Preview - Information

Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

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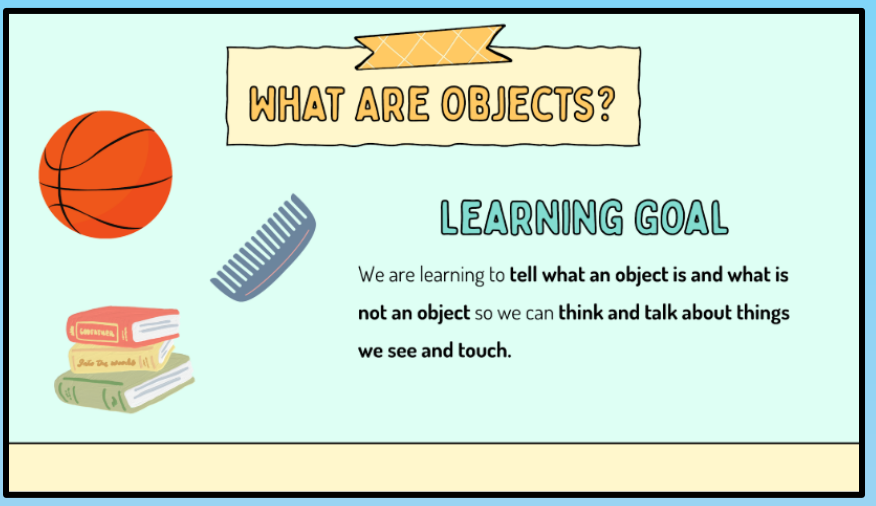
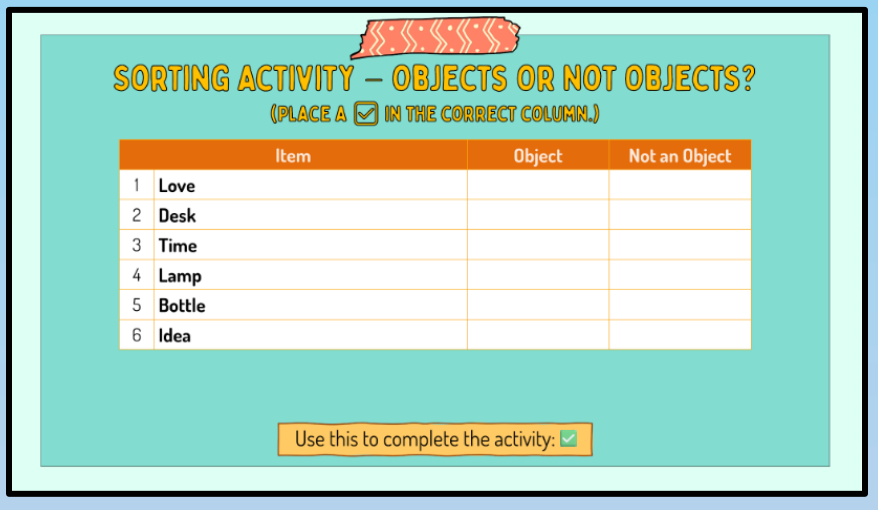
Google Slides Lessons Preview

Alberta Science Curriculum
Matter Unit – Grade 1

3-Part Lesson Format

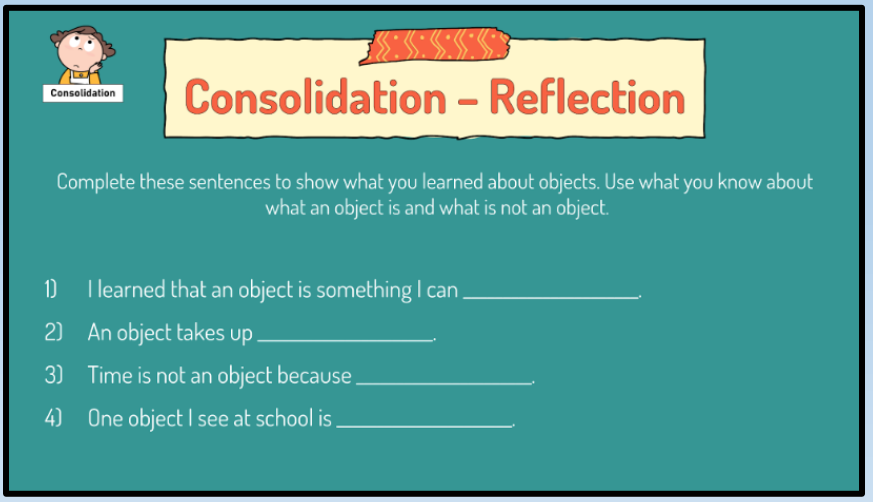
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!





Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Alberta Science Curriculum
Matter Unit – Grade 1

Alberta Science Curriculum
Matter Unit – Grade 1

Workbook Preview

Grade 1 – Science Unit

Organizing Idea Matter: Understandings of the physical world are deepened by investigating matter and energy.

Guiding Question: How can properties of an object be altered?

	Learning Outcome – Students analyze properties of objects and investigate how they can be changed.	**Pages**
MO.1	Measurable properties of objects include: • length • how much flat space an object covers (area) ▪ weight (mass) ▪ shape ▪ texture	39
MO.2	Actions that physically change properties of an object include: ▪ bending ▪ twisting ▪ stretching ▪ cutting ▪ breaking Not all objects respond the same way to bending, twisting, stretching, cutting, or breaking.	40 – 42, 47 – 67, 71 - 72
	Computer Science – Learning Outcome	
CS.1	Students follow instructions and relate them to outcomes.	43 – 46, 68 - 70

NAME: _____

OBJECTS

Name: _____ 6

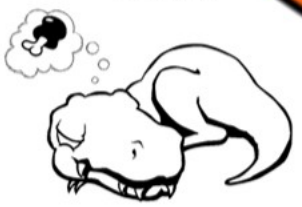
Curriculum Connection
MO.1

What are Objects?

An object is something that you can touch or see.

- ✓ <u>You can see it</u>: An object is something that you can see. For example, a pencil, toy, book, or chair are all objects because you can see them with your eyes.
- ✓ <u>You can touch it</u>: An object is something you can touch or hold in your hand. Your lunchbox, table, and backpack are all objects.
- ✓ <u>It take[illegible]ace</u>: This means if you put it somewhere, like on your desk or in your [illegible] some of the space there.

Direction[illegible] whether it is an object or not

Dream	[illegible]real	Shoes
		
Yes / No	Yes / [illegible]	[illegible]s / No

Love	Time	[illegible]dea
		
Yes / No	Yes / No	Yes / No

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

Name: _____ 7

Curriculum Connection
M0.1

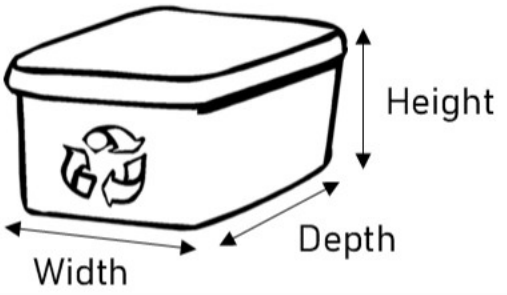
Length of Objects – Height, Width, Depth

Length is the distance between two points. Objects have three different lengths:

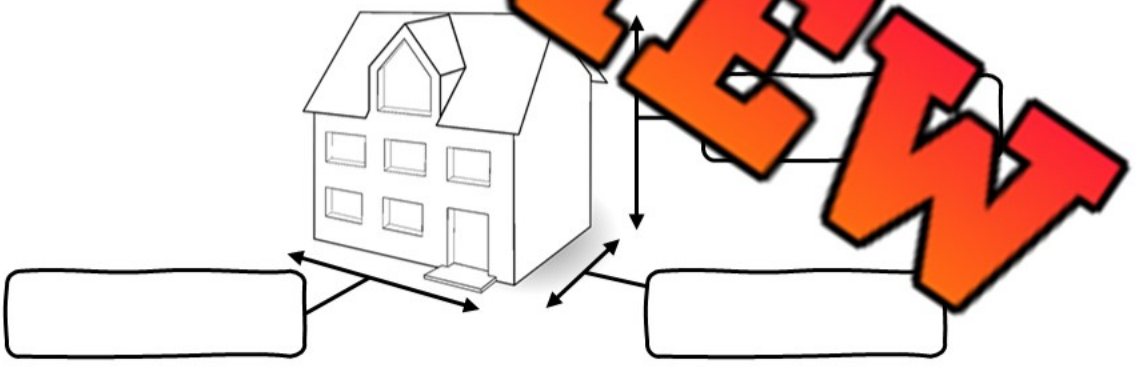
Height – how tall something is

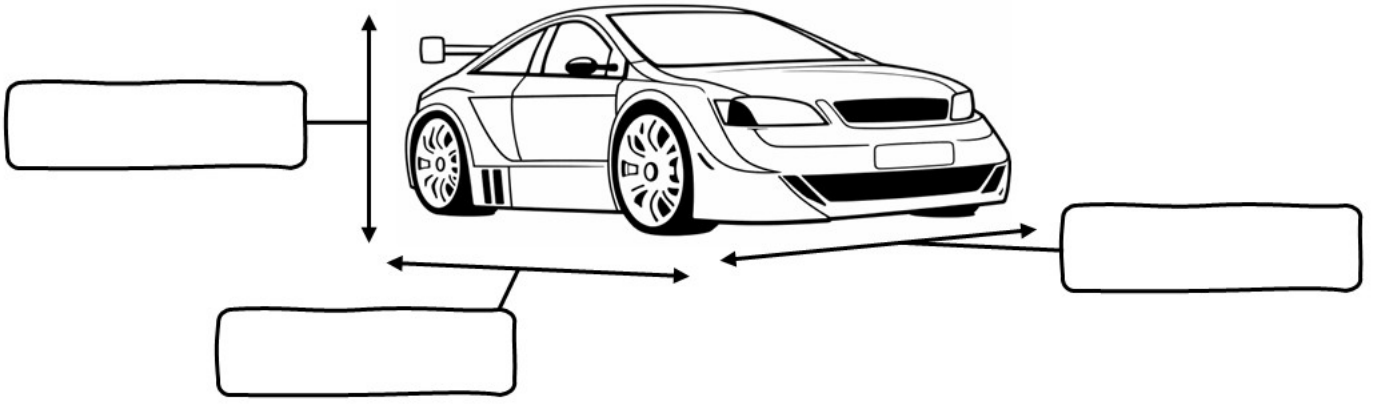
Width – how wide something is

Depth – h[illegible] deep something is



Questi[illegible]be[illegible]eight, width, and depth of the objects





Name: _____ 8

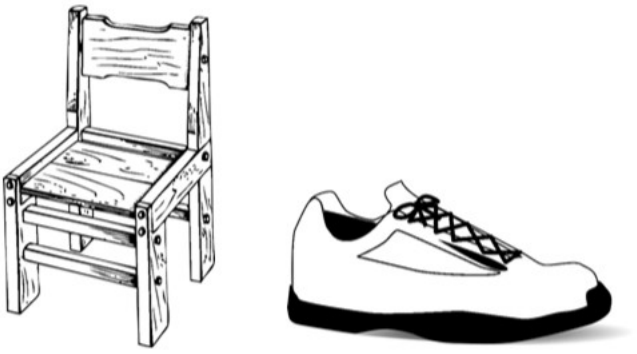
Curriculum Connection
M0.1

Length of Objects – Height

Part 1 Which object is taller?

