Questions

Answer the questions below

Word Bank

Heart

Brain

Hair

Stomach

Lungs

Teeth



Matching

Draw a line matching how we use each part.

Heart ●

● We use these parts to break up food

Teeth ●

● We use this organ to think

Brain ●

● This keeps our head warm

Hair ●

● We breathe with these organs

Stomach ●

● This organ pumps our blood

Lungs ●

● This organ holds our food

Human Body Parts - Teeth

Questions

Answer the questions below

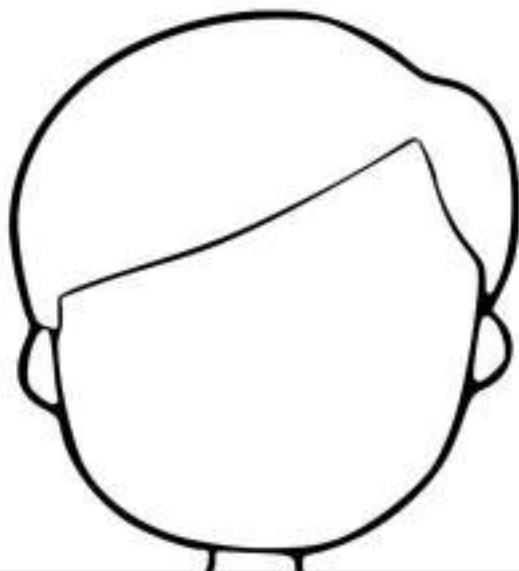


1) Where are your teeth located?

2) What do your teeth do for you?

3) How can you keep your teeth healthy?

4) Draw a picture of teeth on the kids below.

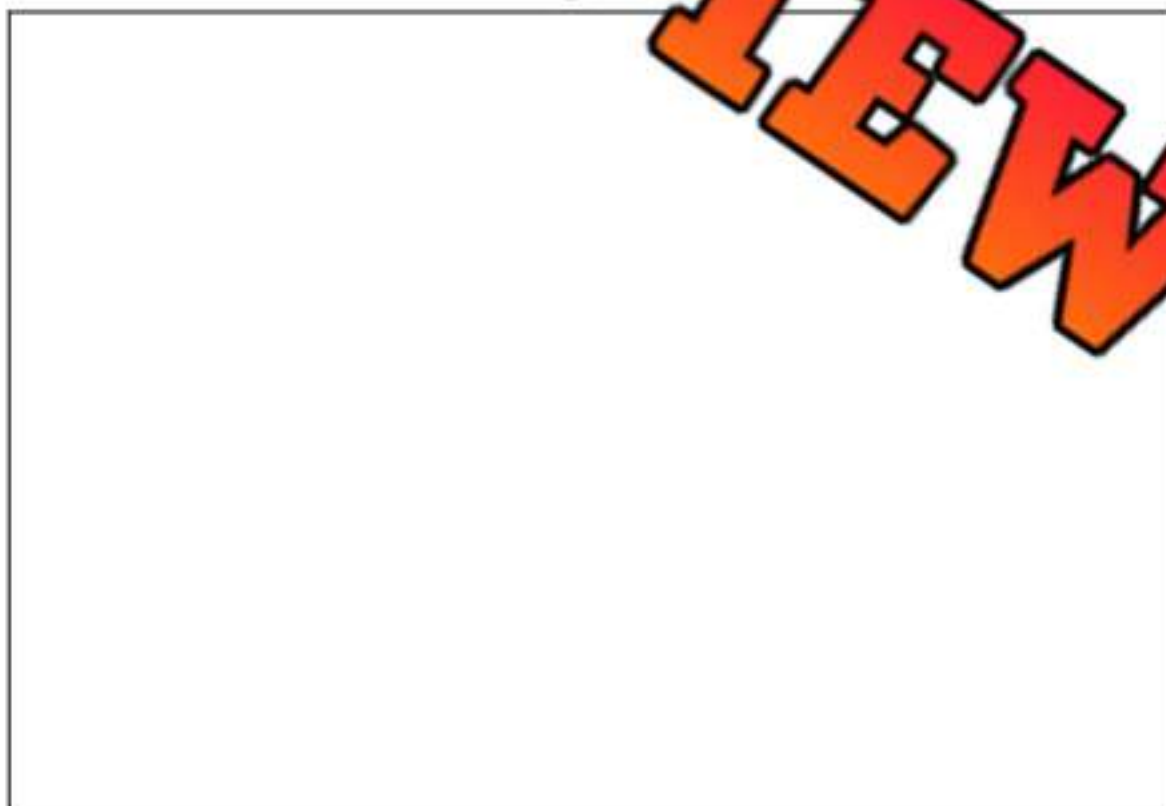


Describing Humans

If you look at other humans, you'll notice we don't all look the same. Our eye colour, hair colour, skin colour, and body types are different. These characteristics make us unique.

Describe Fill in the table with your characteristics. Then draw and colour yourself

Hair	
Eye Colour	
Body Type	



Describing Animals

We can describe things in our environment using 4 characteristics – size, colour, shape, and common parts. A cat has been described below.



Size	Colour	Shape	Common Parts
• Small • Thin	• Gray • White	• Pointy ears • Round torso • Round face	• 4 legs • Tail • Whiskers

Describe the following animals below by describing the animals



Dalmatian - Dog

Colour

Shape

Common
Parts



Chipmunk

Size

Colour

Shape

Common
Parts

Describing Animals

Describe

Fill in the tables below by describing the animals

 Bird – Blue Jay	Size	
	Colour	
	Shape	
	Common Parts	

 Snake – Garter Snake	Size	
	Colour	
	Shape	
	Common Parts	

 Spider	Size	
	Colour	
	Shape	
	Common Parts	

Describing Animals

Questions

Answer the questions below

1) Circle the animals that have tails



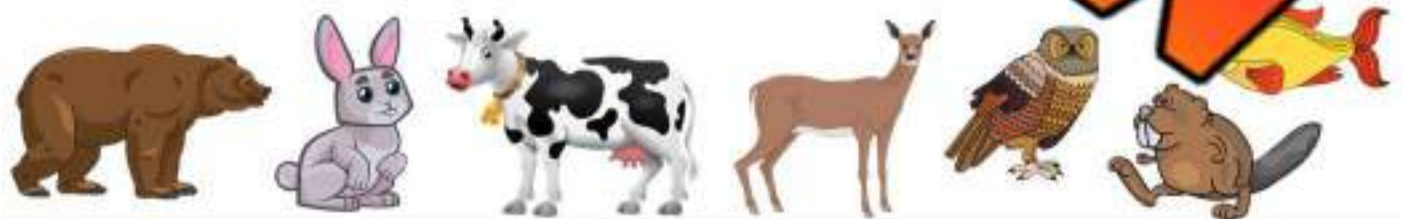
2) Circle the animals that have 4 legs



3) Circle the animals that have wings



4) Circle the animals smaller than you



5) Circle the animals that have scales



Research - Favourite Animal

Directions

Answer the questions below



1) What is your favourite animal?

2) Draw a picture of your favourite animal.

PREVIEW

3) How much does the animal weigh?

4) How tall is the animal?

5) What colour(s) is the animal?

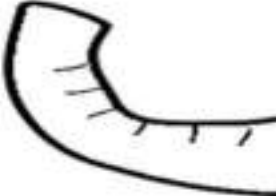
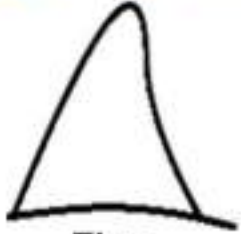
6) Where does the animal live?

7) What does the animal eat?

Research - Favourite Animal

**Colour**

Colour the features your animal has

 Teeth	 Trunk	 Stripes	 Fins
 Tail	 Wings	 Scales	
 Hooves	 Tusks	 Whiskers	

Writing

Use your research to write a paragraph about your animal.

Environment - Living and Non-Living Things

The environment is the area where someone or something lives. Things that are not living can also exist in the environment as well.

**Living Things in the Environment****Non-Living Things in the Environment**

Living Things - something that grows (plants, animals, humans, bacteria)

Non-Living Things - something that does not grow (rocks, wind, air, sunlight, water)

Directions

Write whether a thing is living or non-living



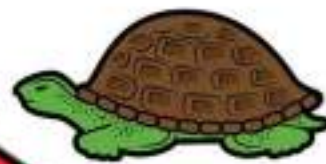
Living

Non-Living



Living

Non-Living



Non-Living



Living

Non-Living



Living

Non-Living



Living

Non-Living



Living

Non-Living



Living

Non-Living



Living

Non-Living

Environment - Living and Non-Living Things**Directions** Cut and paste the structures putting them in the right category

Living Things	Non-Living Things
PREVIEW	



Things In My Environment

Directions Circle the living things you can find in your environment

Living Things In Your Environment



Directions Circle the non-living things you can find in your environment

Non-Living Things In Your Environment



Plant or Animal

Plants**Animals**

PREVIEW

Questions

Cut the plants and animals out and paste



Indigenous Methods for Classifying Living Things

Indigenous people have been classifying living and non-living things for a long time. One way they classified living things is whether they are edible or inedible.

Edible Living Things – Plants and animals we can eat safely

Inedible Living Things – Plants and animals that are unsafe to eat

Direction Circle whether the living thing is edible or inedible

PREVIEW



Edible

Inedible



Edible

Inedible



Edible

Inedible



Edible

Inedible



Edible

Inedible



Edible

Inedible



Edible

Inedible



Edible

Inedible



Edible

Inedible

Names of Common Plants

Matching

Draw a line matching the picture of the plant to its name

Sunflower ●



Mushroom ●



Daisy ●



Evergreen Tree ●



Tulip ●



Dandelion ●



Scavenger Hunt - Finding Common Plants

Directions

Look around your school yard for the common plants below.
Put a check if you find the plant.



Mu



Dandelion



Grass



Daisy



er



Buttercup



Tulip



Orchid



Thistle



Maple Tree



Yarrow



Ivy

Sorting Common Plants

Directions

Circle the examples of the common plant types below

Shrubs	    
Trees	    
Creepers	    
Climbers	    
Herbs	     

Creeper or Climber

Directions

Circle the examples of the common plant types below



Creeper Climber

Melon



Creeper

Climber

Grapevine



Creeper

Climber

Zucchini Plant



Creeper

Climber

Passionflower Vine



Creeper

Climber

Pumpkin



Creeper

Climber



Creeper

Climber

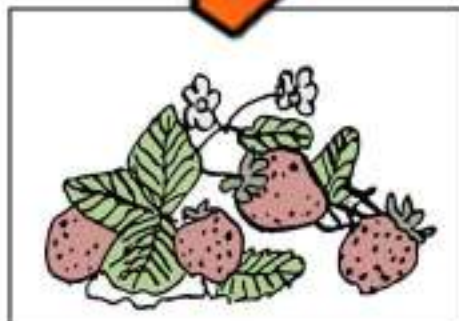
Watermelon



Creeper

Climber

Bitter Gourd



Creeper

Climber

Strawberry

Our Basic Needs

Animals need food, water, air, and a shelter to live in to survive. We get these 4 basic needs from our environment.



Directions How do you meet your basic needs below? Write and draw

Food – What foods do you like to eat?

Water – Where do you get drinking water?

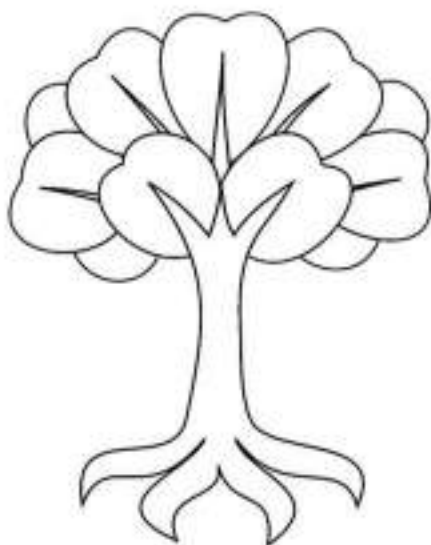
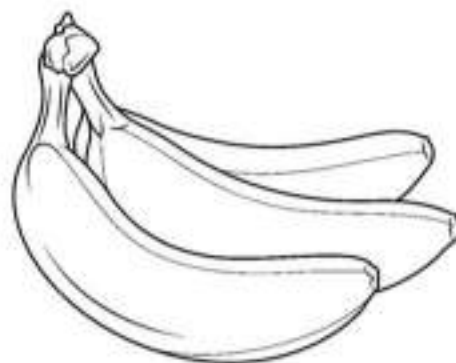
Air – How do you get fresh air? Are there trees in your area?

Shelter – Describe your shelter (house, apartment, condo)

Our Basic Needs

Directions

Colour and circle the basic things you need to survive



Caring For a Pet



Questions Answer the questions below about caring for a pet

1) What 4 things do all animals need?

1)

2)

3)

4)

2) What should you do to care for a pet?

3) How will you make sure your pet has access to _____?

4) Where will your pet live so they can keep warm and safe?

Meeting Our Needs - Using Tools

Meeting Our Needs

Humans meet their needs by using tools. We need to eat, breathe, drink, and have shelter to survive. Here is how we use tools to meet these needs.



Food – Tools are used for food in many ways. We use knives to cut our food. We use shovels to plant crops that we eat. We hunt animals using tools.

Water – We use tools to dig into the ground so we can get groundwater to drink. We use tools to make filters that make our water clean.



Shelter – We use tools like hammers, drills, and saws.

Making Connections Which tool do you use for the three needs below?

Food	
Water	
Shelter	

Draw

Draw a tool that is used to meet each of the needs below

Food	Water	Shelter

Meeting Our Needs - Locomotion

Animal Locomotion

Locomotion means how people move from one place to another.

Animals need to move so they can find food and water.

1) Legged - moving using legs

Most animals use their legs to move. Animals can have a different number of legs. Some have two legs to thousands of legs. Snails have no legs. Some insects have over one thousand legs!

Humans and penguins move on two legs. Penguins and humans are the only bipedal animals that move on their two legs.

A **quadruped** animal has four legs. Most mammals and reptiles are quadrupeds. Examples of quadrupeds are deer, cows, lizards, lions, moose, and foxes.



2) Limbless - moving without legs using their bodies

Animals that are limbless have no legs. These animals use their bodies to move them around. They have skin that can move in waves back and forth. They use waves to push them forward or backwards. Examples of limbless animals are snakes, slugs, snails, worms, and even seals!



3) Rolling - rotating the body over the land

Some animals will move their bodies into a loop. They do this so they can roll down a hill or let the wind roll them. Examples of animals that roll are hedgehogs, armadillos, and caterpillars.

Meeting Our Needs - Locomotion

True or False

Circle whether the statement is true or false

1) A bipedal animal has 4 legs	True	False
2) A bear only has two legs	True	False
3) Snails have no legs	True	False
4) Hedgehogs will roll to move fast	True	False
5) Penguins are bipedal animals	True	False

Making a Connection

What does this reading remind you of in your life?

Locomotion

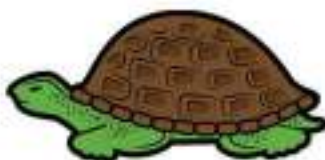
Circle the locomotion method



Legs

Roll

Limbless



Legs

Roll

Limbless



Legs

Roll

Limbless



Legs

Roll

Limbless



Legs

Roll

Limbless



Legs

Roll

Limbless

How Do I Move?

Matching

Draw a line from the movement to the animals



Fly



Jump



Swim



Galop



Crawl



Walk/Run



Experiment - Designing a Zoo Enclosure

Research Question

What do lions need to survive?

A zoo just got one lion. You've been hired to build an enclosure for the lion.



Materials

What do we need for our activity?

- 1) Clay
- 2) A box - shape of the small box
- 3) Pipe cleaner
- 4) Toothpicks or wooden skewers
- 5) Straws
- 6) Construction paper



Method

How do we complete the experiment?

- 1) Research what a lion zoo enclosure looks like
- 2) Write down things on the backside of the page that you will need to include in your enclosure
- 3) Write down what a lion needs to survive
- 4) Draw a plan of your zoo enclosure
- 5) Complete the checklist to make sure the lion has everything it needs
- 6) Begin making the model of your zoo enclosure
- 7) Complete the extension activity - math connection

Experiment - Designing a Zoo Enclosure

Examples

Lion Enclosures



Experiment - Designing a Zoo Enclosure

Planning

Answer the questions below



1) What things do lions and other animals need to survive?

2) What will you put in the enclosure so that the lion can survive?

Draw the things

3) What could you put in the enclosure so that the lion has fun?

Draw the things

STEM - Designing a Zoo Enclosure

Materials are not free! How many materials did you use? Find out how much your enclosure cost to make.

Math

Answer the questions below



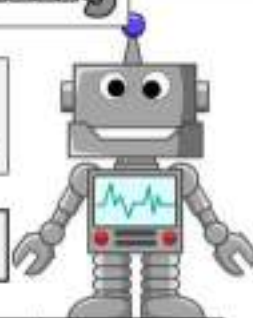
Material	Cost
Pipe Cleaners	\$1 each
Cardboard Boxes	\$5 each
Clay	\$1 for one piece
Toothpicks	\$1 each
Wooden Dowels	\$2 each
Straws	\$1 each
Pieces of Paper	2 each

How many of each material did you use to make the enclosure? Write the number below.

Material	Number Used	
Pipe Cleaners		
Cardboard Boxes		
Clay		
Toothpicks		
Wooden Dowels		
Straws		
Pieces of Paper		
Total Cost		

STEM - Working at the Zoo - Coding

Rob is a robot that works at the zoo. The staff needs your help to program him to get his work done. Write commands for Rob to do.

**Zoo**

Use this map to write code on the next page



STEM - Working at the Zoo - Coding**Commands** – use arrows and numbers to fill in the codeMove  , 4 times, then move  , 2 times**Zoo**

Tell Rob where to go. He always starts in his robot station

1) Rob needs to check on the bears and then feed the eagles



Move _____, _____ times,

Move _____, _____ times.

