



Preview - Information



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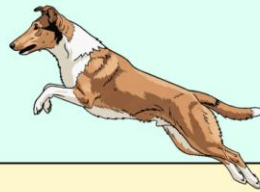
Alberta Science Curriculum Energy (Movement) Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

WHAT IS MOVEMENT?



LEARNING GOAL

We are learning to **tell how things move** so we can talk about moving **up, down, forward, backward, sideways, and toward or away from places.**

MOVEMENT DETECTIVE ACTIVITY: FIND THE DIRECTION

Read each sentence. Drag the correct letter (A, B, or C) to the empty box.

1) I jump high off the ground.	A) Down	B) Sideways	C) Up	<input type="text"/>
2) I walk to the door in front of me.	A) Forward	B) Backward	C) Down	<input type="text"/>
3) I slide to the right without turning.	A) Sideways	B) Forward	C) Down	<input type="text"/>
4) I walk closer to the park.	A) Away	B) Toward	C) Backward	<input type="text"/>

A

B

C

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Reflection

Complete these sentences about movement. Use what you know about moving up, down, forward, backward, sideways, and toward or away.

- 1) I learned that movement means _____.
- 2) One way my body can move is _____.
- 3) When I slide to the left or right, I move _____.
- 4) When I jump, I move _____.





Alberta Science Curriculum Energy (Movement) Unit – Grade 1

SORTING ACTIVITY – NATURAL OR HUMAN-MADE MOVEMENT? (PLACE A ✓ IN THE CORRECT COLUMN.)

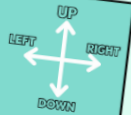
Action	Natural Movement	Human-Made Movement
1 A child riding a bike		
2 A car driving on the road		
3 Leaves falling from a tree		
4 A ball kicked across the field		
5 A river flowing downhill		
6 Trees swaying in the wind		

Use this to complete the activity: ✓

HOW WE FOLLOW DIRECTIONS

Help the boy below how to get to the items using the four different directions: Up, Down, Left and Right

A **B** **C**



- Which direction should the boy go to get to the ball?
 A) 2 squares down, then 1 square to the left
 B) 1 square down, then 2 squares to the left
 C) 1 square down, then 2 squares to the right
- Which direction should the boy go to get to the Maple Tree?
 A) 2 squares up, then 1 square to the left
 B) 2 squares up, then 2 squares to the right
 C) 2 squares up, then 2 squares to the left
- Which direction should the boy go to get to the Hockey Stick?
 A) 1 square up, then 2 squares to the right
 B) 1 square up, then 2 squares to the left
 C) 1 square right, then 2 squares to the up

- Read each sentence. Describe the movement.
- The Sumerians made the first wheel.
 - A car drives on four wheels.
 - A bike moves because its wheels turn.
 - The first wheel was created a long time ago.
 - A truck carries goods on wheels.
 - The Sumerians designed a round shape that could roll.

Using the Wheel

Inventing the wheel



Alberta Science Curriculum Energy (Movement) Unit – Grade 1

SORT THE OBJECTS: RUBBER OR NOT RUBBER

Drag each object to the correct box to show if it is made of rubber or not rubber.

Rubber	Not rubber



SMOOTH OR ROUGH?

Read each sentence. Decide if the surface is smooth or rough.

- 1) A puck moves fast on ice.
- 2) Shoes grip the carpet and do not slide far.
- 3) A car drives slowly on a rocky road.
- 4) A book slides easily on a desk.
- 5) A toy car moves quickly on a glass table.

Smooth Surface

Rough Surface

FAST OR SLOW?

Put a ✓ IN THE CORRECT COLUMN.)

Action	Fast	Slow
1 A turtle walking on the grass		
2 A car driving on the road		
3 A lion running to catch food		
4 A snail moving on a leaf		
5 A plane flying in the sky		
6 A slug crawling on the ground		

Use this to complete the activity: ✓



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Alberta Science Curriculum Living Systems Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

LIVING THINGS VERSUS NON-LIVING THINGS



LEARNING GOAL

We are learning to **tell the difference between living and non-living things** so we can understand how they are part of our environment.

WORD SEARCH – LIVING AND NON-LIVING THINGS

Find the 10 words in the puzzle. Circle each word. Use the list to help you.

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

Dog

Cup

Tree

Bee

Rock

Flower

Bird

Chair

Water

Frog

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Reflection

Complete these sentences to show what you learned about living and non-living things. Use what you know about how we can tell if something is living.

- 1) I learned that living things need _____.
- 2) A plant is living because it can _____.
- 3) An animal is living because it can _____.
- 4) A rock is non-living because it does not _____.
- 5) Water is non-living because it does not _____.



Alberta Science Curriculum Living Systems Unit – Grade 1

HUMANS OR ANIMALS?

Look at each card. Drag the correct heading under it to show if it describes a Human or an Animal.

		Human	Animal

BEST ANSWER: ANIMAL LOCOMOTION

Read each sentence. Drag the correct letter (A, B, or C) to the empty box.