1)

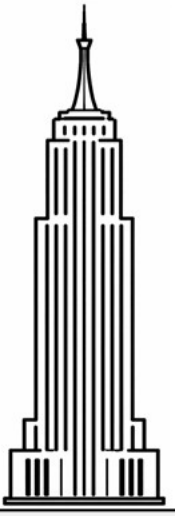
2)



3)

4)

Part 2 Draw a tower with more height and o[illegible]

		
Less Height - Shorter	Empire State Building	More Height - Taller

Name: _____ 9

Curriculum Connection
M0.1

Comparing Length – Scavenger Hunt

Questions Find objects in your class that are shorter/taller than your pencil

Shorter	Taller

Name: _____ 12

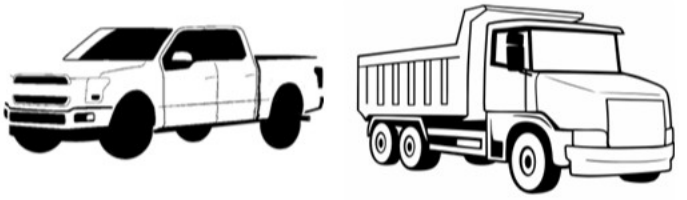
Curriculum Connection
M0.1

Length of Objects – Depth

Part 1 Which object is deeper?

1)

2)



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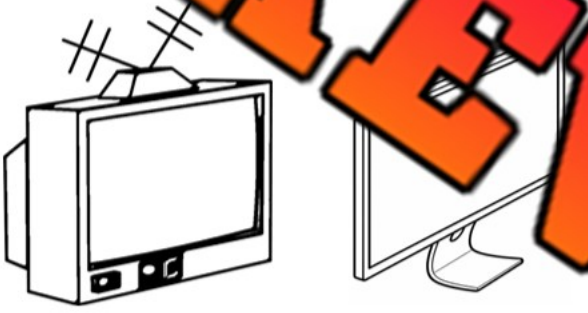
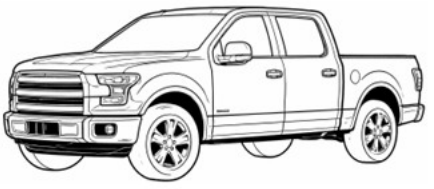


4)

Part 2 Draw one object that is shallower and [illegible]

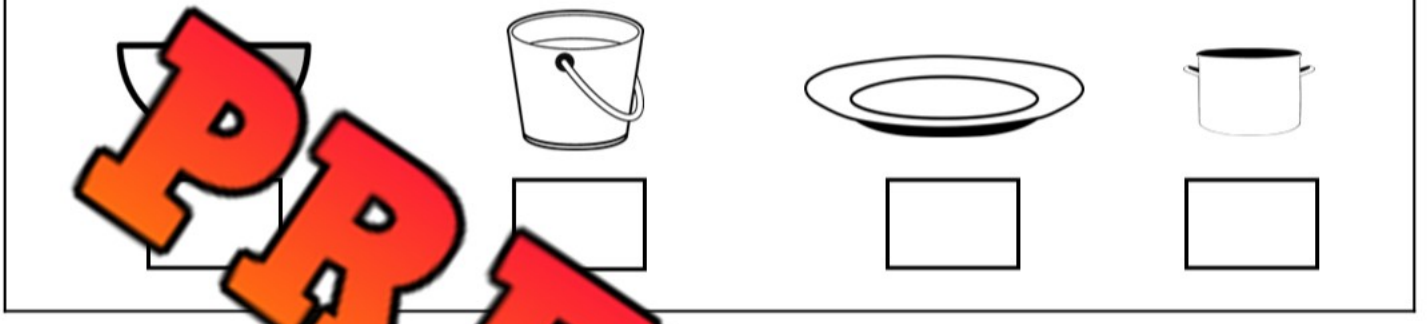
		
Less Depth - Shallower		More Depth - Deeper

Exit Cards

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

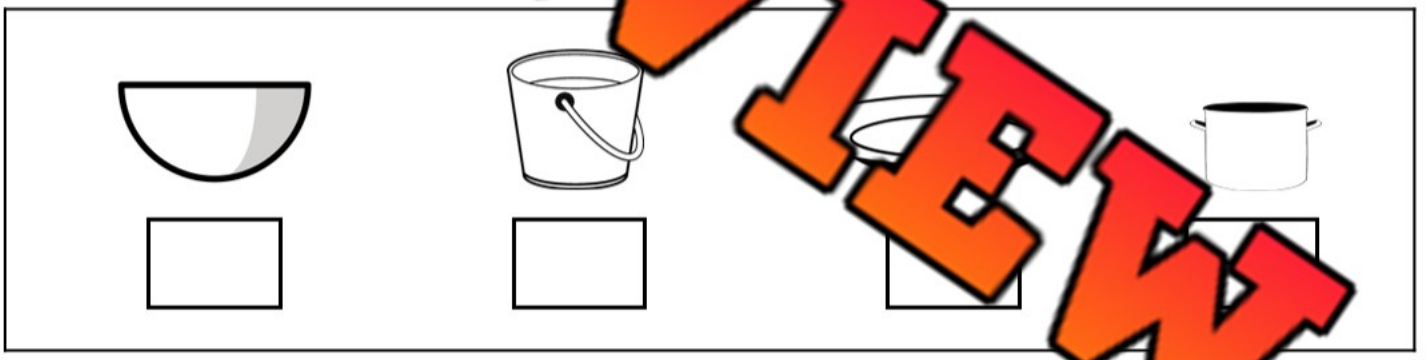
Name: _____

Order the objects from shallowest to deepest



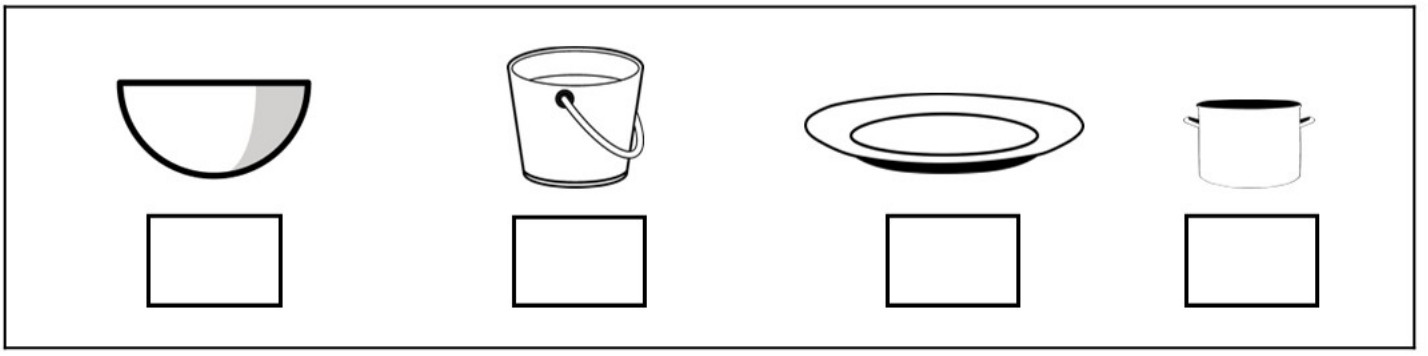
Name: _____

Order the objects from shallowest to deepest



Name: _____

Order the objects from shallowest to deepest



Name: _____ 14

Curriculum Connection
MO.1

Activity – Width

Objective

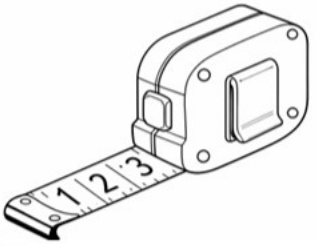
What are we learning more about?

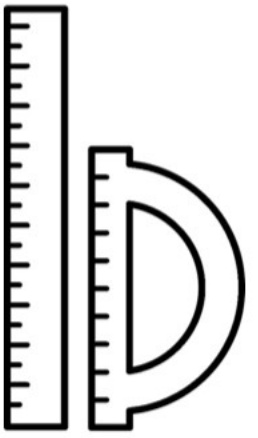
This activity is designed to help students understand the concept of width and how it applies to different objects.

Materials

What do we need for our activity?

- ✓ Various objects with different widths (e.g., a pencil, a book, a plate)
- ✓ Large sheets of paper
- ✓ Markers or crayons
- ✓ Measuring tape or ruler (optional)





Method

How do we complete the activity?

1) Start by explaining the concept of width (the measurement of an object from one side to the other).

2) Present the various objects to the students and discuss their widths. If available, use a measuring tape or ruler to show the width.