2) Rob needs to feed the snakes and use the bathroom.



Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times, then move _____, _____ times.

3) Rob needs to make more popcorn, then check on the monkey, and then feed the lion.



Move _____, _____ times,

Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times, then move _____, _____ times.

Animals - Life Processes

Life Processes

All animals need to eat, sleep, breathe, grow, and drink to survive.

How animals do each of these life processes is different.



Dogs

Your dog might sleep more than you. Adult dogs sleep an average of 14 hours a day. Dogs breathe a similar amount than humans. They breathe about 23 times per minute compared to the average person. Dogs are like humans as they grow fast when they are young and stop growing as adults. Both humans and dogs need water.

Activities

Activity 1: _____

1) Count how many breaths you take in one minute.

2) How many hours of sleep do you get a night?

Yes/No

Is the answer yes or no?

1) Dogs sleep longer than most humans	Yes	No
2) All living things breathe, eat, sleep, grow, and drink water	Yes	No
3) Some animals can live without eating	Yes	No
4) Dogs and humans grow more when they are babies	Yes	No
5) Human adults grow a lot	Yes	No

Basic Needs of Plants

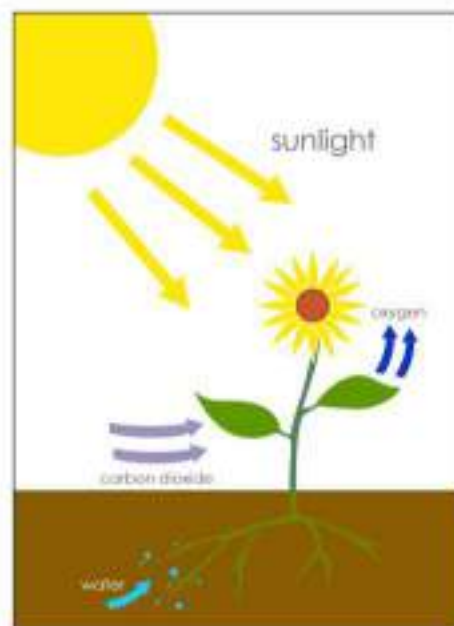
What Do Plants Need To Survive?

Plants need certain things to live and grow:

light, water, air, space, and warmth.

Light

Without light, plants will starve. Plants need light so they can make their own food.



Water

Plants need water to live. Water moves from the roots of the plant, up the stem, to the leaves.

Air

Plants need air to make food. They use the carbon dioxide in the air to make yummy sugars and starches for the plant.

Space

All plants need space to grow. The leaves on branches will not grow without room. The roots also need space to grow.

Warmth

Some plants like the cold, while others can survive in the desert. All plants need some heat in order to live. If the plant gets too cold, it will shut down.



Basic Needs of Plants

Question

Answer the question below

What are the 5 basic survival needs for a plant?

1)

2)



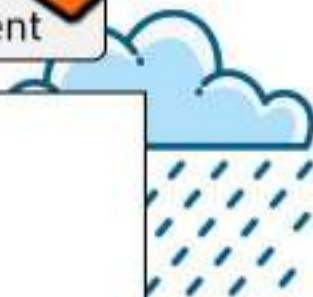
True or False

Circle whether the statement is true or false

1) Light is needed for plants to create their food	True	False
2) Plants can grow in any temperature	True	False
3) Cedar trees can survive in cold temperatures		False
4) Plants need space for their leaves and roots to grow		False
5) All plants need some heat		False

Draw

Draw a picture of a plant in a healthy environment

Experiment - Basic Needs of Plants

Research Question

What do plants need to survive?

Will plants survive in any environment? Will seeds grow better in the dark or in the light? Will they grow better with water or without?



Materials

What do we need for our experiment?

- 1) 6 Small cups to plant seeds
- 2) Soil
- 3) Water
- 4) Seeds
- 5) Shredded paper
- 6) Seeds - let lettuce, bean, and cauliflower germinate the fastest



Method

How do we perform our experiment?

- 1) Fill 5 cups with soil
- 2) In the 6th cup, do not add soil. Instead, add shredded paper
- 3) Add your seeds to the soil, about 2 cm deep (about the width of the seed)
- 4) In one of the cups with soil, add a lot of seeds (close to the top)
- 5) Place one cup in a closet, where it won't get sun
- 6) Place another cup in the fridge, where it is cold
- 7) Place three cups in a window where it will get the most sun. One should be the one with a lot of seeds and one should be the shredded paper.
- 8) Water each of the cups two times a day. Do not water one of the two cups that are in the window (you should water the one cup with a lot of seeds)
- 9) Monitor the results by checking the cups each day

Hypothesis

In which cup will the seed(s) grow the fastest?

Cup 1 In the Closet	Cup 2 In the Fridge	Cup 3 A lot of Seeds	Cup 4 Window with Water	Cup 5 Window no Water	Cup 6 Shredded Paper

Experiment - Basic Needs of Plants

ObservationsHave any of the seeds sprouted? Put a ☒ or an ☒

Day	Cup 1	Cup 2	Cup 3	Cup 4	Cup 5	Cup 6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
15						
20						

Results

What do plants need to grow?

Needs of Plants - Making Connections

Help! Andy needs help solving the problems below so his plants can grow



1) It is supposed to be very cold tonight. It might even snow! Andy has a plant outside getting sunshine. What should he do?

2) Andy has a plant that won't grow. He put it under a big tree so it would have a friend. What should he do? What should he do?

3) Andy loves corn! He wants a lot of corn plants. He put 100 seeds in his small pot. Oh no, he no corn is growing. What should he do?



4) Andy's sunflower is growing well in a pot in his house. Andy is going on vacation for 2 weeks. He wants his sunflower to keep growing. What should he do?

Parts of a Plant

Diagram

Label the parts of the plant below and then colour the picture

Plants have 5 main parts that allow them to meet their basic needs. Each part needs to be working for the plant to grow and survive.

Word Bank

Stem

Roots

Flower

Leaf

Seeds



Lab - Water Travels Through a Plant

Research Question

What are we learning more about?

How does water travel through a plant? If we put coloured water in a glass with a leaf that has a stem, will the water travel up the stem and into the leaf?

Hypothesis

What do you think will happen?

Materials

What do you need for your experiment?

- Leaf with a stem
- Scissors
- Clear cups
- Water
- Red food colouring



Procedure

What do you need to do?

1. Fill your cup 1/3 of the way full of water
2. Put your leaf into the cup. Use a leaf with a lightly coloured stem
3. Add red food colouring to the water
4. Observe the changes in the leaf and record them

Name: _____

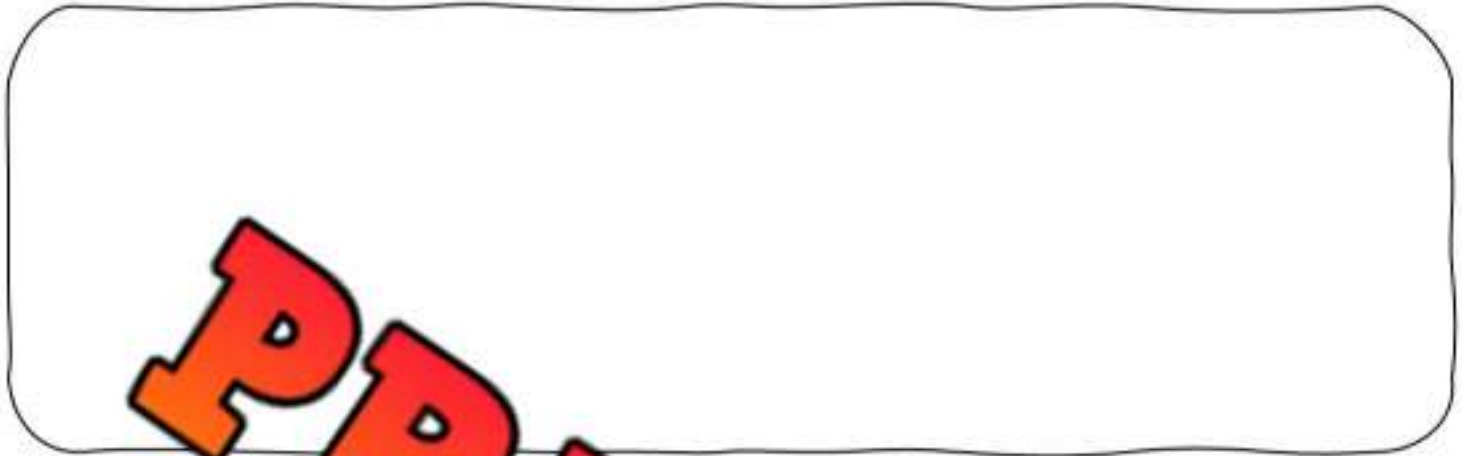
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Curriculum Connection
1-1-7

Lab - Water Travels Through a Plant

Diagram

Draw a diagram of your leaf in the water. Label the stem and leaf



Observations

What do you see?

Day	What is happening to the leaf
1	
2	
3	
4	
5	

Describing Plants

Plants can also be described using the same characteristics we describe animals. The tulip is described below.



Size	Colour	Shape	Common Parts
• Short • Thin • Large	• Green stem • Pink flower	• Bell shaped flower • Pointed leaves	• Stem • Petals • Bulb (no seeds) • Leaves

Describe two words that describe the sunflower



Sunflower

Size	Small	Medium	Large	Thick	Thin
Colour	Green	Yellow	Red	Brown	
Shape	Triangles	Squares			
Common Parts	Leaves	Petals	Stem	Bulb	

Writing Describe the sunflower by using the words you circled above

Describing Plants

Describe

Circle the words that describe the maple tree

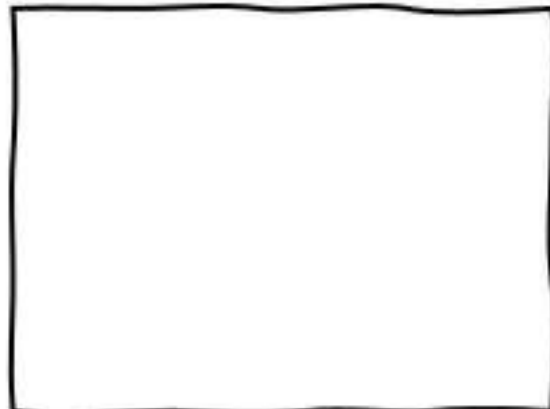
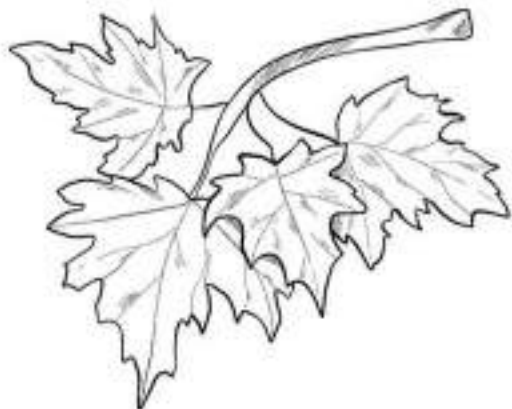
 Maple Tree	Size	Small Medium Large Thick Thin
	Colour	Orange Blue Yellow Red Brown
	Shape	Triangles Circles Pointed Squares
		Leaves Petals Stalk Seeds Bulb

Writing

Describe the maple tree using the words you circled above

Colour and Draw

Colour the maple leaves and draw a maple leaf



Sorting Plants

Questions

Answer the questions below

1) Circle the plants that are tall



2) Circle the plants that have round flowers



3) Circle the plants that have leaves



4) Circle the plants that are short



5) Circle the leaves with more than 4 points.



Living Things - Activities



Word Search

Find the words from the word bank

Living	Plants	Animals	Grow	Dog
Cat	Pet	Sunflower	Environment	Needs



Word Scramble

Unscramble the words from the word bank



PTNALS		GORW	
SONWFEULR		CTA	
PTE		LVNIIG	
DGO		EMEVNIORNNT	
NDEES		AALIMNS	

Food From Our Environment

A healthy environment gives animals food to meet their needs. Fruits and vegetables can grow in a healthy environment. These plants give animals energy.

**Direction**

Circle the plants you like to eat

**Directions**

Circle the animal products you like to

Chicken	Eggs	Chicken Nuggets	Chicken Wings
Cows	Milk	Steak	Hamburger
Pigs	Bacon	Sausage	Pork Chops
Fish	Fish Sticks	Salmon	Tuna

Animals Finding Food

Questions

Answer the questions below

1) Circle the things a squirrel eats



2) Circle the things a grasshopper eats



3) Circle the things a fox eats



4) Circle the things an eagle eats



5) Circle the things a bear eats



Animals Eating Nuts

Nuts are an important food for many animals. Nuts give animals a lot of energy. Squirrels, chipmunks, mice, foxes, raccoons, deer, and even black bears need nuts to survive.

Nuts are seeds of plants. If we didn't have these nuts, many of these animals would starve!



Fill in the blank.

What is the missing word?



Word Bank		
are	mice	Nuts
Seeds		



- 1) Nuts are _____.
- 2) Squirrels, chipmunks, and _____ need nuts to survive.
- 3) Without nuts, many animals would _____.
- 4) A healthy environment has a lot of _____ animals.
- 5) Even black _____ need nuts to survive!

Colour

Colour the nuts below



Jobs Working With Living Things

Jobs Working With Living Things

If you know a lot about living things, you could get a job helping them. People working to help living things know a lot of about what they need to be healthy. You could help plants, humans, or other animals.

Humans

- Doctor
- Nurse
- Paralegal
- Dentist

Other Animals

- Veterinarian (Vet)
- Zookeeper
- Pet groomer
- Animal trainer

Plants

- Farmer
- Gardener
- Landscaper
- Arborist

**Write**

Write about your favourite from above? Why?

PREVIEW

Draw

Draw a picture of someone doing your favourite job

PREVIEW

Healthy Environment - Clean Air

Air pollution happens when we release dirty gases or poisons into the air.

Common air pollutants are:

- Smoke from factories, airplanes, and cars
- Fumes from spray cans
- Methane from landfills



Directions: Circle whether the picture shows clean air or air pollution



Clean Air

Air Pollution



Clean Air

Air Pollution



Clean Air

Air Pollution



Clean Air

Air Pollution



Clean Air

Air Pollution



Clean Air

Air Pollution



Clean Air

Air Pollution



Clean Air

Air Pollution



Clean Air

Air Pollution

Clean Air From Trees and Plants

Plants keep our air clean by doing the following:

- 1) Sucking up carbon dioxide. Carbon dioxide is bad for our environment.
- 2) Making oxygen for us to breathe. Our lungs need oxygen. 1 large tree gives enough oxygen for two people.



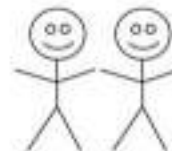
1 tree



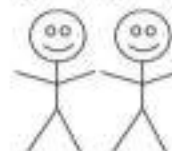
2 people



=



=



2 trees =
4 people

Questions

Draw a tree for each question and the number of people who could use the oxygen from the tree.

3 Trees

How many people? (Draw 2 people per tree)

5 Trees

How many people? (Draw 2 people per tree)

7 Trees

How many people? (Draw 2 people per tree)

Clean Water From Our Environment

Water is a basic need for plants and animals. We need clean water from our environment to drink, bathe in, and wash with. There is a lot of water on Earth, but only 2.5% is water we can use.

We need to keep our water clean. We can do this by:

- Never pour oil down the drain
- Use only clean, not soapy water at your house
- Don't let food or grease go down the drain
- Only flush water and toilet paper down the toilet
- Use natural fertilizers on plants - no pesticides that will get into our water



Fill in the Blanks

What is missing?

Word Bank

Paper

Water

Oil

Wash

Clean



- 1) We should not pour oil down the _____.
- 2) We should only flush water and toilet _____ down the drain.
- 3) We need water to drink, bath in, and _____ with.
- 4) We can only use 2.5% of the _____ on Earth.
- 5) We need to keep our water _____.

Shelters for Animals

All animals need shelter to survive. The shelters used by each animal are different.

- Humans – build shelters out of wood and steel
- Chipmunks – often live in holes in logs
- Owls – live in holes in trees
- Spiders – live in spiderwebs that they make
- Bears – live in dens (caves) or holes in the ground
- Groundhogs – live underground



Matching

Match the animal to their shelter



Healthy Environment - Shelters

When we cut down trees, we destroy shelters for many animals. 80% of land animals live in forests. We need to save our forests so that our environment can stay healthy for all animals. We can save trees and forests by:

- Planting trees
- Using less paper – don't waste it!
- When in a forest, stay on the path
- Buy more, use more books. Books have a lot of information and don't throw them out
- Farming is the number one reason forests are cut down. Grow your own garden with fruits and vegetables

**Draw**

Draw pictures of the shelters.

Wood log with bugs and spiders living in it

Plant trees in the ground

Paper and books

Garden with fruits and vegetables

Helping Other Living Things

Survey

Do you help living things? Complete the survey below



1) Stay on the path of a forest	☒	☐
2) Feed birds in the winter (bird feeder)	☒	☐
3) Have garden on your property where animals can live	☒	☐
4) Leave animals alone in the wild	☒	☐
5) Don't waste water	☒	☐
6) Don't throw out toxic things like paint or batteries	☒	☐
7) Don't throw garbage on the ground	☒	☐
8) Don't use plastic water bottles	☒	☐
9) Don't put paint, oils, or grease down the drain	☒	☐
10) Wash your hands so you don't spread germs	☒	☐

Write

Do you help other living things? What could you do to help them?



Assignment - Healthy Environment Poster**Plan**

Follow the instructions below to complete your plan

1) Choose one of the ideas below to create a poster about. Your poster will tell others one way they can keep the environment healthy.

- Stay on the path in a forest
- Feed birds using a bird feeder
- Plant flowers so animals have a place to live
- Don't waste paper
- Don't throw out toxic materials (paints, batteries, cleaning supplies)
- Don't litter
- Don't use plastic water bottles
- Don't put paint, oils, or grease down the drain
- Wash your hands so you don't spread germs

2) Practice writing the title of your poster below.