1. What does "edible" mean?	A) Safe to touch	B) Safe to eat	C) Safe to hold	
2. Which living thing is inedible?	A) Carrot	B) Buffalo	C) Bat	
3. What does "totemic" mean?	A) Easy to grow	B) Special to a group	C) Good to eat	
4. Why do people classify living things?	A) To understand them	B) To mix them	C) To hide them	

A
B
C

Item	Description
Food	
Water	
Air	
Tools	

Helps...


Gives us energy to grow

Help us get food, water, and shelter

Helps us stay healthy and not thirsty




Alberta Science Curriculum Living Systems Unit – Grade 1



ANIMAL LOCOMOTION

Read what is on the left. Draw a line to match it with what we know on the right.



Items		What Do We Know?	
A penguin	1	A	It walks on four legs.
A snake	2	B	It walks on two legs.
A horse	3	C	It moves by sliding on its body.
A caterpillar	4	D	It crawls using many tiny legs.

SORTING

(PLACE A ✓ IN THE CORRECT COLUMN.)

	Item	Plant Needs
1	Candy	
2	Toy	
3	Sunlight	
4	Space to Grow	
5	Warmth	
6	Shoes	


Use this to complete the activity: ✓

HOW ANIMALS EAT

(CHECK IN THE CORRECT COLUMN.)

	Item	Cracks	Tears	Chews	Swallows Whole
1	A lion eating meat				
2	A squirrel opening a nut				
3	A snake eating a mouse				
4	A cow eating grass				
5	A bird breaking a seed				
6	A frog catching a fly				

Use this to complete the activity: ✓





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Alberta Science Curriculum Earth Systems (Seasons) – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

THE SUN



LEARNING GOAL

We are learning to **understand** the Sun and seasons so we can **explain** why the Sun is important to Earth and our weather.

MATCHING ACTIVITY: THE SUN AND SEASONS

Drag each description to the correct term

Term	Description
Sun	
Summer	
Revolution	
Winter	

- Earth moving around the Sun
- Has cold and snowy weather
- A big, hot star that gives light and heat
- Has warm and sunny weather

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Reflection

Complete these sentences to show what you learned about the Sun and the seasons. Use what you know about how the Earth moves and how weather changes in Alberta.


- 1) I learned that the Sun is a _____.
- 2) The Sun gives us _____ and heat.
- 3) When Alberta is closer to the Sun, it is _____.
- 4) Knowing about the Sun and seasons helps me understand _____.



Alberta Science Curriculum Earth Systems (Seasons) – Grade 1

SUMMER SMART ACTIVITY: STAY COOL!

Read each sentence. Drag the correct letter (A, B, or C) to the empty box.





1) I wear these on my feet to stay cool in summer.	A) Boots	B) Mittens	C) Sandals	A
2) Some animals dig this to stay cool underground.	A) Burrow	B) Nest	C) Pond	B
3) I use this in my house to cool the air.	A) Heater	B) Air conditioner	C) Oven	C
4) Animals that sleep in the day and wake up at night are	A) Frozen	B) Nocturnal	C) Sleepy	

3. SUMMER WEATHER

Read each item. Decide what type of summer storm it belongs to. Place each word in the correct box.

Thunderstorm	Hailstorm	Tornado

Ice falling from the sky

Small balls of ice

Dark clouds

Spinning wind


Lightning

Roof lifted by the wind

SPRING

Read each sentence. Put an **X** beside the actions that do NOT help people or animals prepare for fall.

Squirrels hide nuts and seeds in the ground.		People wear jackets when the weather gets cold	X
Someone wears shorts on a cold fall day.		Birds fly south to warmer places.	
People rake leaves that fall from trees.		Animals store food to eat later.	
Animals throw away the food they stored for winter		The Sun gives more heat and light in the fall than summer.	





Alberta Science Curriculum Earth Systems (Seasons) – Grade 1

HOW ANIMALS SURVIVE WINTER

Look at each situation. Drag a if it helps animals survive winter, or a if it does not help animals survive winter.

- A squirrel gathering nuts
- A bear outside in the snow
- A child wearing a swimming suit
- A family indoors with a furnace
- Birds cold in a tree in a snowstorm (Not migrating south)
- A furry rabbit in the winter

PLANT DORMANCY

Read each sentence. Decide what happens.

1) A flower begins to grow in warm spring weather.	
2) A tree loses its leaves when winter starts.	
3) A plant stops growing during the cold winter months.	
4) A plant grows bigger when it gets sunlight and warmth.	
5) Roots stay alive under the soil during winter.	
6) A tree grows new leaves when the weather gets warmer.	

Dormant Plant

Growing Plant

ICE STORMS

What happens on the right?

1) Snow falls for many hours	1
2) Ice forms on roads and sidewalks	2
3) Strong wind blows snow around	3
4) Freezing rain falls during an ice storm	4

What Do We Experience?

- A** Roads and sidewalks become very slippery
- B** It becomes hard to see far away
- C** Cars and people must move very carefully
- D** Snow covers the ground and buildings