3) Ask the students to arrange the objects in order from narrowest to widest.

4) Hand out sheets of paper and markers or crayons.

5) Instruct the students to draw the objects in their order, trying to represent their relative widths accurately.

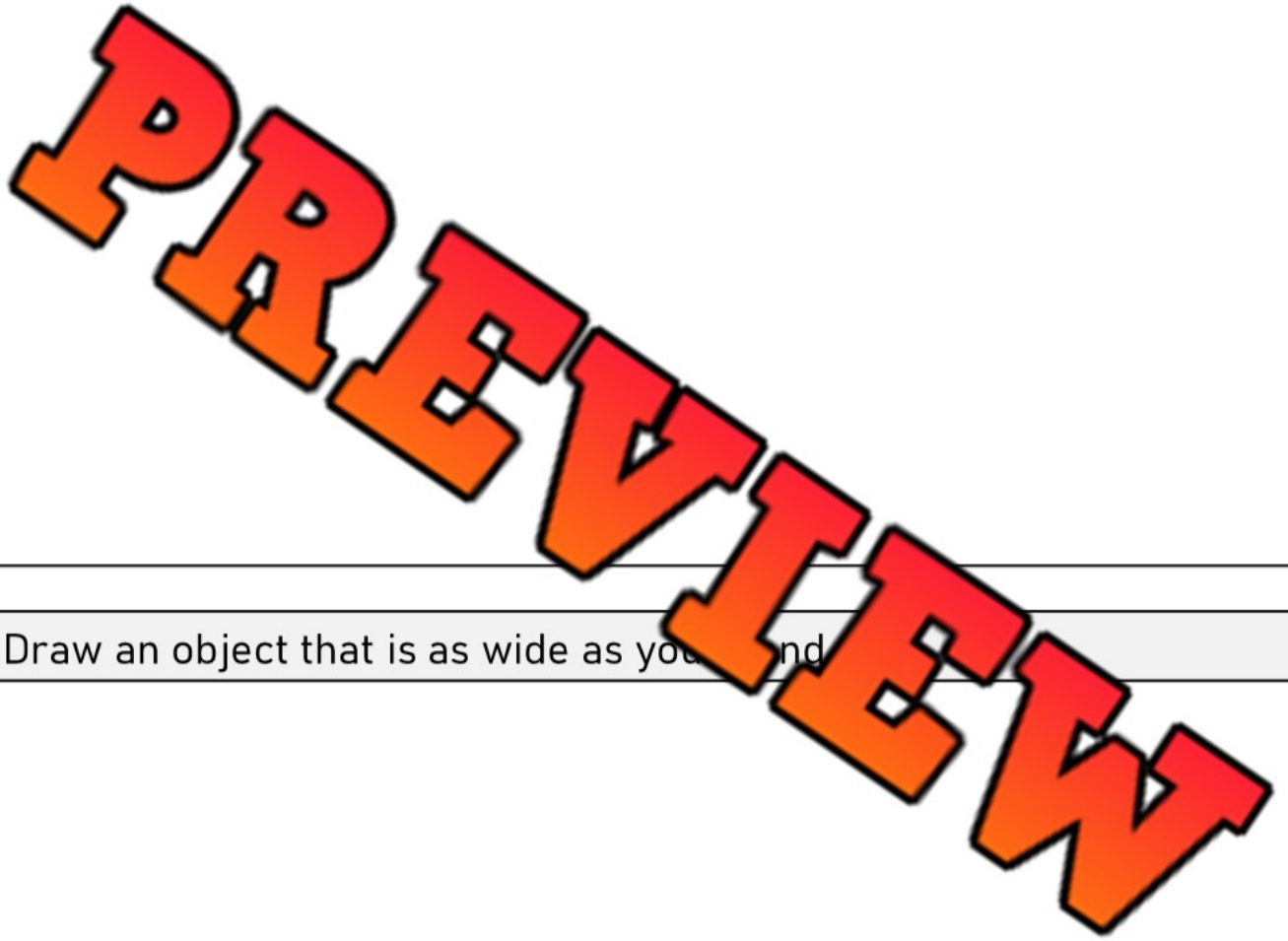
6) Once the students are finished, ask them to present their drawings and explain why they arranged the objects as they did.

Name: _____ 15

Curriculum Connection
MO.1

Results | Answer the questions below

1) Draw the objects from narrowest to widest below.



2) Draw an object that is as wide as you

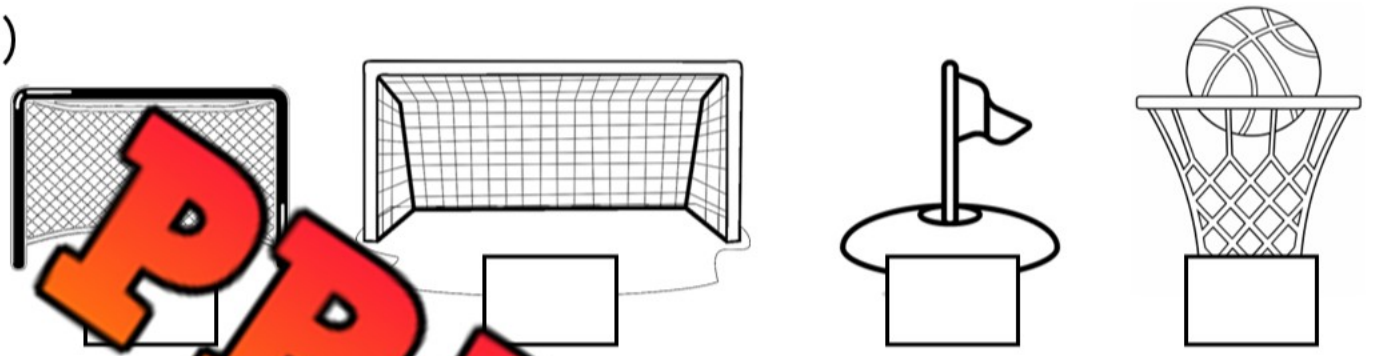
Name: _____ 16

Curriculum Connection
M0.1

Length of Objects – Width

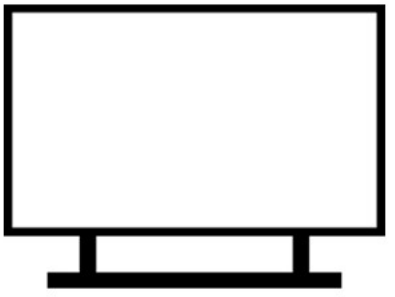
Part 1 Order the objects from narrowest to widest

1)



2)

Part 2 Draw 1 object that is narrower and 1 that is wider

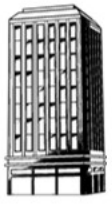
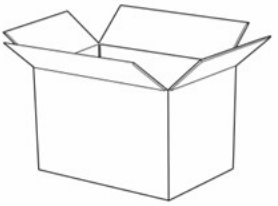
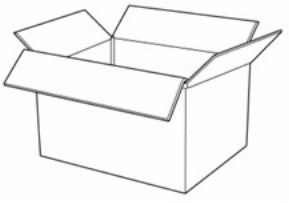


Name: _____ 17

Curriculum Connection
M0.1

Comparing Length

Think Compare the objects below. Which one is...

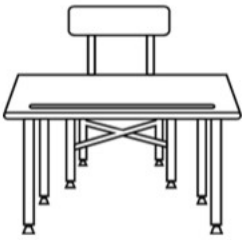
	Deeper	Shallower	Taller
	Shorter	Wider	Narrower
	Deeper	Shallower	Taller
	[illegible]	Wider	Narrower
 CN Tower	[illegible]	[illegible]allower	Taller
	Shorter	Wide[illegible]	Narrower
 Hotel	Deeper	S[illegible]	Taller
	Shorter	Wider	[illegible]
	Deeper	Shallower	Taller
	Shorter	Wider	Narrower
	Deeper	Shallower	Taller
	Shorter	Wider	Narrower

Name: _____ 18

Curriculum Connection
M0.1

Area

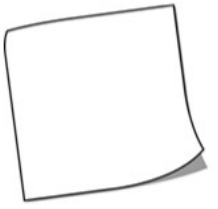
Area is how much space is taken up by an object. The area of your table or desk is how large the surface is. Does your teacher's desk have more or less area then your desk?



Question Circle which surface has more area

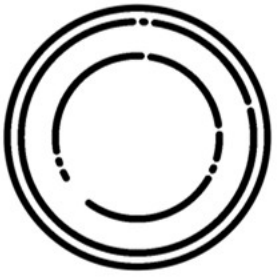
1)

2)



3)

5)



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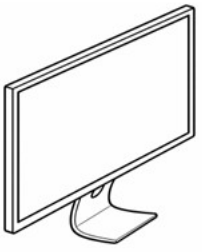