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

--	--	--

Misinformation - Living Things

Misinformation

Many of the things we see about plants and animals are not true. Plants and animals (other than humans) do not speak English. Plants cannot grow through the clouds.



True/False

Is the example from movies true or false?

1) Animals can talk to each other	True	False
2) Animals can speak English	True	False
3) Humans can understand what animals are saying	True	False
4) A bean stock can grow through the sky	True	False
5) Animals have thoughts and feelings	True	False
6) Lions like to live with tigers, hippos, birds, and monkeys	True	False
7) Cats and dogs can live as pets together	True	False
8) Lions protect other animals in their kingdom	True	False
9) Pandas can do kung fu	True	False
10) Animals can have real jobs like doctor or police officer	True	False
11) Animals work together to meet their needs	True	False
12) Dogs can walk on 2 feet all day	True	False
13) When all the humans leave, pets begin talking English	True	False
14) If you kiss a frog, it will turn into a prince	True	False
15) Bears are friendly towards humans	True	False

Unit Test - Living Things

Directions

Circle whether the thing is living or non-living

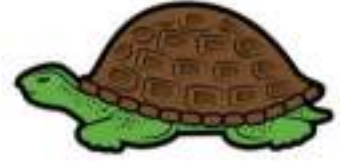


Living



Living

Non-Living



Living

Non-Living



Living

Non-Living



Living

Non-Living



Living

Non-Living

Questions

Answer the questions by

1) Circle the animals that have tails



2) Circle the animals that have 4 legs



Diagram

Label the parts of the plants below. Use the numbers if you can't fit the word

Word Bank

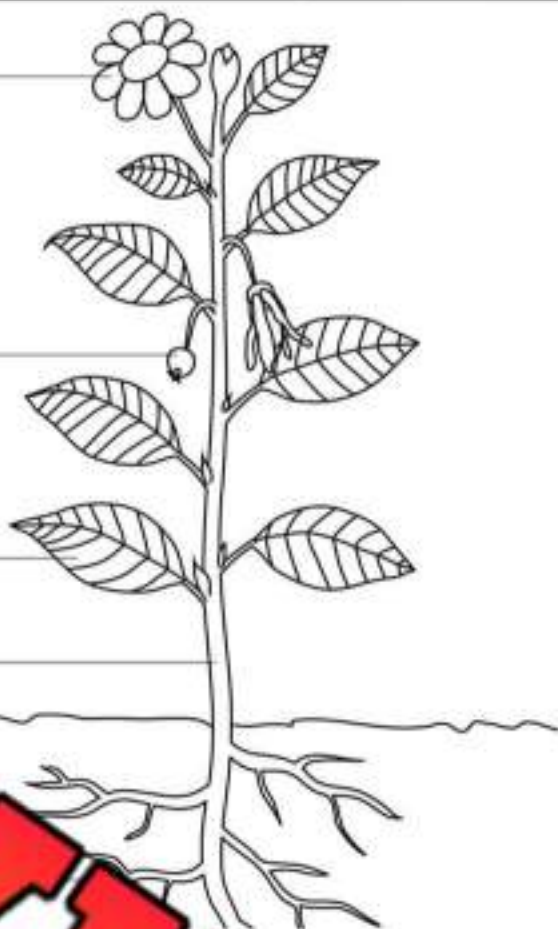
1) Stem

2) Roots

3) Flower

4) Leaf

5) Seeds



Word Bank

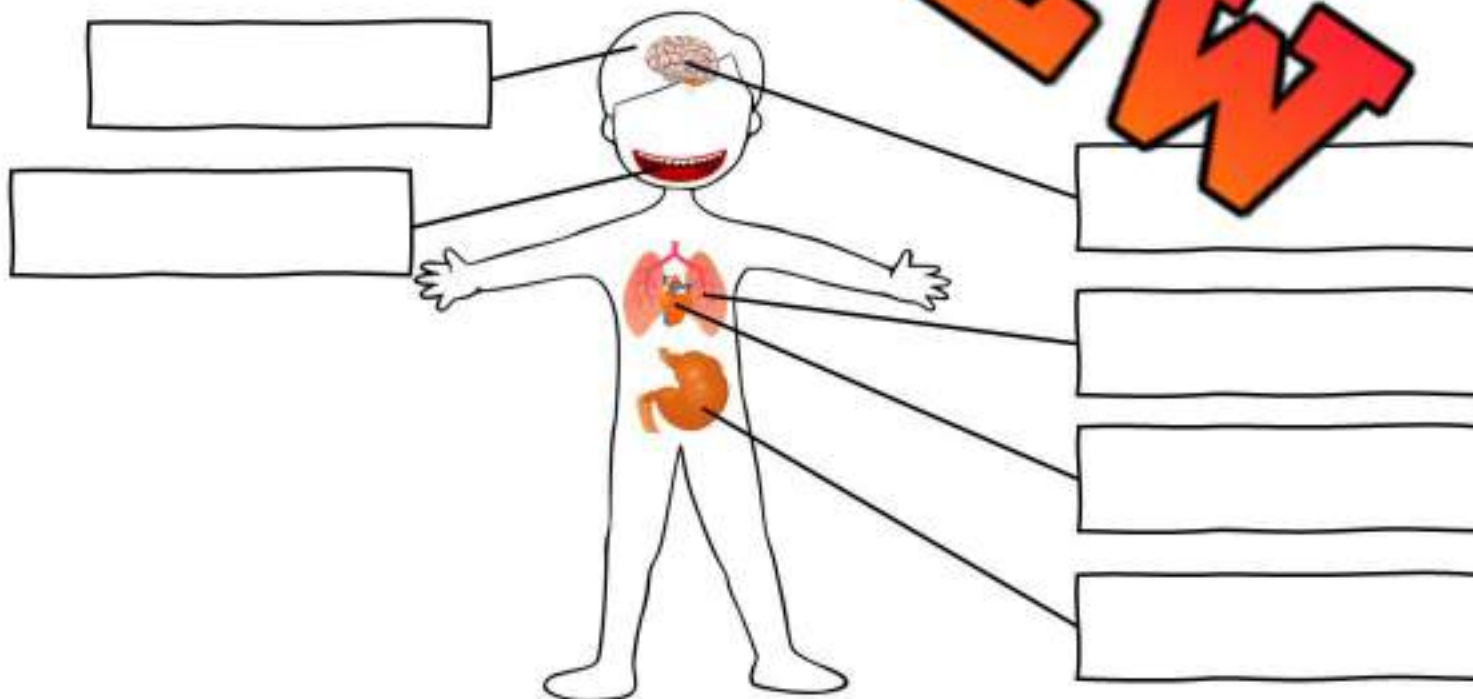
Heart

Brain

Hair

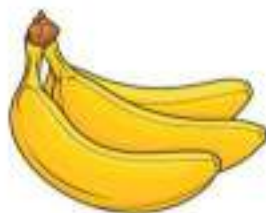
Stomach

Teeth



Directions

Circle the basic things you need to survive



Question

Answer the question below

What are the 5 basic survival needs for a plant?

1)	
2)	
3)	
4)	
5)	



Workbook Preview





Grade 1 – Science Unit

DAILY AND SEASONAL CHANGES



Grade 1, Cluster 4 1-4-__	Curriculum Expectations	Pages
1	Use appropriate vocabulary related to changes over time.	
2	Recognize that the Sun is a source of light and heat.	7 – 12
	Recognize that a day is divided into day time and night	13 – 16, 22 – 23, 25
Preview of 60 pages from this product that contains 136 pages total.		
6	Observe and describe how the Sun appears to change position over the course of a day.	36 – 42
7	Record, describe, and compare changes in temperature at different times of the day	28 – 33
8	Investigate and describe changes that occur in characteristics and behaviours of living things throughout a day.	34, 50
9	Compare characteristics of the four seasons.	43 – 49, 52 – 54, 57 – 59, 61, 67 – 68, 70, 72 – 73



Grade 1 – Science Unit

DAILY AND SEASONAL CHANGES



Grade 1, Cluster 4 1-4-__	Curriculum Expectations	Pages
10	Describe how humans prepare for seasonal changes.	48 – 49, 53 – 54, 58 – 59, 67 – 68
11	Identify people who help us prepare for and deal with seasonal changes.	29 – 33
12	Identify ways of building shelters that help keep humans sheltered and comfortable throughout daily and seasonal cycles.	48 – 49, 72 – 73, 76 – 77
13	Sort clothing to suit each season and justify their decisions.	49, 53 – 54, 58 – 59, 67 – 68, 72 – 73
14	Describe safety precautions related to dealing with the changing of the seasons, and weather extremes.	74
15	Describe how humans are able to participate in non-seasonal activities.	
16	Identify physical and behavioural changes that occur seasonally among Manitoba plants and animals, and discuss possible reasons for these changes.	50, 55, 60, 62 – 65, 69, 72 – 73
17	Use the design process to construct a device or structure that helps a Manitoba animal adjust to seasonal changes.	78 – 79

NAME: _____

Daily and Seasonal Changes



Name: _____

7

Curriculum Connection
2

The Sun

Directions

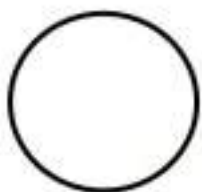
Draw a picture of the sun below



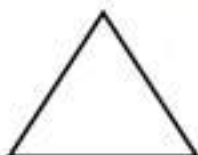
PREVIEW

Directions

Circle the words and pictures that are related to the sun



Hot



Big

Small



Without the Sun

Activity

Circle what would happen if we didn't have the sun



1) We would be	Hot	Frozen
2) It would be	Light	Dark
3) Plants would	Grow	Die
4) We would have no	Seasons	Problems
5) We would have no	Fun	Food
6) We would have to	Darkness	Light
7) It would never be	Summer	Winter
8) We could get no _____	Solar	Wind
9) The oceans, lakes, and rivers would	Boil	Cold
10) You wouldn't need	Glasses	Gloves

Draw

Draw a picture of what life would be like without the sun

Earth's Rotation and Revolution

Did You Know?

The Earth is moving right now in two different ways.

- 1) It is rotating. This means it is spinning! It takes 24 hours for the Earth to do one full spin. For every spin, it is 1 day.
- 2) It is revolving around the Sun. It takes 365 days for the Earth to move all the way around the Sun. We call this a year.

ROTATION

VS

REVOLUTION



24 / **1**
HOURS / DAY



NIGHT



365 / **1**
DAYS / YEAR



SEASONS

Activity

Draw a picture of the description below

A basketball spinning like the Earth

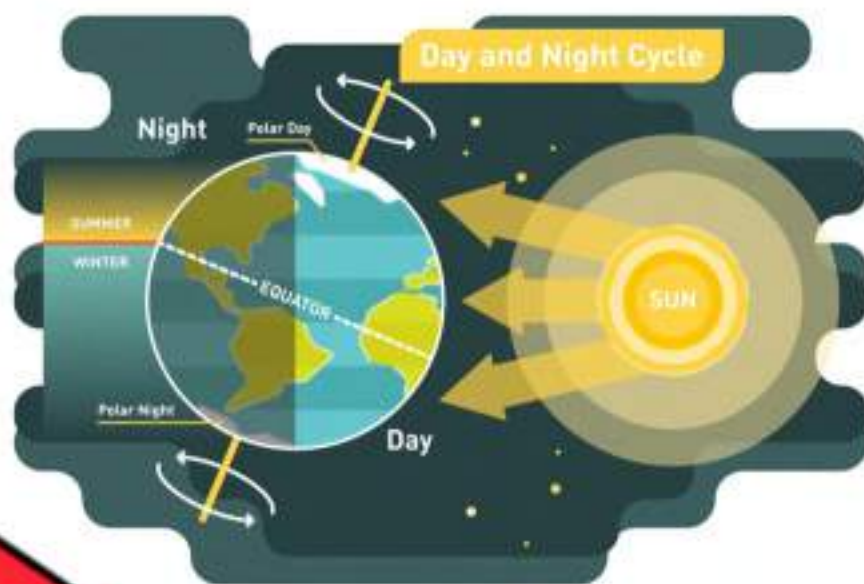
A race car moving around a racetrack like the Earth moves around the Sun

Earth's Rotation - Day and Night

Did You Know?

As the Earth spins, the places on Earth that are pointed at the Sun are lit up. This means it is daytime.

On the other side of the Earth, it is dark. The Sun's light can't reach there, so it means it is night.



Activity

Circle whether it is night time ☾ or day time ☀

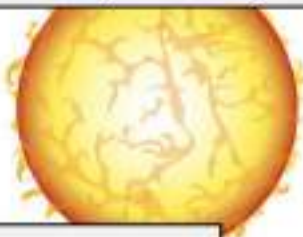
1) The Sun is pointed towards you	☾	☀
2) The Sun is pointed away from you	☀	☀
3) It is light on the other side of the world	☀	☀
4) It is dark on the other side of the world	☀	☀
5) It was light 24 hours ago	☀	☀
6) It was dark half a day ago	☀	☀
7) You are at school	☀	☀
8) You are in bed	☀	☀
9) You can't see the Sun anymore	☀	☀
10) It is sunrise	☀	☀

Experiment - Rotating Earth

Research Question

Why do we have day and night?

Why do we have a day with light and a night with no light?



Materials

What do we need for our experiment?

- 1) Globe
- 2) Lamp or string light
- 3) Dark room



Method

How do we complete the experiment?

- 1) Take the lamp shade off the lamp
- 2) Put the globe about 20 centimetres away from the light
- 3) Point the globe so that Canada is being lit up. The rest of the world is dark while Canada is light.
- 4) Spin the globe slowly. Notice if some parts are now a bit lit and some places are now in the dark.
- 5) Keep spinning the globe until Canada is now in the dark. Which countries are now lit up?
- 6) Now switch the position of the lamp and the globe. Notice when you repeat the steps above that Canada is either further or closer to the Sun. This creates our seasons.



Experiment - Rotating Earth

Observations

Answer the questions below



1) When it is light in Canada, which countries are in the dark?

1)

2)

3)

4)

5)

2) When Canada is positioned so that it is closer to the Sun, which season is it?

Summer

Winter

Fall

Spring

3) When Canada is positioned so that it points away from the Sun, which season is it?

Summer

Winter

Fall

4) When the Sun's light can't reach Canada, it is...

Day

Night

5) When it is light in China, it is _____ in Canada.

Light

Dark

6) When it is light in the United States, it is _____ in Canada.

Light

Dark

What is a Cycle?

A cycle is when events happen over and over. For example, we all have a sleep and awake cycle. The two events repeat over and over. We sleep and then we wake up and then we sleep again and then we wake up. This is a cycle.



Night and day are two more events that happen over and over. It is daytime and then nighttime, and then daytime again. This cycle is repeated for a long time!

Cycle

Use the word bank words to fill in the cycle below

Evening

Afternoon

Sunset

Noon



Morning



Morning

Midnight

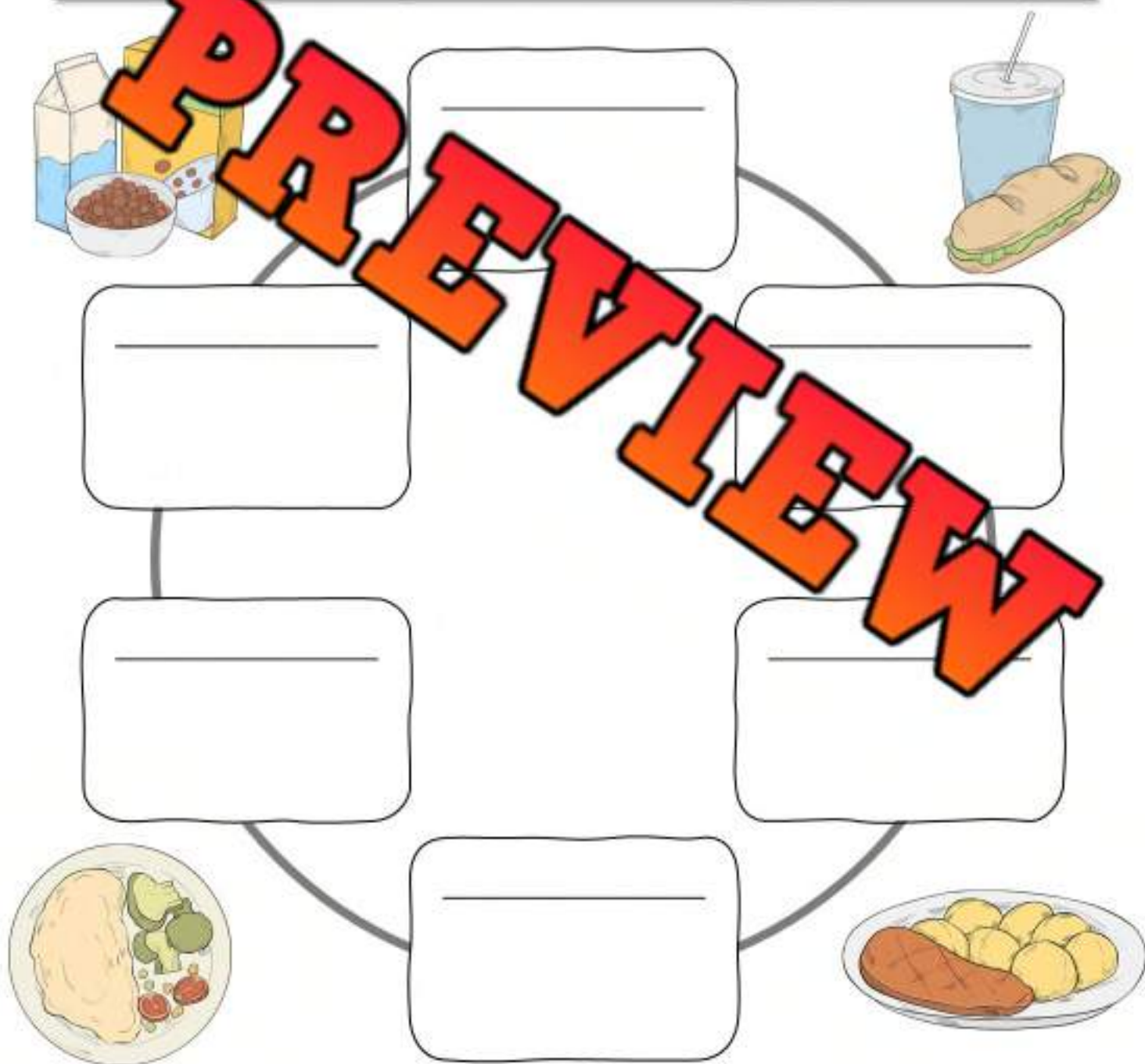


Cycles In Your Life - Eating

Eating Cycle

Use the word bank to fill in your meal cycle. Draw pictures of the food you eat at each meal

Dinner	Lunch	Breakfast
Snack	Snack	Snack



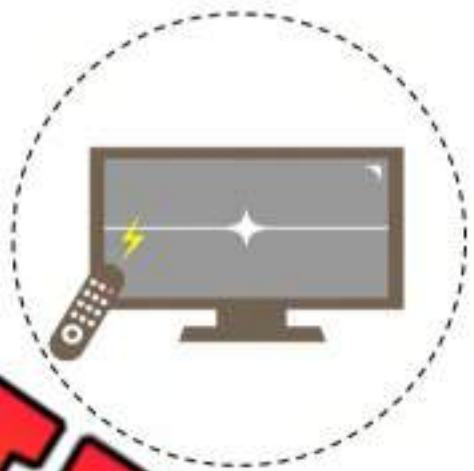
Cam's Cycle

Cam has been doing the same things lately. He feels his life is like a cycle. Here is what he does each day.