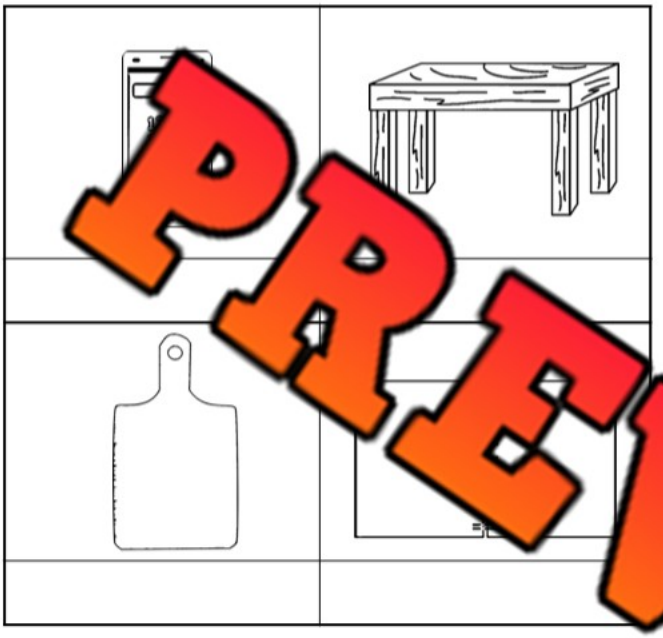
Curriculum Connection
TP2.3

Exit Cards

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

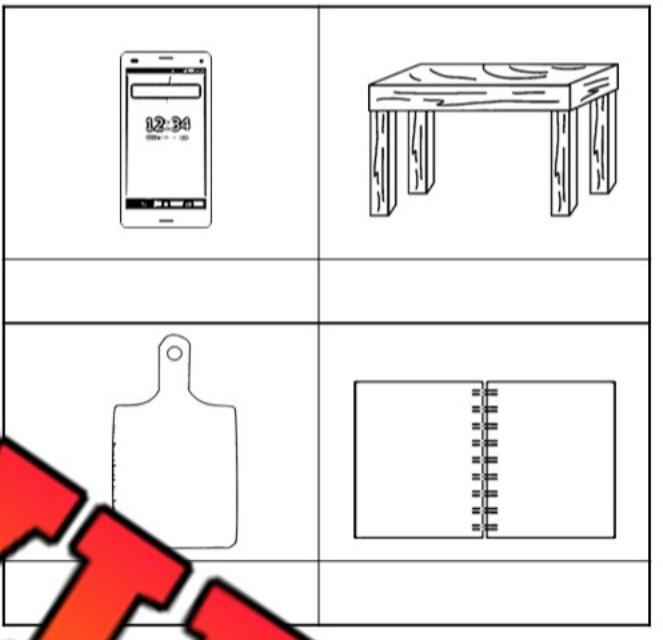
Name: _____ | Mark

Order from smallest to largest area.
Label 1–4.



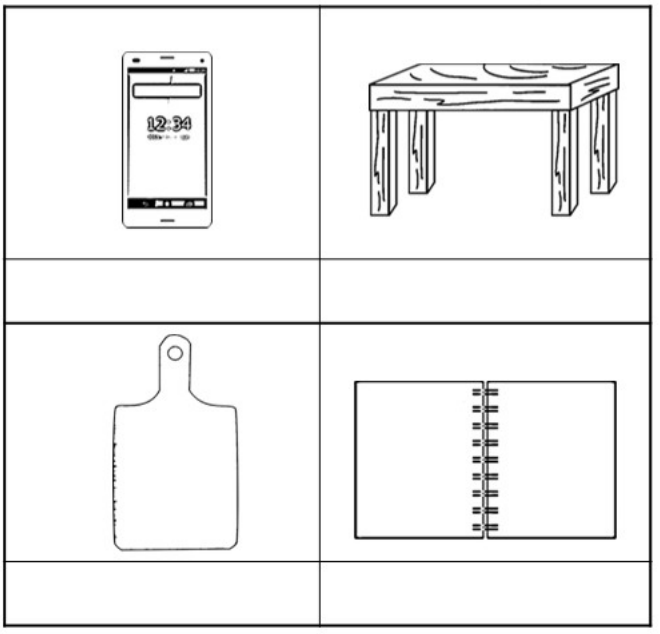
Name: _____ | Mark

Order from smallest to largest area.
Label 1–4.



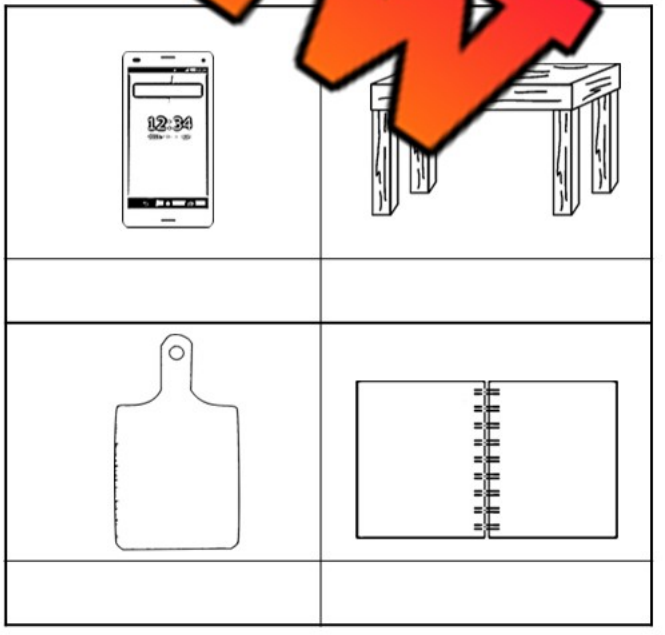
Name: _____ | Mark

Order from smallest to largest area.
Label 1–4.



Name: _____ | Mark

Order from smallest to largest area.
Label 1–4.



Name: _____ 21

Curriculum Connection
MO.1

Activity – Area of Objects

Objective

What are we learning more about?

The objective of this activity is for students to understand the basic concept of area by observing and comparing different objects.

Materials

What do we need for our activity?

- ✓ Different objects, such as a book, a plate, or a toy
- ✓ Crayons or markers
- ✓ Paper cut-outs in the shape of a foot (all the same size)

Method

How do we complete the activity?

1) Begin by explaining the concept of area as the space that an object covers.
2) Place an object on the ground and ask the children to estimate how many footprints they think the object would cover.
3) Next, have them place the foot cut-outs on the object to see how many it takes to cover the area of the object.
4) Have the students draw the object on their paper. Inside the drawing, they should draw as many footprints as they counted.
5) Repeat this process with different objects.
6) Discuss the relative sizes of the areas of the different objects, based on the number of footprints.

Name: _____ 22

Curriculum Connection
MO.1

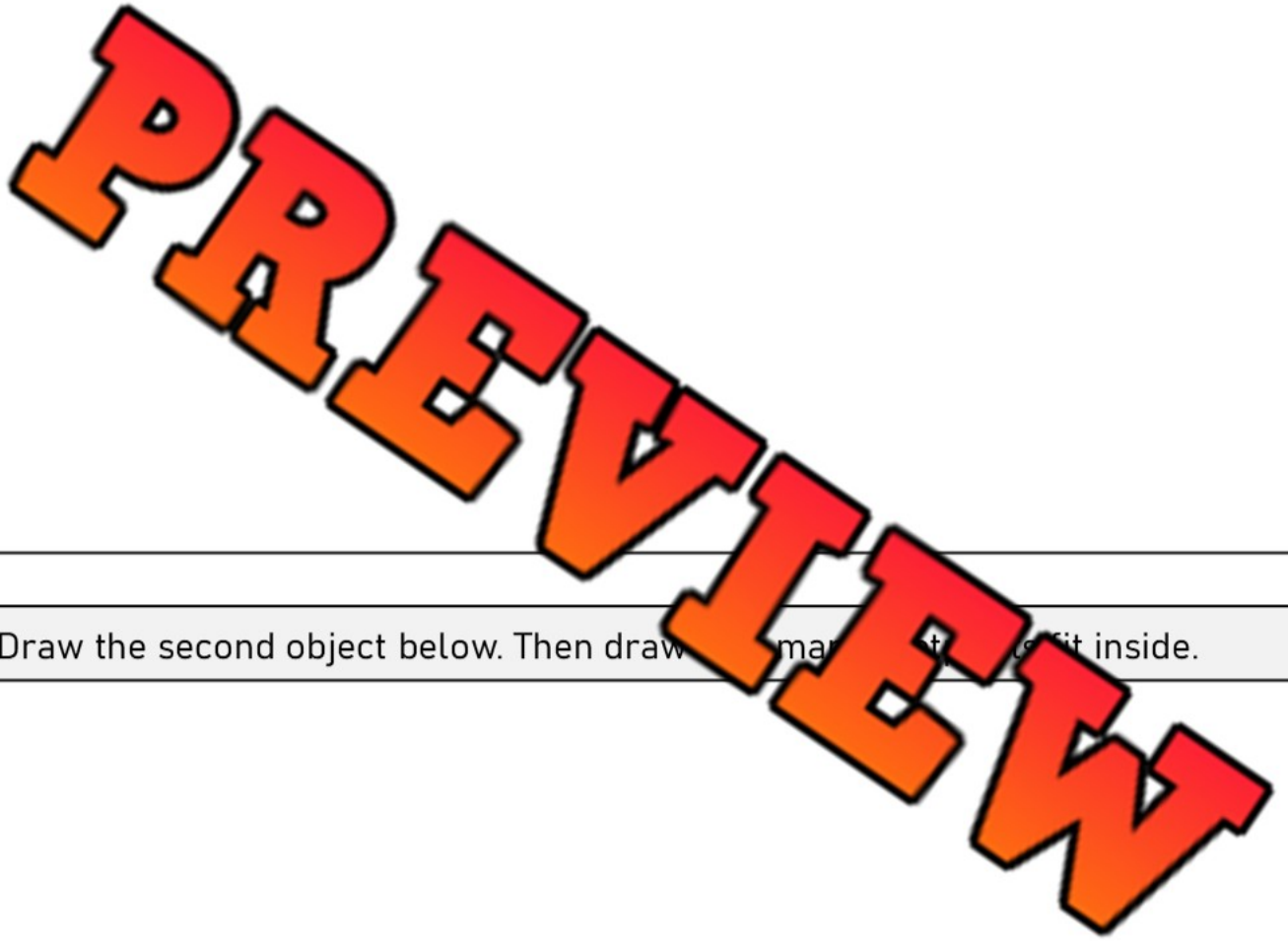
Directions	Cut out the footprints below

Name: _____ 23

Curriculum Connection
MO.1

Results | Answer the questions below

1) Draw the first object below. Then draw how many footprints fit inside.



2) Draw the second object below. Then draw how many footprints fit inside.

Name: _____ 24

Curriculum Connection
MO.1

Results | Answer the questions below

1) Order the objects from smallest area to largest. Draw them below.

2) Can you draw a differe[illegible] ar[illegible] many footprints it might cover?