- 1) Wake up 2) Go to school 3) Watch TV 4) Practice reading 5) Go to sleep

Cycle

Cut the events of Cam's life out below



Cam's Cycle

Cycle

Paste Cam's events in the circles below



PREVIEW

Cycles in Your Life

Can you think of 6 important things you do everyday? Put them in the cycle below.

--	--	--	--	--	--

Cycle

Draw a cycle of events in your life



Day and Night



Questions

Circle the correct answers below

1) During the day, it is...	Light	Dark
2) During the day, the sun	Rises	Sets
3) During the day, it is	Warmer	Colder
4) There is more sunlight during the day	More	Less
5) During the day, we see	Stars	The Sun
6) During the night, we can see	Stars	The Sun
7) During the night, we see	Moon	The Sun
8) While it is daytime in Canada	Daytime	Nighttime
9) Some animals are nocturnal and sleep during the	Day	Night
10) Bats, foxes, and raccoons sleep during the		Night

Day and Night

Colour the daytime text yellow and nighttime text blue

Dark

Warmer

Sun

Owls

Sunlight

Light

Playing

Colder

Bedtime

Fox

Humans Sleep

Stars

Lamps

Telescope

Raccoon

School

Moon

Lightbulbs

Day and Night

**Questions**

Cut and paste the night and day pictures under the right category

Day**Night**

PREVIEW



Day and Night - Fill in the Blanks

Fill in the blanks

Which word is missing?



1. The sun shines during the _____.
day/night

2. We can't see the _____ at night.
sun/moon

3. It gets warmer during the _____.
day/night

4. It gets _____ during the night.
warmer/cooler



5. At night, we can sometimes see _____.
stars/the sun

6. We can't always see stars at night because _____.
clouds/the sun

7. During the day, it is _____.
light/dark

8. We eat _____ at night.
lunch/dinner

9. We eat _____ during the day.
lunch/dinner

10. The sun has _____ during the day.
risen/set



Day and Night - Activities

Word Search

Find the words from the word bank

Day	Night	Light	Dark	Sleep
Play	Sun	Moon	Warm	Cold



Day or Night?

Circle day or night under each picture.



Day

Night



Day

Night



Day

Night



Day

Night



Day

Night



Day

Night



Day

Night



Day

Night

Day or Night?

Day or Night?

Does the activity happen during the day or night?

	Activity	Day or Night?
1)	Eat lunch 	
2)	Sleep 	
3)	Go to school 	
4)	Go to bed 	
5)	Play sports 	
6)	Go out for Halloween 	
7)	Watch NHL games 	
8)	Play outside 	
9)	Light fireworks 	
10)	Go swimming 	

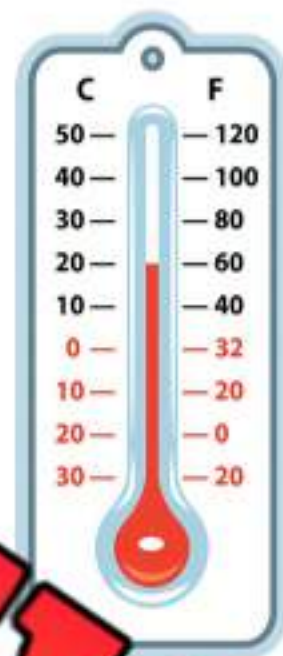
Activity - Measuring Temperature

A **thermometer** measures temperature. They can be used to measure the temperature of the air. Use a thermometer to measure the air temperature in the morning, midday, and afternoon to see if the air gets warmer as the sun comes up.

Measure

Use a thermometer to measure the temperature at the times below

	Temperature (°C)
Morning	
Midday (Noon)	
Afternoon	



Results

Answer the questions below

1) Did the temperature get warmer or colder as the day went on?

Warmer

Colder

2) Why do you think it got warmer as the day went on?

Activity - Weather Report

A **meteorologist** is able to guess what the weather will be like. Their job is to make weather reports that tell us what the temperature will be throughout the day and whether we will get rain or snow. They can also tell us if it will be windy.



Research

Look up the local weather report and fill in the hourly data

Time	Temperature (°C)
9:00 am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	

Time	Temperature (°C)
5:00 pm	
6:00 pm	
7:00 pm	
8:00 pm	
9:00 pm	
10:00 pm	
11:00 pm	
12:00 am	

Results

Answer the questions below

1) What time is the warmest of the day?

2) What time is the coldest of the day?

Nocturnal Animals

Nocturnal animals sleep during the day and move around at night. They do this to stay out of the heat during the day. It is cooler at night when the sun has gone down.

Which Type?

Is the animal nocturnal? Yes or no?



Yes



No



Yes

No



Yes

No



Yes



No



Yes

No



Yes

No



Yes

No



Coyote

Yes

No



Yes

No



Fox

Yes

No

Shadows

What are Shadows?

The Sun sends light rays in straight lines nearly 300 000 km/second. When objects block the Sun's light, shadows are made.

A shadow is a dark area on a surface. It is dark because light cannot reach the surface because it travels in straight lines.

Any object can make a shadow. If an object blocks the light of a lamp or flashlight, a shadow is made.

The shadow will look like the object that is blocking the light. The closer the object is to the light source, the longer the shadow will be.



Multiple Choice

1) If the light is closer to an object, the shadow will be _____	Bigger	Smaller
2) Light travels in _____ lines	Straight	Curved
3) Any light _____ can make a shadow	Reflected	Emitter
4) A shadow is a _____ area	Dark	Light
5) A small object will create a _____ shadow	Small	Big

Matching

Draw a line from the animal to its shadow



Shadows

Draw

Draw shadows of the objects in the boxes below. Look at where the sun is to know where the light would be blocked



Experiment - Making a Sundial

Research Question

Can we tell time without a watch?

A sundial can be used to tell the time using shadows. Where the shadow points is the time.



Materials

What do we need for our experiment?

- 1) Paper plate
- 2) Marker
- 3) Pencil
- 4) Playdough or clay

Method

How do we let our sundial experiment?

Create Your Paper Plate Sundial

- 1) Write the numbers on the plate, just like the diagram. Your sundial will look just like a clock.
- 2) Stick a pencil through the middle of the paper plate. Use the playdough or clay to make it stand up.

Using Your Sundial

- 1) First thing in the morning, find a sunny area where there won't be shade (away from trees)
- 2) Put the plate down and check the time. When it is a round number (ex. 9:00am), turn the plate so that the shadow points to the current time
- 3) Check back in an hour to see if the sundial is working.
- 4) When the shadow is between numbers, the time is between those numbers. For example, if it is between 1 and 2, it could be 1:30. If the shadow is closer to the 2, it could be 1:45.

Experiment - Making a Sundial

Observations

Check your sundial throughout the day



Clock Time (Ask your teacher for the time)	Where is the Shadow? "between the _____ and the _____" or "on the _____"

Results

Answer the questions below

1) Who would have used sundials? Circle the answers

Your Brother	Your Sister	Your Parents	Your Grandparents
Your Great Grandparents	Old Communities	Pioneers	Sailors

2) What is the main thing that allows a sundial to work?

Markers	Paper Plate	A Stick or Pencil	The Sun
---------	-------------	-------------------	---------

Seasons

Summer

Spring

Fall

Winter

Seasons

Label the seasons below. Colour the pictures



Seasons - Cycle

Cycle

Draw pictures that come to mind for each season

Summer

Spring

Fall

Winter



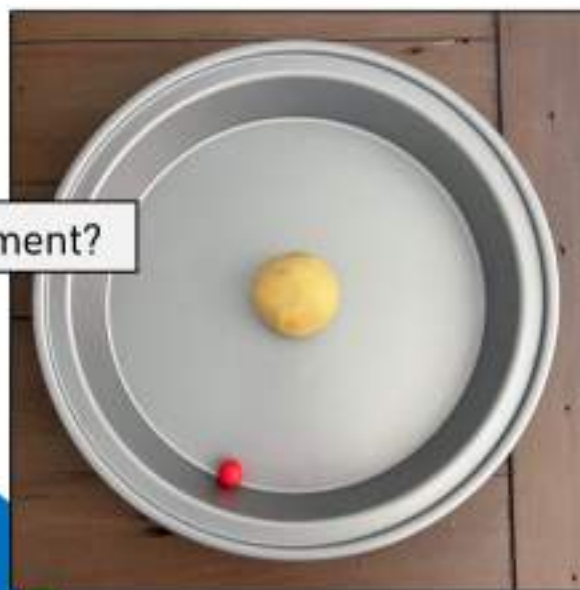
Experiment - Orbiting Earth Around the Sun

Research Question What happens when the Earth orbits around the Sun?

How much time goes by when the Earth travels around the Sun?

Materials What do we need for our experiment?

- 1) A baking pan
- 2) Playdough (a Sun)
- 3) A small ball (Earth)



Method How do we complete our experiment?

- 1) Make a circle with the playdough to be the Sun
- 2) Place the Sun in the middle of the pan
- 3) Add the ball to the pan to represent the Earth
- 4) Tilt the pan to show the Earth orbiting around the Sun. Each time the Earth orbits the Sun is 1 year. Try to orbit the Earth at the same speed around the Sun.
- 5) A **revolution** is one full orbit around the Sun. One revolution is one year of time
- 6) Let students take turns to orbit the Earth around the Sun. Have them count out the years as the Earth orbits the Sun. The students could orbit the Earth the number of years they have been alive.

Experiment - Orbiting Earth Around the Sun

**Observations**

Answer the questions below

1) How many times does the Earth orbit the Sun in a year?

2) How many times has the Earth orbited the Sun in your life?

3) Does the Earth orbit around the Sun or does the Sun orbit around the Earth?

or in

Sun or the Earth

Draw

Draw a picture of the Earth and Sun with arrows



Seasons - Heat and Light

The earth moves around the sun. At the same time, the earth spins. When the sun shines closest on us, we get more heat and light. As the earth spins and moves around the sun, we get further away. This makes us have shorter days with less light and colder days as well.



The movement of the earth means we get seasons. For the months that we are furthest from the sun, we have winter. As we move closer to the sun, the cycle continues as we move through the seasons.

Fill in the blank. The word is missing?

1. The earth moves around the _____.
Earth in _____
2. The earth also _____ spins/grows
3. As we get _____ to the sun, it gets _____
closer/further
4. During the winter, we are _____ from the sun.
closer/further
5. During the summer, we get _____ heat from the sun.
more/less
6. During the winter, we get _____ light from the sun.
more/less



Summer Season



Questions

Circle the correct answers below

1) During the summer, the sun is	Far from earth	Close to earth
2) The summer season is	Warm	Cold
3) It doesn't _____ in the summer	Rain	Snow
4) The temperature stays warm, even at	Night	Lunchtime
5) Many people like _____ the summer	Cheese	Fruits
6) In the summer, many people use _____	Air conditioner	Furnace (heater)
7) Which insects live in the summer?	Mosquitos	Turtles
8) The days in the summer are _____	Longest	Shortest
9) In the summer, we get _____ light	More	Less
10) We play _____ in the summer	Baseball	Soccer

Summer

Circle the pictures that relate to me



Summer Season - Matching

Matching

Match the pictures to the names



● Sunglasses

● Flower

● Sandals

● Air conditioner

● Sunshine

● T-shirt

● Fishing

● Rain

● Beach

● Fishing



Summer - Adapting To The Heat

Humans have made living in the summer more comfortable. We try to stay cool by wearing sandals, shorts, t-shirts and light coloured clothing. We also use air conditioners to make cool air.



Some animals stay cool by being nocturnal. **Nocturnal** animals sleep during the hot day and wake up in the cooler night. Animals will also burrow underground to cool in the summer. The temperature underground is cooler.

Draw a picture of the things humans and other animals do to enjoy summer

T-shirt

Sandals

Air Conditioner

Nocturnal Animals

Burrow Underground

Summer Activities



Word Search

Find the words from the word bank

Sunglasses	Flower	Sandals	Sunshine	Shirt
Swimming	Rain	Beach	Fishing	Sun

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

Word Scramble

Unscramble the words from the word bank

SIRHT		FOLWRE	
SNSASUEGLS		SMIWMNG	
BECAH		SNHUISNE	
SDAALNS		SNU	
RIAN		FHSNIIG	

Fall Season

Questions

Circle the correct answers below

1) The sun is _____ from the Earth than in Summer	Closer	Further
2) It is _____ in fall than in summer	Warmer	Colder
3) The _____ fall from trees in the fall season	Leaves	Branches
4) The leaves change _____ in the fall	Type	Colour
5) Which plant do you see a lot of in fall?	Sunflowers	Pumpkins
6) The days become _____ in fall than in summer	Longer	Shorter
7) We get _____ rain in fall than in summer	Less	More
8) The fall season begins in which month?	June	September
9) The leaves on the trees turn _____	Orange	Green
10) The above ground parts of most plants will _____	Die	Grow

Fall

Circle the pictures that relate to fall season



Fall Season - Matching

Matching

Match the pictures to the names



● Leaves Falling

● Thunderstorm

● Jacket

● Birds Migrating

● Dying Flowers

● Falling Leaves



● Halloween

● Sweater

● Pants



Adapting to the Fall Season

As the sun begins to give us less heat and light, humans adapt. We wear jackets, sweaters, and pants. We rake the leaves that have fallen from trees.



Animals also adapt to the changing season. Some animals will begin to migrate. **Migrate** means animals go somewhere with warmer weather that they like better. Canadian Geese will begin to migrate towards the end of the fall. Squirrels and chipmunks will also gather food in the fall. Squirrels, chipmunks, and groundhogs gather nuts and seeds.

Draw Draw pictures of the things humans and other animals do to survive the fall

Sweater

Pants

We rake leaves that
have fallen from trees

Animals gather nuts
and seeds

Migrate -
geese fly south

Fall Activities



Word Search

Find the words from the word bank

Orange	Leaves	Jacket	Pumpkins	Halloween
Sweater	Pants	Autumn	Cool	Thunder



Word Scramble

Unscramble the words from the word

JECKAT		ONRAGE	
CLOO		LVAEES	
TUDNEHR		STWEEAR	
HELEOLWAN		PUNKIPMS	
AUTMUN		PTNAS	

The Winter Season

Questions

Circle the correct answers below

1) In the winter, we are furthest from the	Sun	Moon
2) The days are the _____ in the winter	Longest	Shortest
3) It gets dark _____ in the winter	Early	Late
4) With less _____ the winter season is	Cold	Hot
5) In the winter, many plants _____	Stop growing	Grow bigger
6) In the winter, we wear _____ clothing	Warm	Thin
7) In the winter, I wear _____	Sandals	Boots
8) What falls from the sky in the winter?	Snow	Rain
9) I enjoy playing _____ outside in the winter	Soccer	Hockey
10) Which animal hibernates in the winter?		Bears

Winter

Circle the pictures that relate to the winter season



Winter Matching Activity

Matching

Match the pictures to the names



● Snowman

● Snow

● Cold

● Hockey

● Coat

● Sled

● Skis

● Sledding

● Skates

● Scarf



Adapting to the Winter Season

All animals need to adapt to survive during the winter season. With less sunshine, our days are shorter and colder.

Humans adapt by wearing warm clothing, using furnaces for heat, and spending more time inside. Animals adapt by hibernating, migrating to warmer areas and growing thicker fur. Buffalo, mountain goats, and sheep grow thicker winter coats to keep them warm. Some animals even change the fur coat to camouflage them with the snow! Arctic foxes and the larger rabbits are examples.

**Draw**

Draw pictures of the humans and other animals do to survive winter

Warm Clothes

Furnace

Spending Time Inside

Hibernating

Migrating

Thick and White Fur

Animals That Hibernate

Questions

Cut and paste the animals putting them in the right category

Hibernate**Do Not Hibernate**

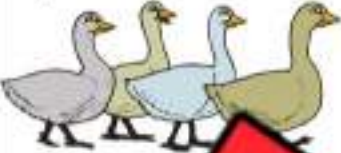
PREVIEW



Animals That Hibernate

Questions

Which animals below hibernate? Circle yes or no?