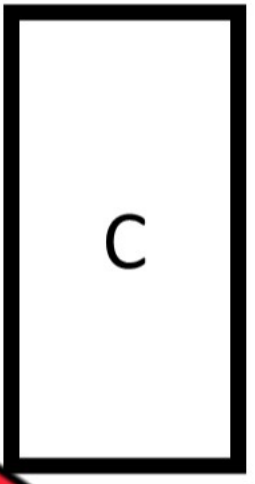
3) Can you imagine what would happen if we used a smaller footprint? Would we need more or fewer footprints to cover the same object?

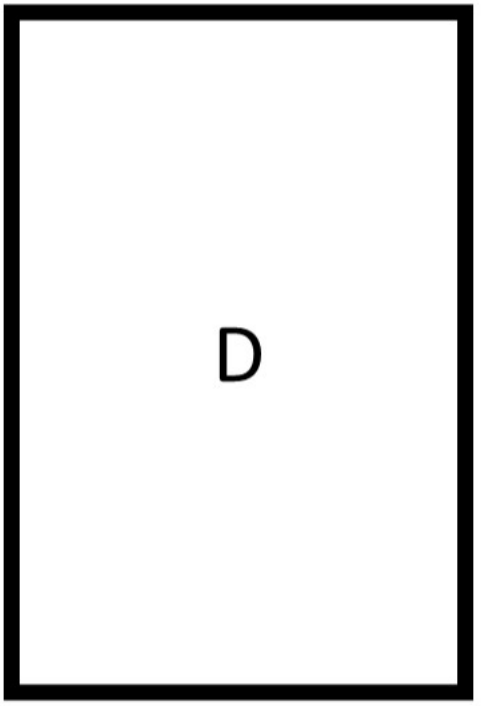
Name: _____ 25

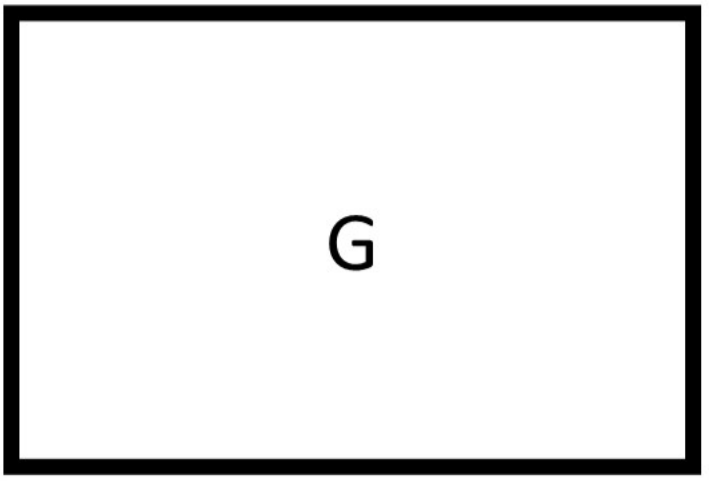
Curriculum Connection
M0.1

Area

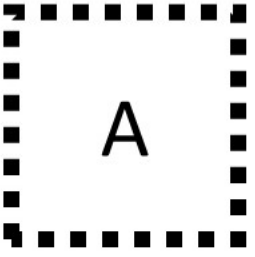
Questions Cut A out and find out how many times it fits into the other shapes







Shape	# of Times
[illegible]	
[illegible]	
[illegible]	
[illegible]	
F	
G	
H	



Name: _____ 26

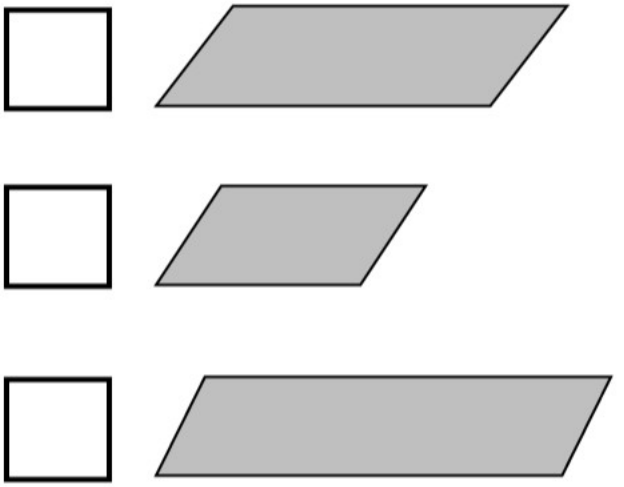
Curriculum Connection
M0.1

Comparing Area – Ordering

Questions Order the area of the shapes from smallest (1) to largest (3)

1)

2)



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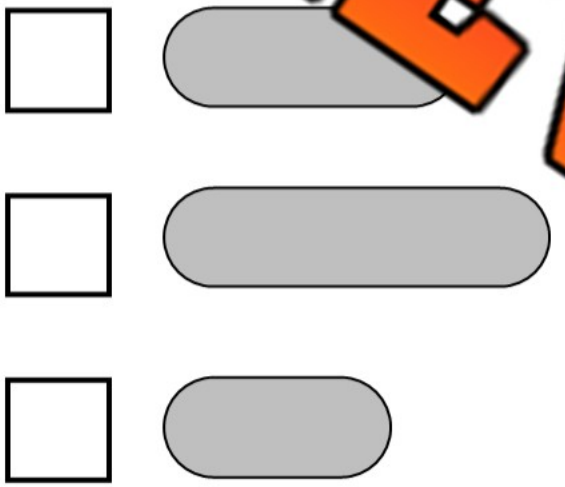
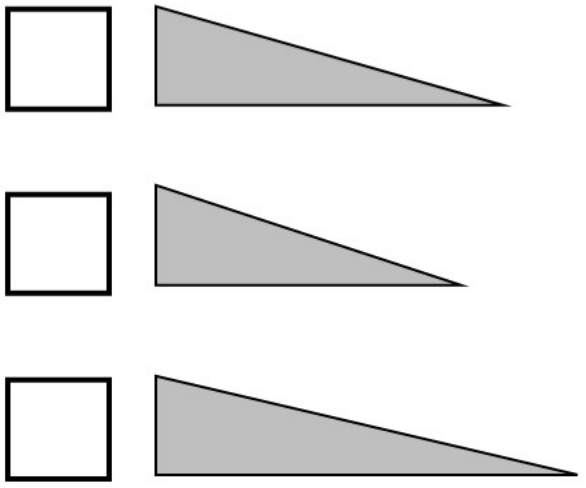
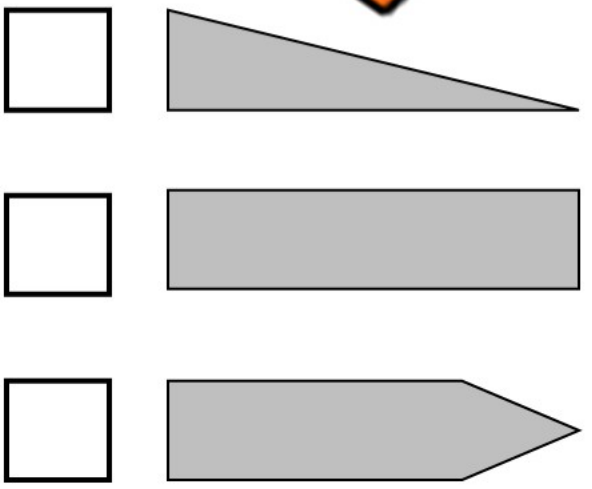


5)



6)



Name: _____ 27

Curriculum Connection
M0.1

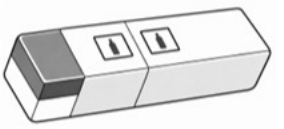
Which Object Has More Mass?

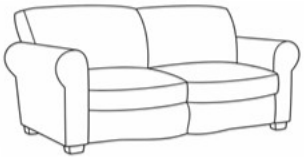
Mass is the amount of matter in an object. Objects with more mass have more weight. But, weight depends on where the object is and mass is always the same.

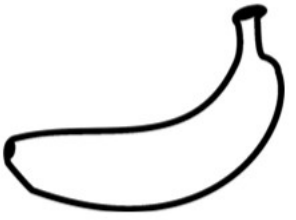
Example - We weigh very little on the moon because gravity isn't as strong, but our mass is the same.

Questions Circle which object you think has more mass

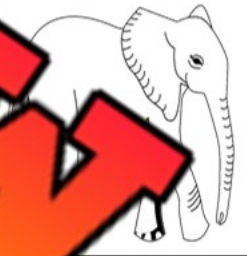
1) 

2)  vs 

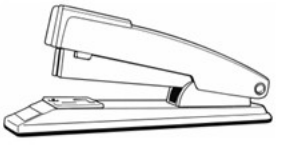
3)  vs 

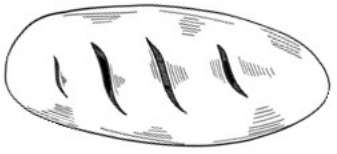
vs 

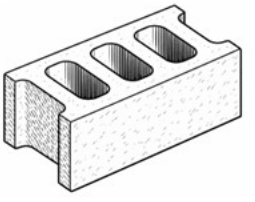
5)  vs 

6)  

7)  vs 

8)  vs 

9)  vs 

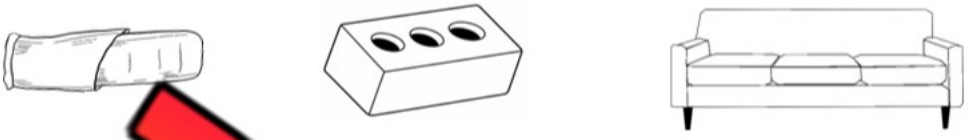
10)  vs 

Name: _____ 28

Curriculum Connection
M0.1

Comparing Mass – Heavy and Light

Questions	Circle whether the object is heaviest or lightest

1) The chocolate bar is the _____. 	Heaviest Lightest
2) The [illegible]s the _____. 	Heaviest Lightest
3) The TV is th[illegible] 	Heaviest Lightest
4) The boot is the _____. 	Heaviest [illegible]ightest
5) The car is the _____. 	[illegible] [illegible]ightest
6) The deer is the _____. 	Heaviest Lightest
7) The pencil sharpener is the _____. 	Heaviest Lightest