1)  Yes No	2)  Yes No	3)  Yes No	4)  Yes No
5)  Yes No	6)  Yes No	7)  Yes No	8)  Yes No
9)  Yes No	10)  Yes No	11)  Yes No	12)  Yes No
13)  Yes No	14)  Yes No	15)  Yes No	16)  Yes No

Animals That Migrate

Questions

Cut and paste the animals putting them in the right category

Migrate**Do Not Migrate**

PREVIEW



Adaptation - Dormancy

What is Dormancy?

Plants will become dormant in the winter or during dry seasons. Dormancy means that plants stop growing. Plants will become dormant so they can save energy.

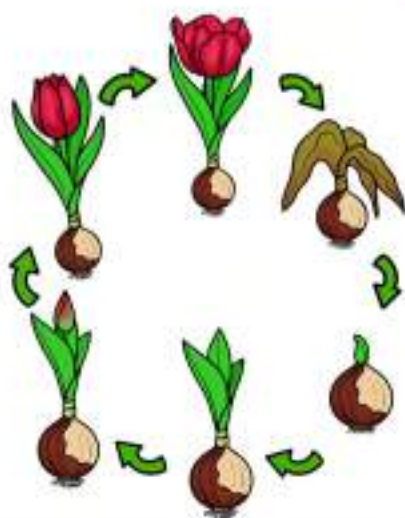
In Canada, plants stop growing in the winter because it is too cold and the days are short. Plants need warmth and sunlight to grow so they go dormant in winter.

Examples of Dormancy in Plants

- ✓ Deciduous trees stop growing in the winter. They lose their leaves
- ✓ Plants may look dead above the ground, but their roots are alive

Matching

Write the letter of the description beside each stage



	Dormant	a) The bulb feels the warmer weather. It will grow a shoot.
	Waking Up	b) The bulb prepares for winter. It is asleep and can't grow.
	Bloom	c) The flower grows up. The flower is up.
	Falling Asleep	d) The bulb feels the shorter days.

Draw

Draw pictures of the following



Colour the Tree

Draw a Dormant Plant

Winter Activities



Word Search

Find the words from the word bank

Snow	Cold	Hockey	Coat	Hibernate
Skiing	Snowman	Sledding	Skates	Scarf

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

Word Scramble

Unscramble the words from the word bank

SWON		HEOCKY	
CLOD		STKAES	
SELNDIDG		HNIEATBRE	
SKINIG		SACRF	
CAOT		SAWOMNN	

Spring Season



Questions

Circle the correct answers below

1) As the Earth gets closer to the sun, it gets	Warmer	Colder
2) During spring, the temperature is ____ than winter	Warmer	Colder
3) The days ____ in spring than winter	Longer	Shorter
4) It gets dark ____ than in the winter	Earlier	Later
5) During spring, ____ begin to grow	Animals	Plants
6) During spring, ____ animals ____ Canada	Fly back to	Fly away from
7) During spring, there is a lot of ____	Ice	Mud
8) During spring, there is a lot of ____	Rain	Snow
9) Hibernating animals will ____ in spring	Wake Up	Go to Sleep
10) During spring, we wear mostly ____		Sweaters

Spring

Circle the pictures that relate to spring



Spring Matching Activity

Matching

Match the pictures to the names



● Sweater

● Rain Boots

● Mud

● Baby Animals

● Rain



● Umbrella

● Bear Waking Up

● Rainbow



Spring Activities



Word Search

Find the words from the word bank

Sweater	Rain	Boots	Mud	Rainbow
Bees	Tulip	Umbrella	Waking	Babies

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

Word Scramble

Unscramble the words from the word bank

SEETWAR		BT00S	
WINAKG		BSEE	
MDU		UREMLBLA	
RINA		RANBIOW	
TLIPU		BBAEIS	

Comparing Seasons

Seasons

Circle the season(s) that relate to the picture



Summer

Fall

Winter



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Fall

Winter

Spring



Summer

Fall

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring

Staying Safe As Seasons Change

When the seasons change, we need to be ready for the changing weather.

Spring – We can wear a raincoat in rainy weather to keep dry

Summer – We should drink a lot of water if we sweat in the hot weather

Fall – We should be careful not to slip on thin ice

Winter – During a blizzard, we should stay inside and stay off the roads



Draw pictures of how you can stay safe during the seasons below

Summer

Winter

Fall

Cycles In My Year

Each year, we have events that happen. Depending on what you celebrate, you might have holidays that happen at the same time each year. You may also play certain sports during certain times of the year.



Brainstorm

What things do you do every year?

PREVIEW

Order

Circle 10 things from above you want to order and write them in order from which event happens first in the year to which event happens last.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
10)	

How Humans Deal With Seasonal Changes

Questions

Circle the correct answers below



1) We play ice hockey in the summer	Inside arenas	Outside
2) We can plant food during the winter	Inside greenhouses	Outside
3) We can swim during the winter in	Outdoor pools	Indoor pools
4) We can play baseball at night using	The sun	Lights
5) We can grow plants using	Lights	The sun
6) We keep our food cool in the summer using	The outdoors	Refrigerators
7) We plant flowers in the winter	Outside	Inside
8) We play soccer in the winter	In a Sports Dome	Outside
9) We bike in the winter	On exercise bikes	Outside
10) We play basketball in the winter	In Gyms	

Write and Draw

Answer the questions below



1) What do you and your family do to stay warm in the winter?

2) What do you and your family do to stay cool in the summer?

Changing Seasons Affects the Environment

Different seasons affect the environment in different ways. In the summer, people use water more. They wash their cars, and they water their gardens and grass. This is bad for our environment as we are losing freshwater that we need.

In the winter, people turn on the heat to their homes. They use furnaces, space heaters, and fires. The heat uses a lot of energy. Making energy often means fossil fuel is burned, which is bad for the environment.

**Draw**

Draw pictures of how water is used in the summer

Draw

Draw pictures of how energy is used in the winter

Activity - Dog Booties

Task

What are we building?

Just like humans, dogs get cold in the snow. They can get frostbite in their paws. Their paw pads can dry out as well, leaving their skin red and cracked. Today, you will make dog booties that are boots for dogs to wear to protect their paws from the snow.



Materials

What do we need for our activity?

- 1) Baby socks – 4 per dog
- 2) Balloons – One per bootie

Method

How do we complete the activity?

- 1) Put the sock on the two fingers next to your thumb
- 2) Wrap the balloon around the sock
- 3) Decorate the balloon by drawing on it with markers or adding stickers to it
- 4) Answer the questions on the back of the page

Activity - Dog Booties

Results

Answer the questions below

1) If you only used the sock, would the dog's paws get wet?

Yes

No

2) Is the _____ waterproof?

Yes

No

3) Will the rubber balloon _____ dog's paws dry?

No

4) Is the rubber balloon waterproof?

Yes

5) Will the rubber material make them slip more?

Yes

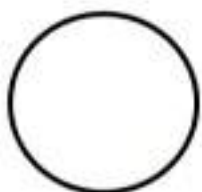
No

6) Why do dogs need booties in the winter?

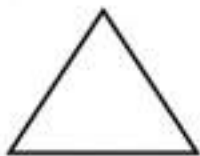
Unit Test - Daily and Seasonal Changes

Directions

Circle the words and pictures that are related to the sun



Hot



Cold

Big

Small



Day and Night

Circle the daytime pictures in green and nighttime pictures in blue



Shadow

Seasons

Circle the season(s) that relate to the picture



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Summer

Fall

Winter

Spring



Workbook Preview



Grade 1 – Science Unit

Cluster 3: Characteristics of Objects and Materials

	Curriculum Expectations	Pages
1-2-1	Use appropriate vocabulary related to their investigations of objects and materials.	6 - 62
1-2-2	Explore and describe characteristics of materials using their sensory observations.	8, 32
1-2-3	Distinguish between an object and the materials used to construct it.	9 - 11
1-2-4		
1-2-5		15 -
1-2-6		
1-2-7	Test and evaluate the suitability of materials for a particular function	28 - 29
1-2-8	Evaluate and describe the usefulness of common objects for a specific task	33 - 39
1-2-9	Describe ways that materials can be joined	40 - 42
1-2-10	Use the design process to construct a useful object by selecting, combining, joining, and shaping materials	30, 43 - 44, 46 - 51
1-2-11	Demonstrate ways to reduce, reuse, and recycle materials during classroom learning experiences	52 - 62

Preview of 50 pages from this product that contains 110 pages total.

NAME: _____

OBJECTS AND MATERIALS



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:

				
Metal	Wood	Plastic	Fabric	Glass

Matching _____ from the thing made to the material it is made of



Metal

Plastic

Fabric

Glass



Wood

Metal

Plastic

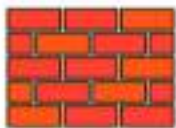
Fabric

Glass

Materials

Matching

Write the letter from the example beside the material

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

Describing Materials

Directions

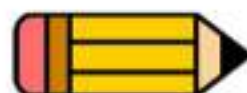
Circle adjectives that describe the material



Material		Example			
1)	Rubber	Strong	Weak	Flexible	Rigid
		Hard	Soft	Heavy	Light
2)	Plastic	Strong	Weak	Flexible	Rigid
			Soft	Heavy	Light
3)	Wood	Strong	Weak	Flexible	Rigid
		Hard	Soft	Heavy	Light
4)	Stone	Strong	Weak	Flexible	Rigid
		Hard	Soft	Heavy	Light
5)	Fabric	Strong	Weak	Flexible	Rigid
		Hard	Soft	Heavy	Light
6)	Glass	Strong	Weak	Flexible	Rigid
		Hard	Soft	Heavy	Light
7)	Metal	Strong	Weak	Flexible	Rigid
		Hard	Soft	Heavy	Light

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 Material Objects

More Than One Material Objects

Directions: Circle whether each object is made of 1 or more than 1 material



1

More Than 1



1

More Than 1

More 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

Objects Made of Materials

Directions

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



Metal

Wood

Glass

Rubber

Graphite

Metal

Wood

Plastic

Rubber

Cloth

Metal

Wood

Plastic

Rubber

Cloth



Metal

Wood

Plastic

Rubber

Cloth

Objects Made of Materials

Directions

What materials are the objects in your life made of?

1) Your shoes



Cloth

Rubber

Stone

Metal

Wood

Plastic

2) Your school



Brick

Rubber

Stone

Metal

Wood

Plastic

3) Your desk or table



Cloth

Rubber

Glass

Metal

Wood

Plastic

4) Your chair



Cloth

Rubber

Stone

Metal

Wood

Plastic

5) A playground



Cloth

Rubber

Stone

Metal

Wood

Plastic

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?

- 1) One bucket of water
- 2) 8 objects - scissors, eraser, paper ball, plastic block, rock, pencil, stick, rock, pencil
- 3) Recording sheet



Method

How do we do the experiment?

- 1) One at a time, place the object in the bucket of water
- 2) Record whether it sinks or floats
- 3) Answer the questions

Hypothesis

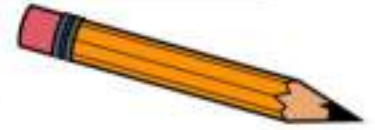
Will the object float or sink?

Objects You Will Test	Will it sink or float?
Scissors	
Pencil	
Eraser	
Plastic Block	
Rock	
Stick	
Water bottle	
Paper Ball	

Experiment - Objects Sink or Float?

Observations

Did the object sink or float?



Objects	Float or Sink
Scissors	
Pencil	
Eraser	
Rock	
Feather	
Water Bottle	
Paper Ball	

Results

Answer the questions below



1) Do heavy or light 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

Research - Things That Float

Objects

Write down 5 objects that float

1)	
2)	
3)	
4)	
5)	



Materials

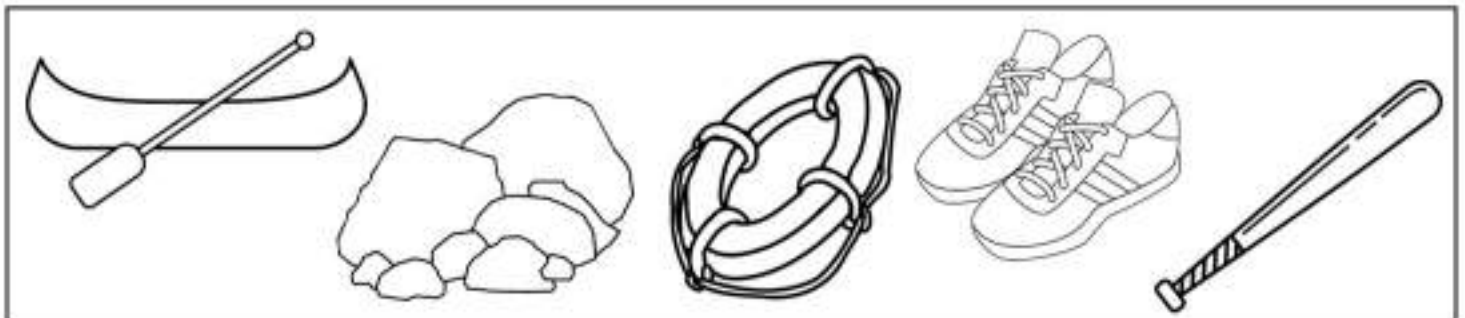
Write down 5 materials that float

1)	
2)	
3)	
4)	
5)	



Colour

Colour the objects that float



Sink or Float

Sink or Float?

Will the object sink or float? Circle your answer.



Sink



Sink

Float



Sink

Float



Sink

Float



Sink

Float



Sink

Float



Sink

Float



Sink

Float



Sink

Float



Sink

Float



Sink

Float



Sink

Float

Life Preserver

A life preserver is something that floats that saves people. There are two types.

- 1) The ones we wear – life jackets
- 2) The ones we throw – life rings



The first life preserver was made by the scientist Leonardo da Vinci. He made his out of cork and wood. Life preservers weren't used until the year 1855, when Thomas Kisbee made a cork life belt.

Colour the life ring and life jackets below



Draw

Draw your own life ring and life jackets

Life Ring	Life Jacket

Life Preserver



Questions

When would you use a life jacket or life ring?

1) You see someone in the water sinking	Life Jacket	Life Ring
2) You are going to go swimming in a lake	Life Jacket	Life Ring
3) You are _____ in a pool and can't swim well	Life Jacket	Life Ring
4) You see _____ in a pool who can't swim	Life Jacket	Life Ring
5) You're _____ in _____ and can't swim	Life Jacket	Life Ring

Making Connections

Have you used a life preserver before?

I used a life _____

Draw

Draw a picture of you using a life preserver



Stretchy Materials

Stretchy materials can stretch and bend easily. They're like rubber bands, but they can be used to make all sorts of things.

For example, you might have a pair of stretchy pants that you can wear when you're playing sports. The pants are made of a stretchy material that allows you to move around better.

Stretchy materials are also used to make things like elastic bands and rubber bands. These materials are good because they can be stretched and then they go back to their shape.

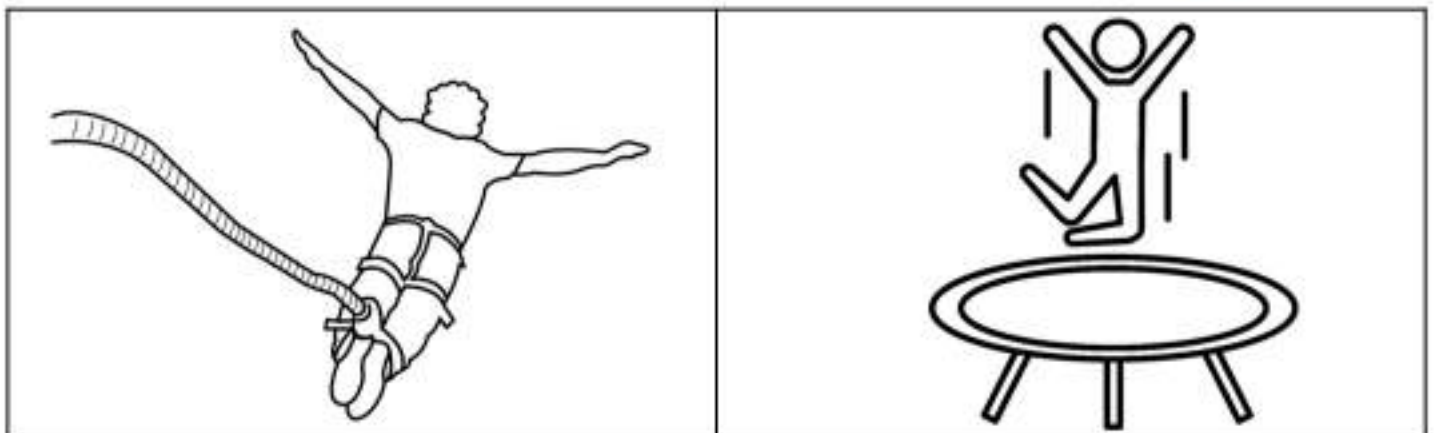
**Draw**

Draw pictures of objects made of stretchy materials

--	--

Draw

Colour the stretchy objects below



Stretchy Material - Rubber

Hypothesis

Does a cold balloon stretch more than a warm one?

Yes

No

Materials

What do we need for our experiment?

- 1) Freezer
- 2) 3 balloons

Method

How do we complete the experiment?

- 1) Put one balloon in a freezer for at least two hours
- 2) Put one balloon in a plastic bag and place it in the sun or near a furnace)
- 3) Blow up the room temperature balloon
- 4) How hard was it to blow up? Rate the difficulty
- 5) Blow up the frozen balloon
- 6) How hard was it to blow up? Rate the difficulty
- 7) Blow up the warmed-up balloon
- 8) How hard was it to blow up? Rate the difficulty

Observations

What happened

Balloon Type	Difficulty - 10 = Very Hard and 1 = Easy
Frozen	
Room Temperature	
Warm	

Stretchy Material - Rubber

Results

Answer the questions below



1) Rank the balloons in order from easiest to hardest to blow up.

Easiest	Medium	Hardest

2) Is rubber more stretchy when it is warm or cold?

	Cold
--	------

3) Do you think a basketball bounces higher in warm or cold temperatures?

Warm	Cold
------	------

4) Is it easier to blow the first 3 breaths into a balloon or the last 3?

First 3	Last 3
---------	--------

5) Draw a picture of you blowing up a balloon

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?

- 1) Balloon
- 2) Vaseline or lip chap
- 3) Wooden skewer



Method

What are the steps for the experiment?

- 1) Blow up the balloon the same 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



Can You Poke a Hole in a Balloon?

**Results**

Answer the questions below

1) What happened when you poked the balloon?

2) If you poked the balloon in another place, what would happen?

3) Why didn't the balloon pop? Choose the answer.

- a) The balloon is stiff and won't stretch
- b) The balloon is stretchy in those areas so it stretched and didn't pop
- c) The balloon is stretchy so the hole opens up and stays open

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

Waterproof Materials

Waterproof materials keep water out. They are used in things like raincoats and boots to keep us dry. Waterproof materials are made in a special way that doesn't allow water to pass through them.

The rain will slide off a raincoat made of waterproof materials, so you'll stay dry. Waterproof materials are also used in things like boots to keep water out. If water could get into a boot, your feet would get wet.

Rubber and plastic are two waterproof materials. Most rainboots are made of rubber. Water cannot get through rubber!



Yes/No

Is this a waterproof material?

1) Is rubber a waterproof material?	Yes	No
2) Is cotton a waterproof material?	Yes	No
3) Are raincoats made of fabric?	Yes	No
4) Are rainboots made of rubber?	Yes	No
5) Do waterproof materials let water in?	Yes	No

Draw

Draw 3 pictures of objects made of waterproof materials

--	--	--

Objects that Absorb or Repel Water

Solids that Absorb or Repel Water

When a solid gets wet, it will either absorb or repel water. Some solid materials repel water well and others absorb water well. **Repel** means that water does not get into the solid very well. **Absorb** means water gets into the material.



Solids That Absorb Water

- Sponge
- Paper towel
- Face cloth
- Sock
- Cotton ball

Solids that Repel Water

- Raingear – raincoat or rubber boots
- Steel or metal
- Wax paper
- Styrofoam



True or False

Is the statement true or false?

1) Repel means to let water in	False
2) Absorb means to let water in	True
3) Rocks absorb water	True
4) Rubber boots repel water	True
5) A sponge absorbs water	True

Draw

Draw a solid that repels and a solid that absorbs water

--	--

Absorb or Repel?

Absorb or Repel?

Will the object absorb or repel water? Circle your answer.



Absorb



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel



Absorb

Repel

Experiment - Absorb or Repel

Research Question

What objects absorb or repel water?

What materials will absorb water and what materials will repel it? Today, we will test the materials below.

Hypothesis

Will the material repel or absorb water?

Write absorb or repel under the material

Stone	Rubber band	Sock	Hand Towel	Glass or Plastic Cup	Cardboard

Materials

What do we need for the experiment?

- 1) Spray bottle filled with water
- 2) Materials to test
 - 1) Stone
 - 2) Rubber band
 - 3) Sock
 - 4) Hand towel
 - 5) Plastic or glass cup
 - 6) Cardboard

**Method**

How do we complete the experiment?

- 1) Students should predict whether each material will repel or absorb water
- 2) Working in groups or as a whole class demonstration, spray each material
- 3) Notice after you spray if the water soaks into the material or if it stays on the outside
- 4) Write down if the material absorbed or repelled the water

Experiment - Absorb or Repel

Observations

Did the material absorb or repel water?

Write absorb or repel under the material

Stone	Rubber Band	Sock	Hand Towel	Glass or Plastic Cup	Cardboard

Results Answer the questions below

1) Draw the materials that absorb water.

2) Draw the materials that repel water.

3) If you were cleaning up a mess of water, what materials would you use from the experiment? Which materials would you not use?

I Would Use**Not Use**

Materials - Catching Bubbles

Hypothesis

Which materials do you think will catch bubbles?

Sharp

Smooth

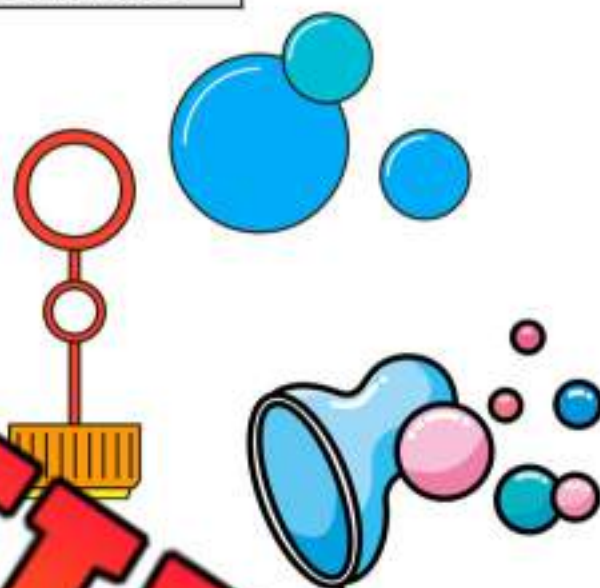
Waterproof

Absorbent

Materials

What do we need for our experiment?

- ✓ Bubble solution
- ✓ Bubble wand to make bubbles with
- ✓ Paper
- ✓ Materials to test bubbles
 - 1) Wax
 - 2) Aluminum foil
 - 3) Paper
 - 4) Plastic wrap
 - 5) Cardboard
 - 6) Pavement – bumpy surface



Method

How do we complete the experiment?

- 1) Setup your first material by putting it on a table or on the ground
- 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



Purpose of Objects

Matching

Write the letter of the object beside the purpose

Purpose		Object
1)	To brush your teeth with	A) 
2)	To keep on	B) 
3)	To drink on	C) 
4)	To keep cool	D) 
5)	To keep you dry in the rain	E) 
6)	To eat with	F) 
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) 

Objects - Different Types of Chairs

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

1) Circle the chairs where they would be used.

Home School

Home

School



2) Circle the materials the chairs are made of.

Plastic

Fabric

Metal

Wood

Stone

Rubber

Plastic

Fabric

Metal

Wood

Stone

Rubber

3) Use your senses to describe the chairs below.

Hard

Soft

Comfortable

Big

Small

Supportive

Hard

Soft

Comfortable

Big

Small

Supportive

4) What are the benefits of both chairs?

Objects - Different Types of Shoes

Questions

Answer the questions below

1) Circle above both pairs of shoes which environment they would be used

Wet

Dry

Wet

Dry



2) Circle the material the shoes are made of?

Plastic

Fabric

Metal

Plastic

Fabric

Metal

Wood

Stone

Rubber

Wood

Stone

Rubber

3) Use your senses to describe the shoes below.

Hard

Soft

Comfortable

Hard

Comfortable

Big

Small

Uncomfortable

Big

Small

Uncomfortable

Shiny

Heavy

Light

Shiny

Heavy

Light

4) When would you use both pairs of shoes?

Purpose of Objects

Questions

What is the purpose of the objects below?



Analyse The Chair Below	1) What is the purpose of the chair? Notice the wheels
	_____

	2) What materials is the chair made of?
	Describe the chair using your senses

Analyse The basketball	1) What is the purpose of the basketball?
	_____

	2) What materials is the basketball made of?
	3) Describe the basketball using your senses

Testing Objects

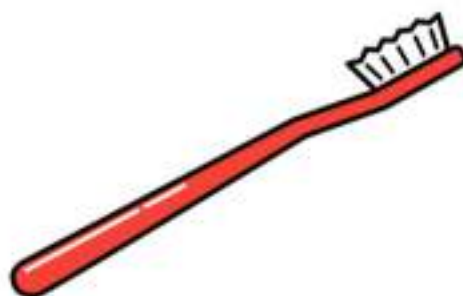
Research Question

What are we learning about?

When we have a job to do, we should choose the best object or tool for the job. Choosing the right tool will allow us to finish the job better. Today you will use three different tools for three different jobs.

Jobs

- 1) Sweeping a sidewalk
- 2) Scrubbing a sink
- 3) Mopping a floor



Materials

What is needed for the experiment?

- 1) A small mop
- 2) A small broom or handheld broom
- 3) A toothbrush
- 4) 3 different materials to make a mess (options below)
 - I. Washable paint for the sink
 - II. Shredded paper for the floor
 - III. Washable paint for the floor

Method

How do we complete the experiment?

- 1) Create one mess at a time
- 2) Try all three tools for each job/mess
- 3) Discuss which tool works the best
- 4) Fill in the backside of this page



Testing Objects

Observations

What did you notice?

Which tool was best for which job?

Job	Tool
Mess in Sink	
Spill on the Floor	
Mess on Table	

Results

Answer the questions below

1) Which tool is best for scrubbing a mess?

2) Which tool is best for picking up a wet mess?

3) Which tool is best for picking up a dry mess?

4) Draw each of the tools below

Broom	Mop	Toothbrush

Fasteners

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

							
Glue	Nail	Screw	Paperclip	Tape	Button	Zipper	Rope

Matching

Draw a line from the object made to the fastener used to make it



Glue



Screw



Buttons



Rope



Tape



Nail



Zipper

Fasteners - Matching

Matching

Write the letter from the example beside the material

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

Experiment - Triangles

Research Question What are we trying to learn more about?

Are triangles the strongest shape to use when building?



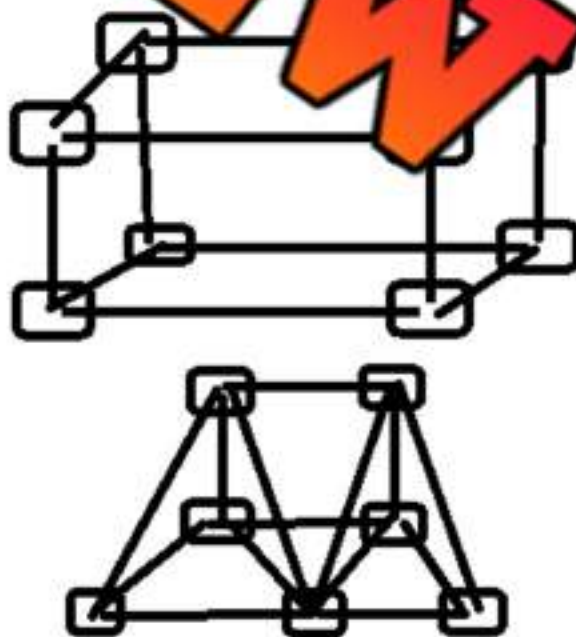
Hypothesis Will a rectangular object or triangular object be stronger?

Materials What do you need for this experiment

- Gummies – as fasteners
- Toothpicks
- Weight – books, wood blocks, anything that can be placed on the object

Method How you will complete the experiment

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



Experiment - Triangles

Observations

What happened?

Which object held more?

Triangle

Rectangle

Result Answer the questions below

1) Was your hypothesis correct or incorrect? Explain.

2) Which shape is the strongest?

Triangles

3) Draw diagrams of your objects

Activities - Fasteners

Word Search

Find the words from the word bank



Tape	Glue	Button	Zipper	Nail
Screw	Rope	Staple	Cement	Paperclip



Word Scramble

Unscramble the words from the

ZPIPRE		GULE	
CNEEMT		SLPATE	
TPAE		NALI	
PPLIARCEP		BOTTUN	
SCWER		REOP	

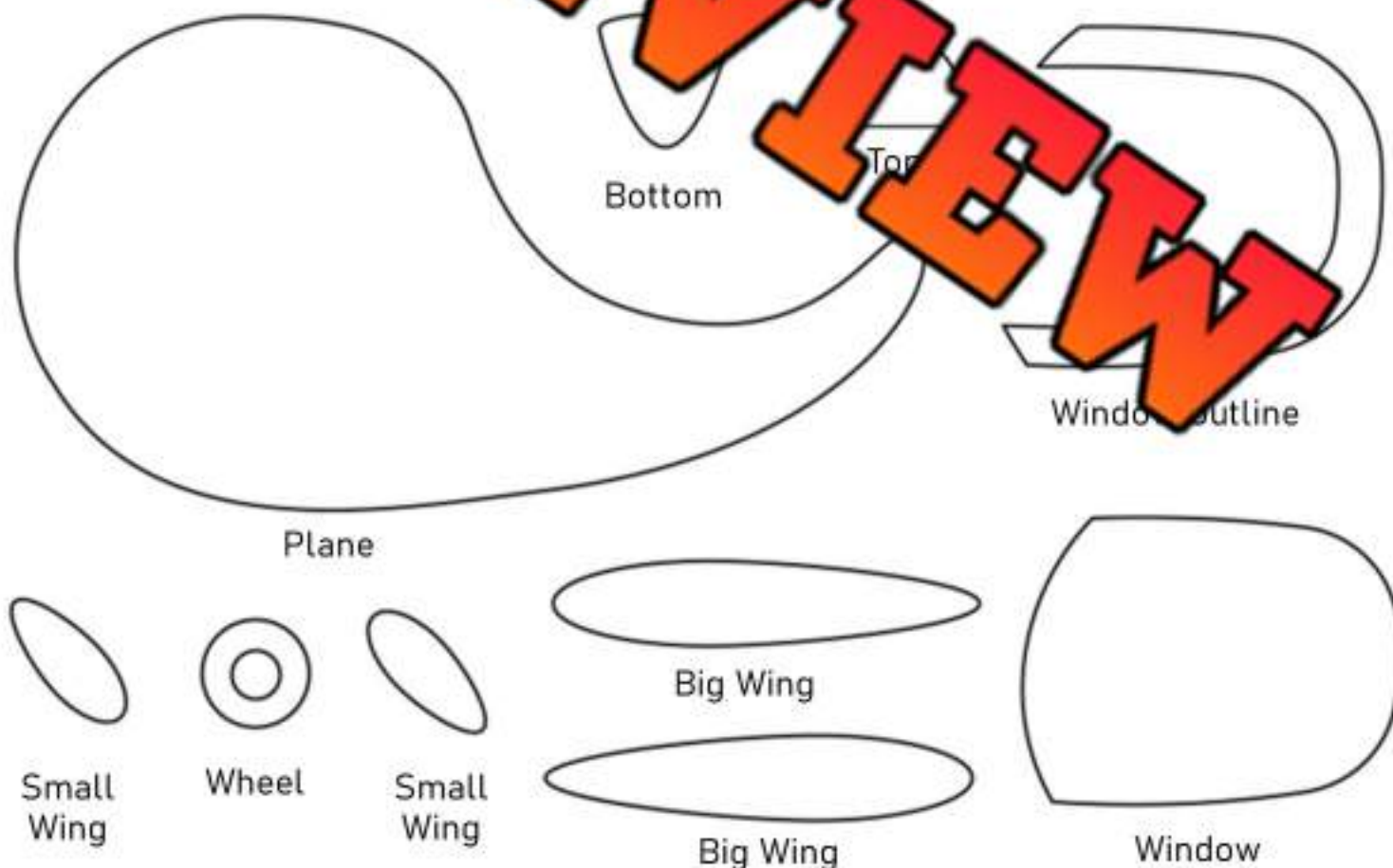
Coding - Making Objects

Directions

Follow the code to design a helicopter

run program

cut out all the shapes
paste the plane on the paper
paste the bottom below the plane
paste the wheel on the bottom part
paste the propeller on the front
paste the window around the window
paste the wings on the back
paste the top on the top
paste the big wings on the back part



Activity - Making a Pencil Holder

Plan

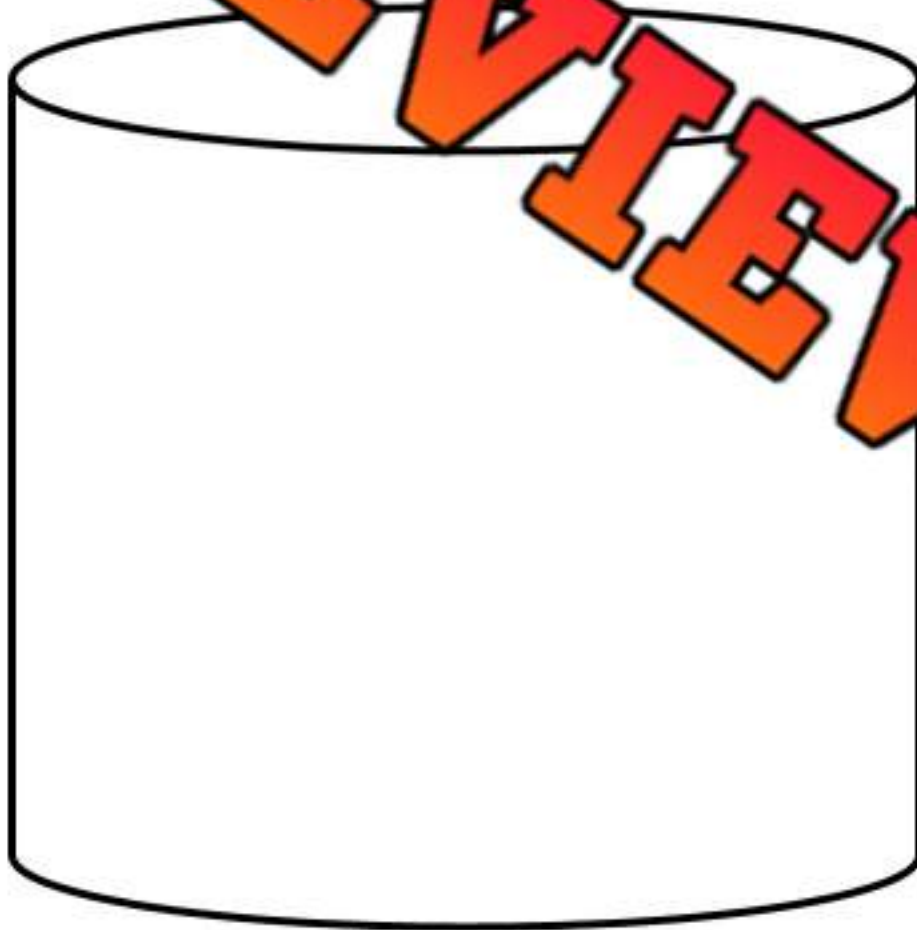
Plan your pencil holder below

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

Cardboard	Paper	Glass	Wood	Plastic	Other
-----------	-------	-------	------	---------	-------

2) Are the materials strong enough to hold pencils up?