Name: _____ 29

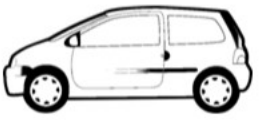
Curriculum Connection
M0.1

Comparing Mass – Ordering Vehicles

Questions | Order the vehicles from heaviest (1) to lightest (3)

1)

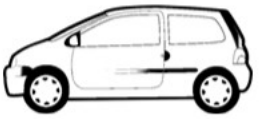




2)



3)



4)



5)

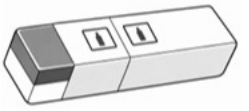
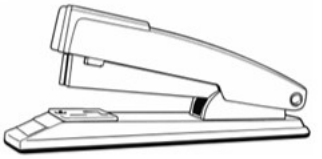
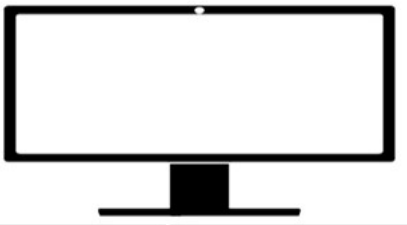
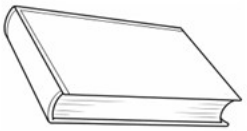


Name: _____ 30

Curriculum Connection
MO.1

Comparative Language

Questions Circle the relationship between column 1 and column 2

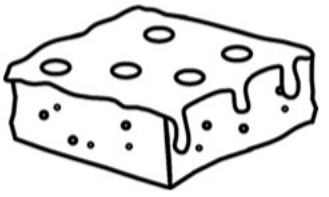
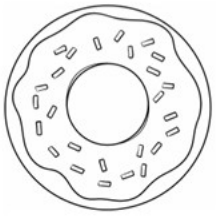
Column 1	**Comparative Language** Column 1 is ____ Column 2	Column 2
	lighter than heavier than the same weight as	
	lighter than heavier than the same weight as	
	lighter than heavier than the same weight as	
	lighter than heavier than the same weight as	
	lighter than heavier than the same weight as	
	lighter than heavier than the same weight as	

Name: _____ 31

Curriculum Connection
MO.1

Comparative Language

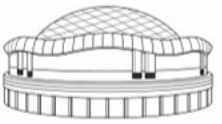
Questions Circle the relationship between column 1 and column 2

Column 1	**Comparative Language** Column 1 is ____ Column 2	Column 2
	the same weight as a different weight than	
	me weight as ight than	
	the s weigh a different w than	
	the same weight as a different weight than	
	the same weight as a different weight than	
	the same weight as a different weight than	

Name: _____ 32

Curriculum Connection
M0.1

Comparing Weight - Baseball

					
Ball	Bat	Player	Stadium	Glove	Cap

Question: Fill in whether the object is the shortest or the longest

1) The ball is _____ the bat	heavier than lighter than
2) The player is _____ the glove	heavier than lighter than
3) The stadium is _____ all the other things	heavier than lighter than
4) The bat is _____ the player	heavier than lighter than
5) The cap is _____ all the other things	heavier than lighter than
6) The glove is _____ the ball	heavier than lighter than
7) The player is _____ the cap	heavier than lighter than
8) The stadium is _____ the ball	heavier than lighter than

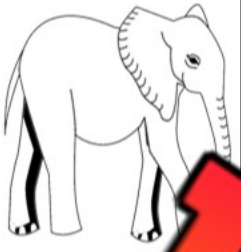
Name: _____ 33

Curriculum Connection
M0.1

Comparing Weight – Ordering Heaviest to Lightest

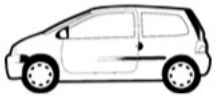
Part 1

Rank the animals from heaviest (1) to lightest (6)

					
Elep	E	Mouse	Dog	Cat	Tiger

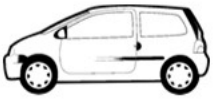
Part 2

k th heaviest (1) to lightest (6)

					
Car	Feather	Brick	Can	oul	Crayon

Part 3

Rank the vehicles from heaviest (1) to lightest (6)

					
Snowmobile	Plane	Car	Skateboard	Bike	ATV

Name: _____ 34

Curriculum Connection
M0.1

Comparing Weight – Ordering Lightest to Heaviest

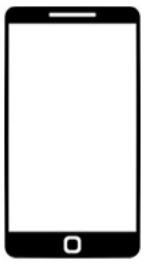
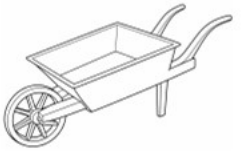
Part 1 Rank the fruits from lightest (1) to heaviest (6)

					
Pum[illegible]	[illegible]rry	Apple	Pineapple	Watermelon	Blueberry

Part 2 [illegible]the f[illegible]r[illegible]htest (1) to heaviest (6)

					
Noodle	Steak	Hot Dog	Granola [illegible]	[illegible]lt G[illegible]	Turkey

Part 3 Rank the objects from lightest (1) to heaviest (6)

					
Phone	Laptop	Paper	Headphones	Boat	Wheelbarrow

Exit Cards

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

Name: _____ Mark

Circle Yes or No for each question.

1) A book weighs less than a desk.	Yes / No
2) My shoes are lighter than my backpack.	Yes / No
3) My water bottle is heavier than my eraser.	Yes / No
4) A spoon weighs the same as a book.	Yes / No
5) A rock weighs more than a feather.	Yes / No

Name: _____ Mark

Circle Yes or No for each question.

1) A book weighs less than a desk.	Yes / No
2) My shoes are lighter than my backpack.	Yes / No
3) My water bottle is heavier than my eraser.	Yes / No
4) A spoon weighs the same as a book.	Yes / No
5) A rock weighs more than a feather.	Yes / No

Name: _____ Mark

Circle Yes or No for each question.

1) A book weighs less than a desk.	Yes / No
2) My shoes are lighter than my backpack.	Yes / No
3) My water bottle is heavier than my eraser.	Yes / No
4) A spoon weighs the same as a book.	Yes / No
5) A rock weighs more than a feather.	Yes / No

Name: _____ 38

Curriculum Connection
M0.1

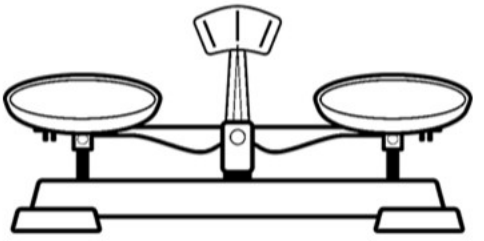
Measuring Mass Activity

Background — What is a pan balance?

We can use a pan balance to measure the mass of an object. A **pan balance** allows us to compare the mass of one object to the mass of another object.

Materials — What do we need?

- Pan
- 1
- R ing Sh



Method — ve do riment?

1. Fill out the table be the o u will compare
2. Put object 1 on one sid pa nd object 2 on the other
3. Circle which object is heavier

Observations — Which object was heavier?

Object 1	Object	er (1 or 2)
		2
		1 2
		1 2
		1 2
		1 2

Name: _____ 39

Curriculum Connection
M0.1

Object 1	Object 2	Heavier (1 or 2)
		1 2
		1 2
		1 2
		1 2
		1 2
		1 2
		1 2
		1 2
		1 2
		1 2

Name: _____ 40

Curriculum Connection
MO.2

Changing Objects

Changing Objects

We can change objects physically or chemically. A **physical change** is when only the look of the object has changed. A **chemical change** is when we change the object so that it is a new object.

Exam of Physical Changes

- ✓ Str n object
- ✓ T o
- ✓ ing an
- ✓ Cutting ea an ob

Examples of Chemical Changes

- ✓ Cooking or heating objects
- ✓ Burning an object like wood
- ✓ An object rusting
- ✓ A food rotting

Draw Draw ex f obj have changed physically

Twisting an Object	Cutting an Object

Bending an Object	Stretchi

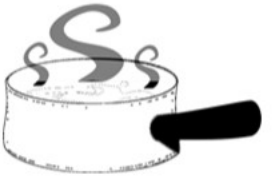
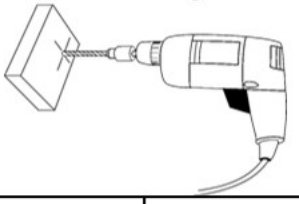
Breaking an Object

Name: _____ 41

Curriculum Connection
MO.2

Activity – Physical or Chemical Change

Directions Is the picture showing a chemical or physical change?

Cutting Hair	Burning	Boiling
		
Physical / Chemical	Physical / Chemical	Physical / Chemical
Chopping	**Baking**	**Freezing**
		
Physical / Chemical	Physical / Chemical	Physical / Chemical
Boiled Egg	**Drilling**	**Sawing**
		
Physical / Chemical	Physical / Chemical	Physical / Chemical
Rotting Food	**Fireworks**	**Mixing**
		
Physical / Chemical	Physical / Chemical	Physical / Chemical

Name: ______________________ 42

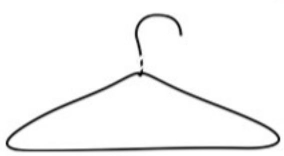
Bending Objects

To bend an object means to change its shape by making it curved or angled instead of straight. When you bend something, you make it move by applying force, but you don't break it or make it completely different, you just change its shape a little bit.

Many things that are thin or flexible can be bent. Here are some examples:

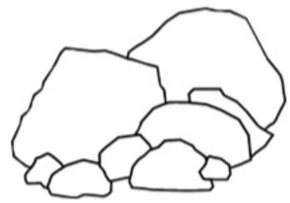
- A pipe cleaner
- A spoo... e thin part where you hold it)
- A pap...
- A pi...

Directions ...obje... e bent?