3) Draw a design for your pencil holder.



Recycling - Paper

Cycle

Copy and paste the recycling process of paper products



PREVIEW



Materials - Plastic

Plastic is made of fossil fuels. Oil and natural gas are fossil fuels found in the ground. They are used to make the plastics we use everyday.

To make plastic, oil and natural gas are heated. The plastic made is formed into water bottles, food packaging, auto parts and medical tools. Plastic is made to last. It takes the average plastic item between 10 to 1000 years to decompose. That is why it is best to recycle plastic when we are done with it. In this way, the plastic can be used again.



Fill in the Blank. Write the missing word?

Word Bank		
Food		Recycle
Water Bottles	Natural Gas	Found



- 1) Plastic is made from heating _____.
- 2) Plastic is also made from _____.
- 3) Natural gas and oil are found _____.
- 4) Plastic is used to make _____.
- 5) A lot of the _____ we buy is packaged in plastic.
- 6) Plastic lasts a long time, so we should _____ it.

Recycling - Plastics



Facts

How do you feel about the fact? Draw a happy or sad face

Facts		 
1)	10 million tons of plastics are dumped into our oceans each year	
2)	Humans eat 5 grams of plastic in their lifetime	
3)	There will be more plastic in the oceans than fish by 2050	
4)	A clean-up organization pulled out over 100 kilograms of plastic from the ocean	
5)	If you eat fish, you are eating plastic	
6)	When you recycle plastic, it is used to remake things. This keeps the plastic out of the oceans.	
7)	There are between 50 to 75 trillion pieces of plastic in the oceans.	
8)	Canada has joined the Zero Plastic Waste program. The program is hopeful to stop plastic waste.	

Recycling Materials

Recycling

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

**Write and Draw**

What things in your home do you recycle?

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

Things I Recycle

Wasted Materials in the Classroom

When students bring a lunch from home, they often have things to throw out after lunch. If you look in the garbage after lunch, what things will you find?

Are there any materials in there that could have been recycled?



When you put things in the garbage, it is either burned or put in a landfill. If garbage goes to a landfill, it stays there forever, until it decomposes.

Question What things do you see in the garbage after lunch?

1)	
2)	
3)	
4)	
5)	

Draw things you see in the garbage

--

Question Are there things that could have been recycled?

	Name
1)	
2)	
3)	

Draw things that could have been recycled

--

Plan - Less Waste in our Class

Waste is not good for our environment. To make less waste in your class, here are some ideas you could do.

- 1) No waste lunches – bring only food that you will eat and eat all your lunch!
- 2) Use environmentally friendly packaging – get your parents to pack your lunch with no single-use plastics. Instead, use reusable bags.
- 3) Set up a compost – put food scraps in the compost, not the garbage.
- 4) Use both sides of paper – ask your teacher to print on both sides and use scrap paper for notes. Keep a recycling bin, which is paper that is Good On One Side.
- 5) Use only reusable items – instead of a disposable water bottle, use a reusable water bottle.
- 6) Don't throw things out – instead, when you have things you don't want anymore, don't throw them out. Donate them to other people.

**Plan**

What can your class do to make less waste?

Ideas

1)

2)

3)

7 R's of Waste Management

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



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

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 slogan for your poster below. You can choose from one of the slogans or make your own. Change the word recycle below to your R.

- Clean up the mess, it's the only home we have
- Pollution is not a good idea
- 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? Practice drawing some below.

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

RITHENK		RCLECYE	
PEAPR		REIGFT	
RFUESE		RESUE	
RESUE		PLSTAIC	
WSATE		RAEPIR	

Unit Test - Materials, Objects, Structures

Matching

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



Wood



Metal



Fabric



Fabric



Glass



Wood



Metal



Plastic



Fabric



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

Matching

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



Glue



Buttons



Rope



Nail



Screw



Paperclip



Tape



Zipper

Questions

Which materials and fasteners would you use to build a bridge?

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
-------	--------	------	------	---------	--------



Workbook Preview



Grade 1 – Science Unit

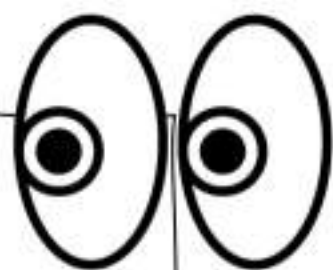
Cluster 2: The Senses

	Curriculum Expectations	Pages
1-2-1	Use appropriate vocabulary related to their investigations of the senses.	6 - 42
1-2-2	Identify the five senses and describe the main body parts with which they are associated.	6 - 10
1-2-3	Use their senses to sort and classify objects.	13, 16, 18, 20, 24 - 27, 29, 32, 34
1	Preview of 40 pages from this product that contains 75 pages total.	
1		
1		
1-2-7	procedures	30 - 32
1-2-8	Identify parts of the nose and describe their functions	28
1-2-9	Identify parts of the body that are involved directly and indirectly in tasting.	23
1-2-10	Identify objects and procedures that protect the body and preserve each of the senses in explorations and in daily life.	12, 21
1-2-11	Explore to determine ways that the appearance, texture, sound, smell, and taste of objects can be altered.	22, 37 - 39
1-2-12	Describe ways in which the senses can both protect and mislead	14 - 15, 19
1-2-13	Recognize and appreciate that humans have different capabilities for sensing the environment and can use aids to assist them	40
1-2-14	Recognize and appreciate that humans may have different interpretations of similar sensory observations.	41
1-2-15	Give examples of how the senses are important in various activities, hobbies, and jobs.	42

NAME: _____



THE SENSES



PREVIEW

Name: _____

6

Curriculum Connection
1-2-2

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



Name: _____

7

Curriculum Connection
1-2-2

Our 5 Senses

Matching

Draw a line matching how we use each organ

Smell •

• Ear

• Nose

Hear •

• Eye

See •

• Hands

Taste •

• Mouth



Directions

Draw which organ we use to sense the world

Taste	See	Hear	Touch	Smell

Why We Need Our Senses - Hearing

Fill in the Blanks

What is the missing word?



Word Bank

Hear	Ears	Loud
Horn	Siren	Safe

- 1) A _____ and a _____ on its way to a fire.
- 2) Without _____ we won't be able to hear a _____ from a car.
- 3) If we listen to music _____, we will damage our ears.
- 4) Our ears allow us to _____ sounds.
- 5) Being able to hear can help keep us _____.
- 6) Our _____ are on the side of our heads so we can hear.

Fill in the Blanks

What is the missing word?

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

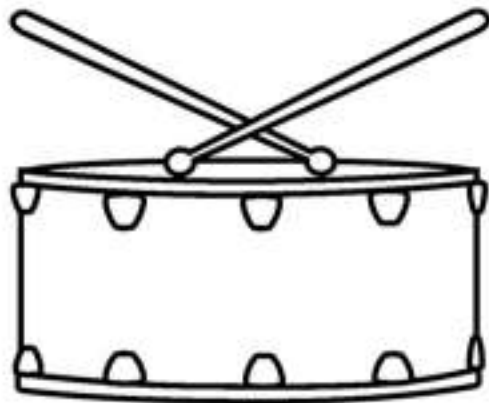
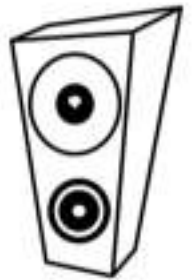
Word Bank

Safe
Siren
Horn
Ears
Loud
Hear

Five Senses - Hearing

Directions

Colour the things that you can hear

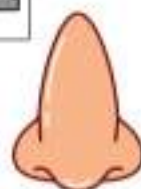


PREVIEW

Why We Need Our Senses - Smell

Directions

Circle the dangerous smells


Word Search

Find the words



Nose

Fumes

Smoke

Mold

Perfume

Allergy

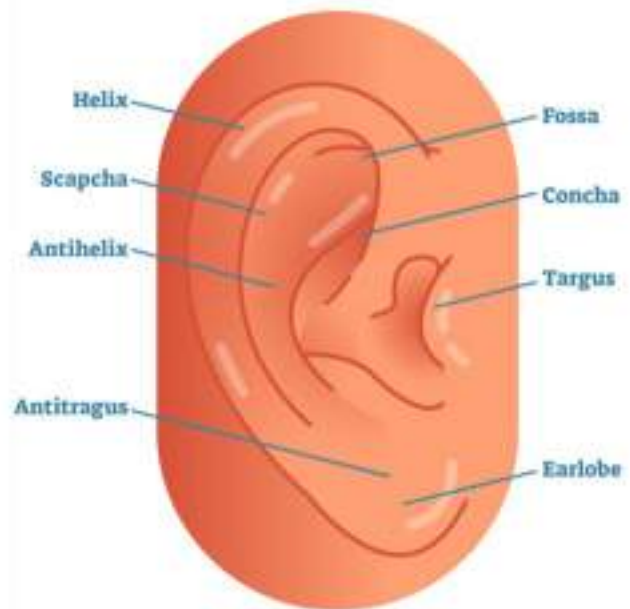
Fire

Hearing - The Ears

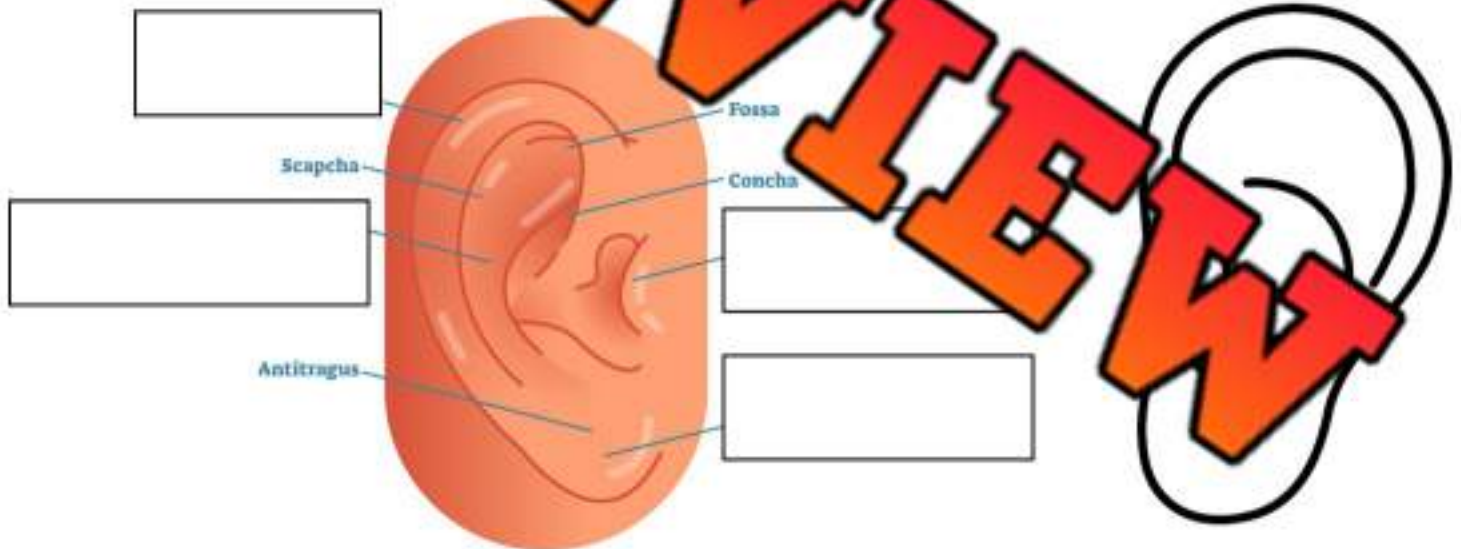
Our Ears

The outer ear collects sound waves so they can be sent into the inner ear. Each part of the outer ear works together so that the sound waves we hear in our lives can be sent into our ear.

The outer ear is shaped like a funnel. Just like a funnel, it collects sounds from all around us and directs sounds into a small hole. The hole is called the ear canal.

**Diagram**

Fill in the blanks. Colour the ear.

**Explain**

What does the outer ear do for us?

Protecting Your Ears

Why Protect Your Ears?

Once your hearing is damaged, it's gone for good. You can use devices to help your hearing, like a hearing aid, but you can't get your hearing back to what it was when you were young.



Why We Lose Hearing

As you get older, your hearing will get worse. This happens because loud noises cause you to lose the hairs inside our ears. These hairs send sound signals to the brain. When they are broken, the signals aren't sent as well, which leads to hearing loss.



True or False

Circle whether the statement is true or false

1) Hearing loss happens as we get older.	True	False
2) We can slow down hearing loss by not listening to loud noises.	True	False
3) If we lose our hearing young, doctors can get us back to normal.	True	False
4) Listening to loud music while we are young is okay.	True	False
5) We have hairs in our ears that send sound signals to our brain.	True	False

Draw

To keep your ears healthy, you can avoid loud music and use earplugs

Draw Ear Plugs/Muffs	Draw An Activity With Loud Noises

Activity - Guess the Sound

Research Question

What are we testing?

Can you tell the difference between different types of sounds?

Materials

What do we need for our experiment?

- Computer
- Speaker

**Procedure**

How will we complete the activity?

1. You could find your own sound clips for students to guess. An easier option is to search on YouTube for "Guess the Sound" videos.
2. Have students give their answers on a separate sheet of paper down below

Recording

Write what sound you hear

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Touch - How We Feel Things

Touch

Our touch sense allows us to feel things around us. Our bodies have nerves in our skin that send messages through our central nervous system. The messages end up in our brain where we can control what to do with our body.

Our fingertips have more nerves to feel things. When we touch things with our fingertips, our brain gets a better understanding of how it feels.



Example

Fire - You touch your finger to a flame and feel heat. Your brain tells your muscles to move your finger away. This takes some time, so you could get a burn.

Sharp Objects - You cut your finger with a sharp knife and feel pain. Your brain says move your finger.

Yes or NoIs the answer yes ☐

1) Do our fingertips have more nerves to feel something?	Yes	No
2) If you feel a fire, will your brain tell you to move?	Yes	No
3) Do our nerves work with our brain?	Yes	No
4) Would it be good if we couldn't feel pain?	Yes	No
5) Does our touch allow us to hear things?	Yes	No

Draw

Draw a time when you have felt pain, cold, and heat

Pain	Cold	Heat

Why We Need Our Senses - Touch

Fill in the Blanks

What is the missing word?



Word Bank

Touch

Feel

Hurt

Sharp

Pain

Hot

- 1) I _____ it would _____ me.
- 2) When something hurts, I feel _____.
- 3) If something is _____, I will feel it and can move.
- 4) I can _____ something on my body.
- 5) If a drink is _____, I will feel it on my tongue.
- 6) If I couldn't _____ anything, I could hurt myself.

Fill in the Blanks

What is the missing word?

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

Word Bank

Touch

Feel

Hurt

Sharp

Pain

Hot

Five Senses - Touch

Directions

Use the word bank to describe the objects

Word Bank

Hard

Soft

Smooth

Rough

Bumpy

Sharp

PREVIEW

The tack feels _____



The sponge feels _____



The desk feels _____



The sand paper feels _____



The basketball feels _____



The teddy bear feels _____



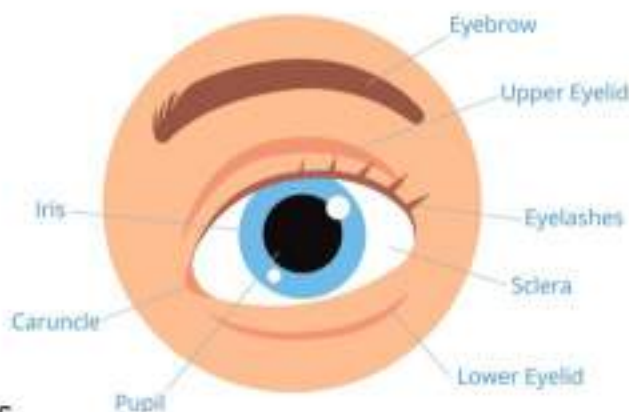
The marker feels _____

Seeing - Our Eyes

Eye Parts

To keep your eyes healthy, you have eyebrows, eyelids, and eyelashes. Together, they keep things out of your eyes.

- **Eyebrow** – keeps sweat out of our eyes
- **Eyelid** – blocks objects from hitting the eye. Also blocks bright lights.
- **Eyelashes** – keep dust out of your eyes. When our eyes are open and closed, the hairs catch things out of your eyes.



Matching

Draw a line from the part to what it does

- | | |
|-----------|---|
| Eyelid | ▪ Keeps sweat out of your eyes |
| Eyebrow | ▪ Keeps dust out of your eyes |
| Eyelashes | ▪ Keeps objects and bright light out of your eyes |

Draw

Draw an eye with an eyebrow, eyelashes, and an eyelid

Draw	Colour

Activity - Guess the Object

Research Question

What are we testing?

Can you use your sense of touch to guess the object?

Materials

What do we need for our experiment?

- ✓ An opaque bag
- ✓ 10 different objects that have unique textures and shapes. If you are doing this as a whole class activity, use many objects as you have students in your class. Otherwise, you will need to put them in groups and will need multiple bags and objects

Options

- Sandpaper, coin, clay, crayon, toothbrush, marble, eraser, pencil, spoon, juice box, cloth, sunglasses, etc.

Procedure

How do we complete the activity?