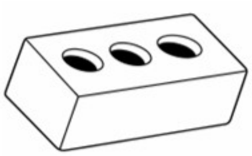


Yes | No

Yes | No



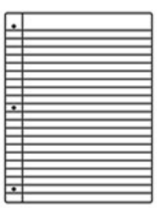
Yes | No



Yes | No

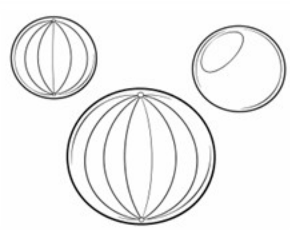
Yes | No

Yes | No



Yes | No

Yes | No



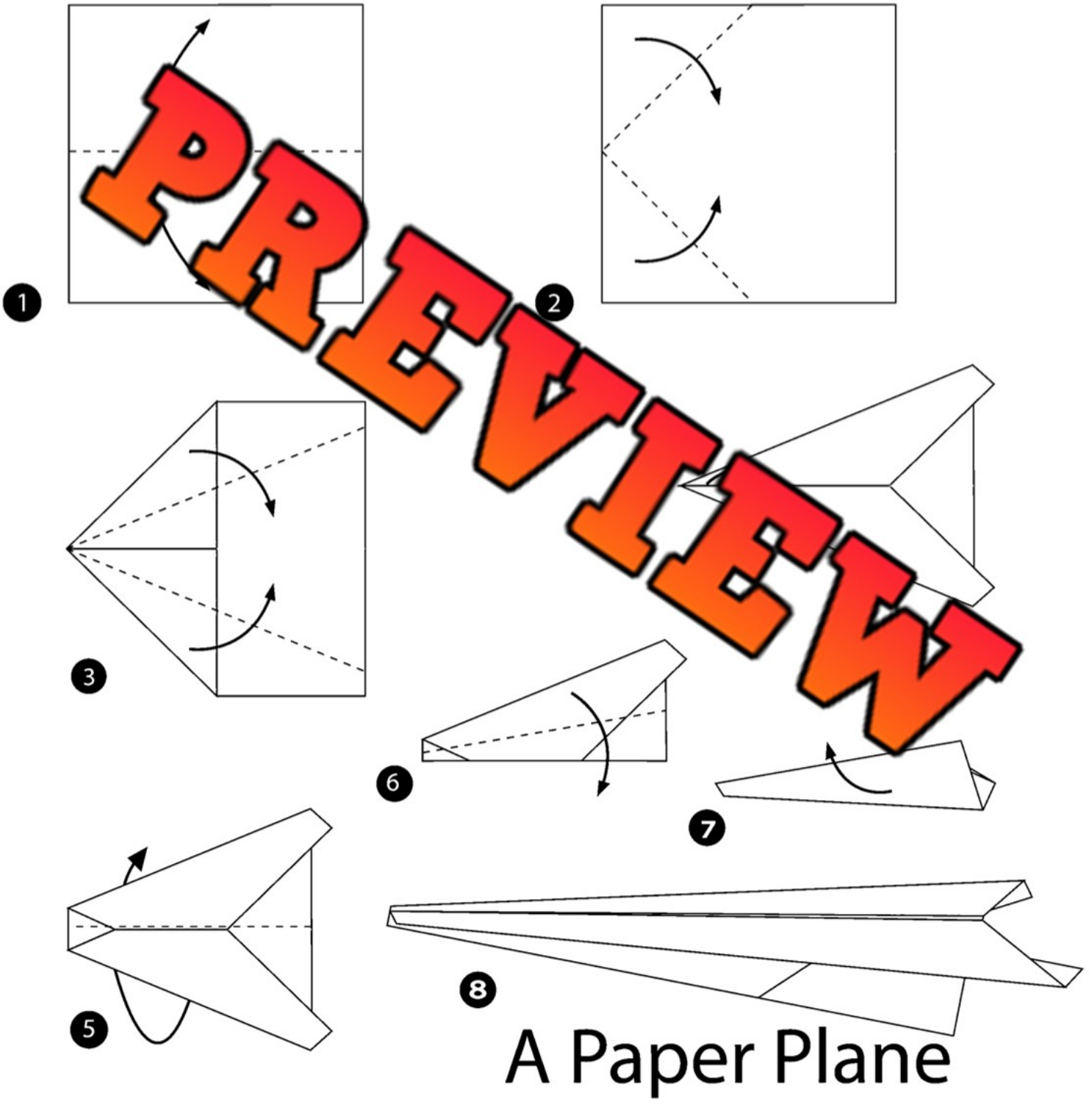
Yes | No

Name: _____ 43

Curriculum Connection
CS.1

Activity – Physical Change – Bending/Folding

Instructions Bend and fold the paper to make a paper airplane



Name: _____ 47

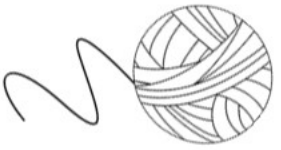
Curriculum Connection
MO.2

Twisting Objects

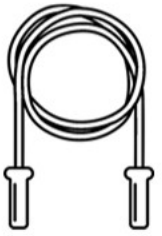
To twist an object means to turn it around many times, like when you're turning a knob on a door or wringing out a wet towel. It's like spinning the object around and around in place, making it take a different shape, almost like a spiral.

Many things that are thin or flexible can be twisted. Here are some examples:

- Paper
- String
- Washc
- Rubb



Directions ject twisted?

		
Yes / No	Yes / No	Yes / No
		
Yes / No	Yes / No	Yes / No
		
Yes / No	Yes / No	Yes / No

Curriculum Connection
M0.2

Exit Cards

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

Name: _____ | Mark

Draw 1 object that twists and 1 that does not.

Name: _____ | Mark

Draw 1 object that twists and 1 that does not.

Name: _____ | Mark

Draw 1 object that twists and 1 that does not.

Name: _____ | Mark

Draw 1 object that twists and 1 that does not.

Name: _____ 49

Curriculum Connection
MO.2

Activity – Twisty Sculptures

Objective

What are we learning more about?

The aim of this activity is for students to understand the concept of twisting and to create a fun and unique sculpture using objects that can be twisted.

Materials

What do we need for our activity?

- ✓ A variety of objects that can be twisted such as pipe cleaners, ribbons, and soft, thin wires.
- ✓ Play dough or clay.
- ✓ Cardboard bases.
- ✓ Safety scissors.

Method

How do we complete the activity?

1) Begin by explaining what it means to twist an object. Show them a few examples using the materials provided.

2) Give each student a cardboard base, a few pieces of play dough or clay, and a selection of twistable materials.

3) Encourage the students to create their own sculptures by twisting the materials and attaching them to the base with the play dough or clay. They can twist the materials together, twist them into spirals, or come up with their own twisting techniques.

4) Once they have finished their sculptures, have a gallery walk where each student can show off their artwork and explain how they twisted the materials to create it.

5) Afterward, discuss as a class the different ways the materials could be twisted and how that changed the way their sculptures looked.

Name: _____ 50

Curriculum Connection
MO.2

Results | Answer the questions below

1) What objects did you choose for your sculpture?

_____

_____

_____

2) D[illegible] below.

3) Were some materials harder to twist? Write them below.

Hard	Easy

Name: _____ 51

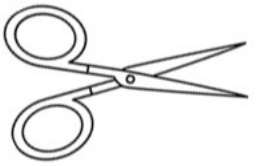
Curriculum Connection
MO.2

Cutting Objects

Cutting an object means dividing it into two or more pieces using a tool like scissors or a knife. When we cut an object, we change the object. It will get shorter in length and will weigh less.

Objects that can be cut are often soft or thin. Here are some examples:

- Paper
- String / yarn
- Play dough / clay
- Soft fruit like banana or apple (with an adult's help)



Questions Answer the questions below

1) Draw tools that are used to cut objects?		
2) Can the object be cut? Yes or no?		
1) Paper	Yes	No
2) Leaf	Yes	No
3) Rock	Yes	No
4) Steel	Yes	No
5) Bread	Yes	No
6) Computer	Yes	No
7) Fruit	Yes	No
8) Wooden block	Yes	No

Name: _____ 52

Curriculum Connection
MO.2

Activity – Cutting Objects Safely

Objective

What are we learning more about?

The objective of this activity is for students to explore the concept of cutting using different safe tools, and to compare how different tools are suited for different materials.

Material

What do we need for our activity?

- ✓ Different safe cutting tools: safety scissors, plastic knife, playdough cutting tools
- ✓ A range of safe materials to cut: paper, playdough, soft fruit like a banana, string

Method

How do we complete the activity?

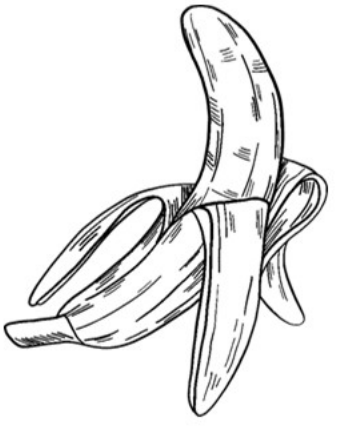
1) Begin by explaining what it means to cut an object safely and that today they will be using different tools to cut different things. Review the safety rules for each tool.

2) Lay out the different materials and cutting tools.

3) Demonstrate how to use each tool safely to cut the different materials.

4) Have the students take turns using the different tools to cut the materials. Encourage them to observe and compare how each tool works with each material.

5) Ask them to compare which tool was easiest to use for each material and which was the hardest.



Name: _____ 53

Curriculum Connection
MO.2

Results | Answer the questions below

1) Which tool was best at cutting the soft fruit? Which was the worst?	
Best	**Worst**

2) Which tool was best at cutting the play dough? Which was the worst?	
	Worst

3) Which tool was best at cutting the paper? Which was the worst?	
Best	**Worst**

4) Which tool was best at cutting the string? Which was the worst?	
Best	**Worst**

Name: _____ 54

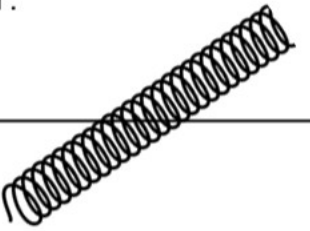
Curriculum Connection
MO.2

Stretching an Object

To "stretch" means to pull on something so that it becomes longer or wider. When we stretch an object, we're trying to make it take up more space from one end to the other. Imagine pulling on a rubber band. When you pull on both ends, it gets longer. That's stretching!