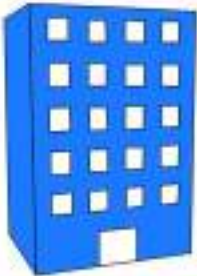
- 1) Pass the bag to a student and have them reach in and feel one object (without looking at it). Tell them to focus on just one object and have them describe it to the class.
- 2) Then have them guess what they think it is after they have described it.
- 3) Tell them to pull the object out. If they are right, leave it out. If they are wrong, put the object back in.
- 4) Continue the steps until everyone has had a chance



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

Protecting Our Eyes

How to Protect our Eyes

If you don't protect your eyes, you can lose your vision.

- Wear sunglasses – Too much of the Sun's light rays can cause blindness.
- Use goggles in the pool – The chemicals in pools can be hurt your eyes. Keep eyes closed underwater or wear goggles.
- Wash hands and avoid rubbing your eyes – If you rub your eyes a lot, germs in your eyes. Germs can lead to pink eye.
- Wear eye protection – When playing sports, wear eye protection. You should wear safety glasses when cutting the grass or cutting wood. If you are playing sports, get into your eyes and cut them.



Draw

Draw the eye protection you would wear in the examples below

Playing Hockey	Swimming
Cutting The Grass	Blocking The Sun

Activity - Making Binoculars

Research Question

What are we learning more about?

Binoculars are handheld telescopes that allow us to see further. Binoculars focus our sight on smaller areas further away. Binoculars use lenses to magnify our sight. Our binoculars will not have lenses, but they will focus our sight.

Materials

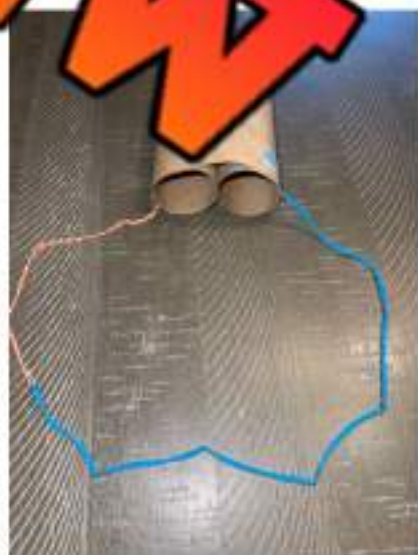
What do we need for our experiment?

- ✓ 3 toilet paper rolls
- ✓ Staples, hot glue, or tape
- ✓ Ribbon or string
- ✓ Decorative materials like stickers, crayons, markers, ribbon, etc.

Procedure

How do we complete the activity?

- 1) Cut one of the toilet paper rolls in half
- 2) Place the two rolls beside each other so they are lined up perfectly
- 3) Place the cut roll on top
- 4) Staple or glue the cut roll on top of the other two rolls.
- 5) Tape or staple the string/ribbon to the binoculars
- 6) Decorate the binoculars using different materials, like stickers and markers.
- 7) Look at something in the distance with and without the binoculars. Do you notice a difference?



Tasting - Our Tongue

Tasting

Our tongue helps us taste food. Taste buds are on our tongue. They are inside the little bumps on our tongues. The average person has about ten thousand taste buds that are replaced every two weeks.

When food hits our taste buds, the buds tell our brain if a food is sweet, sour, bitter, or salty. If we eat something that is not food, our tongue tells us this is not a normal or safe taste.

Our nose also helps us taste food. While you chew, the smell of the food goes up into our nose. Our nose works with the taste buds to tell our brain more about the taste of the food.

**Yes or No**

Is the answer Yes or No?

1) Do we only use our tongue to taste?

Yes

No

2) Does our nose help us taste as well?

Yes

No

3) Can we taste if something might be unsafe to eat?

Yes

No

4) Do we have 10 taste buds on our tongue?

Yes

No

5) Do the bumps on our tongue have taste buds in them?

Yes

No

Draw

Draw foods that are sweet, sour, bitter, and salty below.

Sweet**Sour****Bitter****Salty**

Why We Need Our Senses - Taste

Fill in the Blanks

What is the missing word?

**Word Bank**

Sour	Energy	Bad
Toxic	Sweet	Tongue

- 1) We use our sense of taste to know if something taste _____.
- 2) We can taste _____ that _____.
- 3) We have taste buds _____.
- 4) We can taste salty, sweet, bitter and _____ foods.
- 5) We can taste foods that give us a lot of _____.
- 6) The best tasting food is _____ with _____.

Word Scramble

Unscramble the words from the word bank

TOIXC		SUOR	
EGERNY		BDA	
TUNOGE		SEWET	

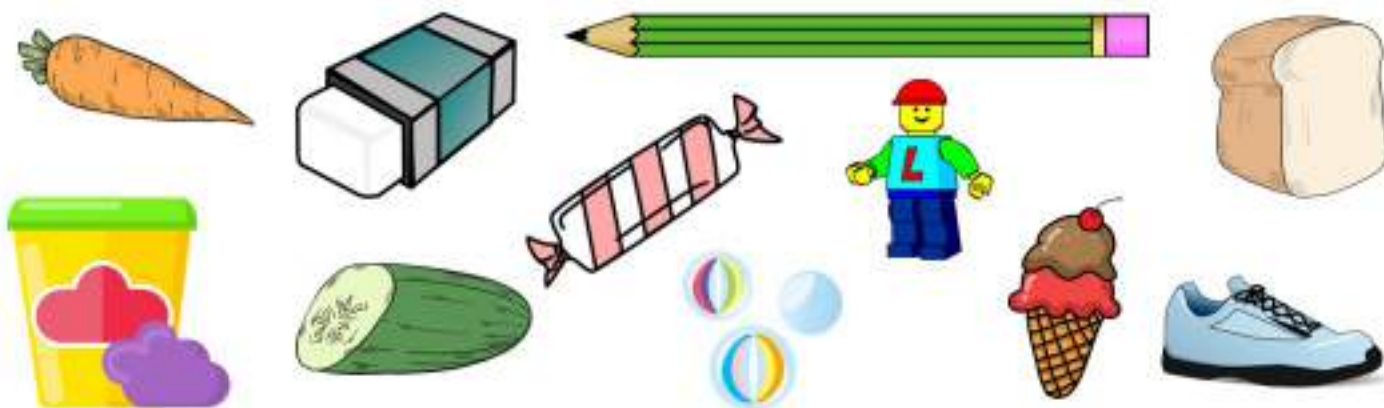
Five Senses - Taste

Questions

Answer the questions below

1) Circle the things that taste sweet2) Circle the things that taste salty

3) Circle the things we shouldn't taste



Experiment - Candy Taste Test

Research Question

What are we testing?

Can you taste the different flavours of a candy?

**Materials**

What do we need for our experiment?

- A bag of candy that has different flavours – skittles works well as it has 5 different flavours (purple, lime (green), orange (orange), lemon (yellow), and strawberry (pink))
- Blindfold
- Recording sheet

Method

How do we complete the experiment?

1. Students will need a partner
2. Each pair needs 10 different candies – 2 of each flavour
3. One partner will record the other partners observations. The other partner will wear a blindfold.
4. The partner recording the observations will hand the tester a skittle. They will ask them which colour (flavour) they think it is. They will record their answer.
5. They will repeat step 4 for each colour
6. Once one partner is finished testing, they will switch roles



Experiment - Candy Taste Test

Observations

Record your partner's guesses

My Partner's Name		
Number	Actual Colour	My Partner's Guess
3		
4		
5		

Results

Answer the questions below

1) Which flavour did you like the best? What flavour did you not like?

Best	Worst

2) Which flavour was the easiest to guess? Which was the hardest?

Easiest	Hardest

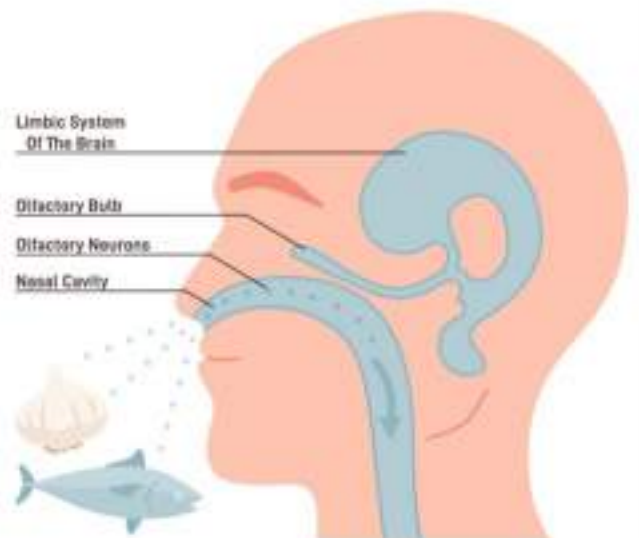
Smell - Our Nose

How Do We Smell?

If you squeeze the end of your nose, you are squeezing cartilage. Cartilage is what shapes our nose.

We have two nostrils in our nose. Inside our nostrils are olfactory nerves. When a smell touches these nerves, they send messages about the smell to the brain. Our brain tells us if we like the smell or not.

We have nose hairs that stop dust and other things from entering the lungs.



Draw

Draw 4 things you like _____ of

--	--	--

Fill in the Blanks

What is the missing word?

- 1) We have _____ (one, two) nostrils
- 2) _____ (Cartilage, Nerves) gives our nose shape.
- 3) Our _____ (lungs, brain) works with our nose to smell
- 4) Our nostrils have olfactory _____ (nerves, odours)
- 5) Nose _____ (nostrils, hairs) stop things from getting in our lungs

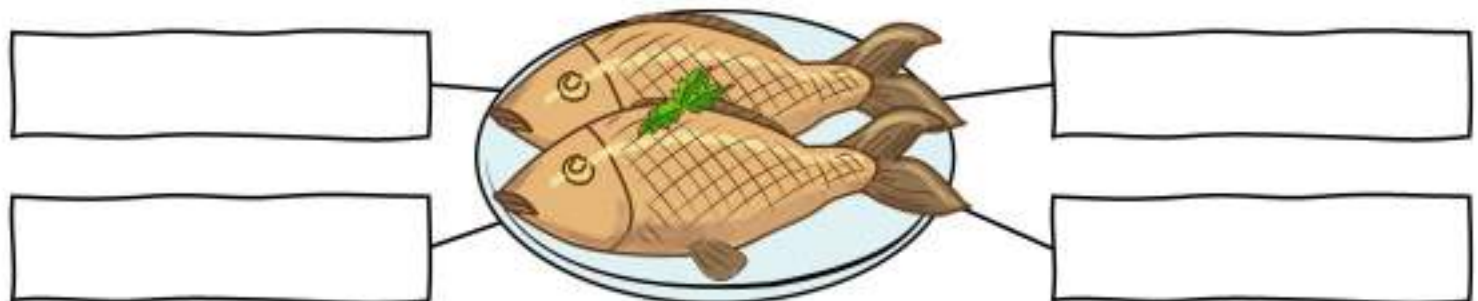
Five Senses - Smell

Directions

Use the word bank to describe the smell of the food

Word Bank

Good	Bad	Stinky	Sweet
Yummy	Spicy	Rotten	Burnt



Activity - Smelly Object Race

Research Question

What are we testing?

How good are humans at tracking smells? Can you find a smelly object in a room?

Materials

What do we need for our experiment?

- An object to spray (e.g. cloth)
- A smelly odour (e.g. perfume or scented odourizer)
- Blindfold



Method

How do we complete the experiment?

1. Choose a student to play first
2. Spray the object with the odour.
3. Let them smell the object before it is hidden
4. While they wait in the hallway, have another student hide the object in the classroom.
5. Blindfold the student and have them carefully move around the classroom, smelling for the object. The teacher should follow the student, ensuring they do not run in to objects.

Experiment - What's That Smell

Research Question

What are we testing?

Can you guess what something is by just smelling it?



Materials

What do we need for our experiment?

- 5 different things (banana, cinnamon, mint, coffee, lemon, vanilla, ginger, perfume, etc.)
- 5 paper bags per student
- Optional - cotton balls

Method

How do we complete the experiment?

1. Before the students begin, the teacher should put a smell in each paper bag. They should label each paper bag with a number from 1 to 5. Roll up the paper bag to trap the smell and to hide the contents. The cotton balls can be used to soak up a scent.
2. Put students into groups. Groups of 5 will work best as each student will have a bag to smell.
3. In their groups, the students will pass around the bags to smell. When they smell inside the bag, they should not look inside, but only allow their nose to fit inside the bag.
4. If a student smells bag 1, they will write down which smell they think it is. The teacher may write down which smells were used to guide students.

Experiment - What's That Smell

Observations

What smell do you think it is?

Bag Number	Guess
1	
2	
3	
4	
5	

Results

Answer the questions

1) Which smells were the strongest? Rank them from strongest to weakest.

1) Smelliest	
2)	
3)	
4)	
5) Weakest	

2) Which smells did you like the best? What smells did you not like?

Best	Worst

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
Sweet	Sour	Bumpy	Wide	Silent
Rot		Hot	Thin	Deep
Good		Smooth	Colour	Whisper



Writing Describe the hot chocolate using the words you chose

Five Senses - Describing Objects

Brainstorm

Use the word bank or your own words to describe the objects

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

**Writing**

Describe the popcorn using the words you chose

Five Senses - Describing Objects

Write and Draw

Draw a picture of an object and describe it using your senses

It smells _____

It tastes _____

It looks _____

It sounds like _____

It feels _____

It smells _____

It tastes _____

It looks _____

It sounds like _____

It feels _____

It smells _____

It tastes _____

It looks _____

It sounds like _____

It feels _____

Changing Objects

Changing Objects

We can change objects so that they are different to our senses.

- Look – We can cut or break objects, so they look different
- Texture – If we use sandpaper on a rough object, it will be smooth
- Taste – You can cook food to make it taste different. You could also add salt.
- Sound – You can tune our instruments, so they sound different
- Smell – You can spray scents on objects to change their smell



Instructions Draw a picture of when you have change objects in the ways below

Look	Texture	Smell

Taste	Sound

Experiment - Sanding Rocks

Research Question

What are we testing?

Can you sand a rough rock and make it smoother? Are some rocks found in nature already sanded? Why are some rocks smoother than others?

Materials

What do we need for our experiment?

- Sandpaper (80 grit (rough) and/or other options (220 grit is fine)
- Rough rock
- Wet cloth or paper towel

Method

How do we do the experiment?

1. Have students go outside and find a rough rock to sand. It should be large enough that they can find a surface to rub
2. Wash the rock making sure there is no dirt on it. Do not dry it.
3. While the rock is still wet, rub the rock using the 80-grit sandpaper. This will likely take 10 minutes of sanding to smooth out one edge.
4. Keep the rock damp by putting the wet paper towel on it
5. Try other types of sandpaper if available. The finer sandpaper will be better for smoothing smaller bumps



Experiment - Sanding Rocks

Results

Answer the questions below

1) How did the rock feel before you sanded it?

Smooth

Rough

Hard

Soft

Sharp

Bumpy

2) How did the rock feel after you sanded it?

Smooth

Rough

Hard

Soft

Sharp

Bumpy

3) What happened when you sanded the rocks? Did they get smoother?

4) Have you ever seen a smooth rock? How do you think it got so smooth?

Draw

Draw a picture of your rock before and after you sanded it

Before

After

Our Senses - Differences

Senses - Our Differences

Not all of us have perfect senses. Some of us can see or hear better than others. Luckily, there are many tools we can use to improve our senses.



- 1) Glasses - When our sight isn't perfect, we can wear glasses. Glasses make our vision clear. People use glasses to help them see close-up and far away.
- 2) White Cane - A white cane is a tool blind people will walk around with. They use it to feel things close to them, so they know what is around.
- 3) Hearing Aid - If someone has trouble hearing, they can use a hearing aid in their ear. This makes sounds around them louder so they can hear.

Instructions

Draw what is used by the people below

Needs Help Hearing	Can't See Things Far Away

Yes or No

Is the answer yes or no?

1) Can everyone see, hear, taste, smell, and feel the same?	Yes	No
2) Is a white cane used by people who are blind?	Yes	No
3) Is a white cane used by people who need help hearing?	Yes	No
4) If someone can't hear very well, could they use a hearing aid?	Yes	No
5) Do glasses only help people who can't see things that are far away?	Yes	No

Our Senses - Differences

Not everyone likes the same things. This is because our senses are different. You may like to look at the colour red, but someone else might like green. Or you might like broccoli while someone else thinks it is gross!

Instructions

Write your favourite things below related to the senses

Senses	Question	Your Favourites
Hearing	Favourite music or instrument	
Smell	Favourite smell	
Taste	Favourite food	
Sight	Favourite colour	
Touch	Favourite pillow	

Strange

Do you like something that others think is strange?
Draw and describe it below

Senses	Draw	Describe
Weird Smell		
Weird Food		

Strong Senses - Jobs and Hobbies

Strong Senses

For some jobs or hobbies, you might need strong senses. Check them out below.

- Hearing - Firefighters and police officers need to have good hearing to get a job
- Touch - A message therapist feels for knots when they give a message
- Taste - A food critic needs to be able to taste many different flavours
- Sight - Baseball players need to be able to see the ball well to hit it
- Smell - A chef needs to be able to smell ingredients and their food

**Think**

Can you think of any jobs or hobbies for people with good senses?

Hearing	Taste	Touch	Sight	Smell

Results

Answer the questions below

1) Which do you think is your best sense?

Sight

Hearing

Taste

Smell

Touch

2) What job or hobby would you want to have?

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 bank

TSATE		OJECTBS	
HERA		HMAUN	
NARTAU		TOHCU	
SRURCUETTS		SEML	
ESE		MRTAAEIL	

Unit Test - The 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



Brainstorm

Use the word bank/your own words to describe the donut and knife

Smell	Taste	Touch	See	Hear
Stinky	Good	Hard	Tall	Loud
Burnt	Sweet	Soft	Short	Quiet
Sweet	Sour	Bumpy	Wide	Silent
Rotten	Spicy	Hot	Thin	Deep
Good	Salty	Smooth	Colour	Whisper
Yummy		Shiny	Swirls	Chopping