Objects that can be stretched often have some flexibility. Here are a few examples:

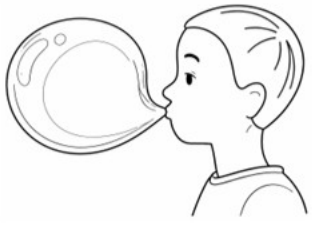
- Rubber bands: You can stretch them out to make them longer.
- Slime or dough: You can pull on it and watch it stretch.
- A spring: When you pull a spring, it stretches out.



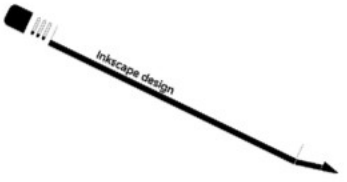
Question Circle the question below

What happens when you stretch an object? Circle your answers.		
It gets longer	It gets shorter	It could get wider
It could get narrower	It will weigh more	It will weigh less

Directions Can the object be stretched?

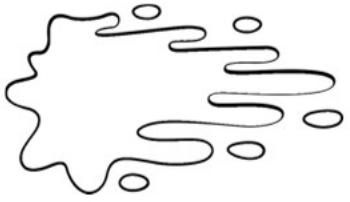


Yes	No

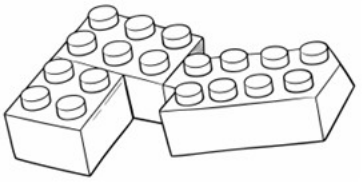


Yes	No

Yes	No



Yes	No



Yes	No

Yes	No

Name: _____ 55

Curriculum Connection
MO.2

Activity: Stretch It Out!

Objective — What are we learning more about?

The objective of this activity is for students to explore the concept of stretching by manipulating a variety of objects and observing the changes.

Materials — What do we need for our activity?

- ✓ s that c etched: Rubber bands, balloons, slime or playdough, a spr , hair t ny toys.
- ✓ Objects tha be s A book, a pencil, a small toy, a plastic water bottle, Lego br

Method — How do w com ity?

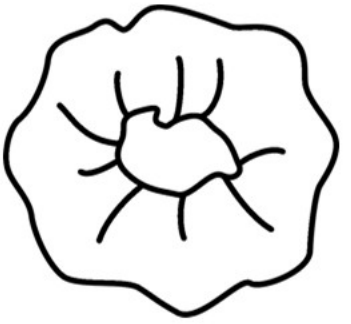
1) Start by explaining what it means to stret obje Use an object, like a rubber band or a pi play dough, to demonstrate.

2) Distribute the worksheet and explain that the stude will be testing different objects to see if they can be stretched or not.

3) Divide the class into pairs and give each pair a set of objects. Make sure each set includes objects that can and cannot be stretched.

4) Have the students take turns trying to stretch each object in their set. They should mark on their worksheet whether each object can or cannot be stretched.

5) Once all pairs have finished testing their objects, discuss the results as a class. Which objects could be stretched? Which ones couldn't? Were there any surprises?



Name: _____ 56

Curriculum Connection
MO.2

Results | What happened?

Can you stretch the object?		
a) Rubber band	Yes	No
b) Balloon	Yes	No
c) Book	Yes	No
d) Pen	Yes	No
e) T	Yes	No
f) Playdou	Yes	No
g) Lego brick	Yes	No
	Yes	No
	Yes	No

Questions | Answer the questions b

1) Draw other objects that can be stretched bel

2) Draw other objects that can't be stretched below.

Name: _____ 57

Curriculum Connection
MO.2

Breaking Objects

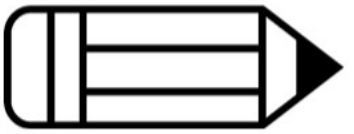
Breaking is when something is divided into parts, often by force or accident, and it's no longer in its whole form. For example, when you have a whole cookie and you split it into two pieces, you have broken the cookie.

Different objects can be broken in different ways. A glass can break if it falls on the floor. A toy might break if it is stepped on. A stick can break if you bend it too much. Some things break easily, like a fragile ornament. Other things are very hard to break, like a big rock.

Dire ... easy to break?

Yes	No

Ye	N



Yes	No

Yes	No

Yes	No

Yes	No

Write and Draw When have you broken something? What did you break?

_____

_____

_____

Name: _____ 59

Curriculum Connection
MO.2

Activity: Changing Objects

Objective

What are we learning more about?

The aim of this activity is for students to understand that objects can be changed in a variety of ways, such as bending, twisting, stretching, cutting, and breaking.

Materials

What do we need for our activity?

- ✓ The following objects: paper clips, straws, rubber bands, [illegible] and dry pasta noodles
- ✓ The recording sheet on the back page

Method

How do we complete the activity?

1) Begin the lesson by explaining that objects can be changed in different ways, like bending, twisting, stretching, cutting, and breaking.
2) Show each object and ask the students to predict what will happen if you try to bend, twist, stretch, cut, or break it. Record their predictions.
3) Put students in groups or pairs. Give each group a set of the objects. Have them test whether each object can be changed in the ways mentioned above.
4) Have students complete the back of the page by drawing what some of the objects looked like before and after they were changed.
5) Discuss how the actual outcomes matched up with the students' predictions.

Name: _____ 60

Curriculum Connection
MO.2

Observations | Circle whether each object could be changed in the ways below

Paper Clip	Stretched	Twisted	Cut	Bended	Broken
A Straw	Stretched	Twisted	Cut	Bended	Broken
A Rubber Band	Stretched	Twisted	Cut	Bended	Broken
Pipe C	Stretched	Twisted	Cut	Bended	Broken
	tched	Twisted	Cut	Bended	Broken
Pasta	etch	Twisted	Cut	Bended	Broken

Results | ver the ons below

1) Draw an object before and after i ent?	
Before	**After**

2) Can you draw an object before and after it was cut?	
Before	**After**

Name: _____ 63

Curriculum Connection
MO.2

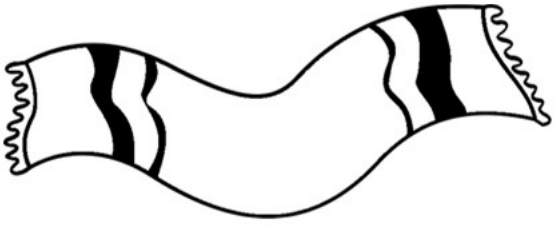
Changing Objects

When we change objects by cutting, breaking, twisting, bending or stretching them, we change their shape, weight, length and area.

Directions Draw the pictures below after they have been changed

Before Being Cut	After Being Cut
	

Before Being Bent	After Being Bent
	

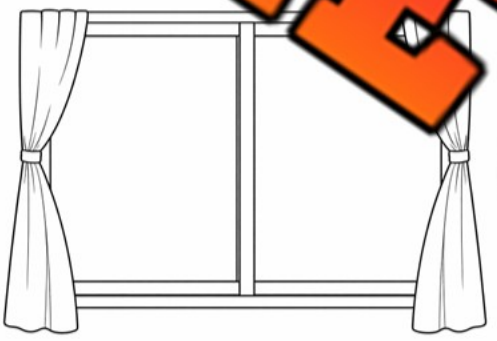
Before Being Twisted	After Being Twisted
	

Name: _____ 64

Curriculum Connection
MO.2

Directions Draw the pictures below after they have been changed

Before Being Stretched	After Being Stretched
	

Before Being Broken	After Being Broken
	

Think How do objects change when they are cut, bent, stretched, broken, or twisted?

Stretched	Bigger	Smaller	Heavier	Lighter
Broken	Different Shape	Same Shape	Heavier	Lighter
Twisted	Different Shape	Same Shape	Heavier	Lighter
Bent	Different Shape	Same Shape	Bigger	Smaller
Cut	Bigger	Smaller	Heavier	Lighter

Name: _____ 66

Curriculum Connection
M0.2

Activity: Changing Objects - Textures

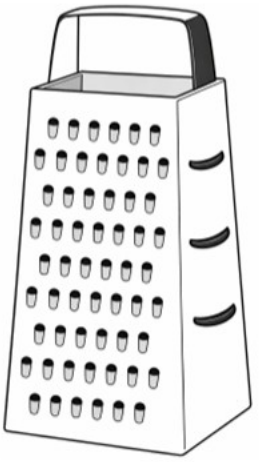
Objective

What will you learn?

The objective of this activity is to help students understand how the texture of an object can be changed through a hands-on, interactive process.

Materials

What do we need for our experiment?



1) A[illegible]ch as bananas, oranges, and apples)
2) Pla[illegible] knive[illegible]y)
3) Grater
4) Plastic zip-lock[illegible]s

Method

How do w[illegible]mpl[illegible]ent?

1) Begin the activity by explaining what textu[illegible]eans. [illegible]e is the way something feels when we touch it.
2) Ask students to touch the different fruits and d[illegible]ow th[illegible]. Are they smooth, rough, bumpy, or squishy?
3) Split the class into small groups and distribute the m[illegible]erial[illegible]a[illegible] the groups.
4) With adult supervision, have the students cut a piece of fruit in h[illegible]ith the plastic knife. How has the texture changed? Is the inside different from the outside?
5) Now, have them place a piece of the fruit into a zip-lock bag and mash it up. Once it's mashed, they can feel the bag. How has the texture changed now?
6) If possible, grate a piece of fruit (like the apple). This should be done by an adult, but the students can feel the grated fruit (within the bag for cleanliness) to experience another texture change.
7) Ask students to draw pictures of the fruits before and after the texture changes. They can use crayons to try and show the different textures in their drawings.

Name: _____ 67

Curriculum Connection
M0.2

Results | Answer the questions below

1) Which fruit did you feel first? Draw it or write it below.				
2) How did it feel before you changed it?				
Bumpy	Smooth	Rough	Hard	Soft
3) How did it feel after you changed it?				
Bumpy	Smooth	Rough	Hard	Soft

1) Which fruit did you feel next? Draw it or write it below.				
2) How did it feel before you changed it?				
Bumpy	Smooth	Rough	Hard	Soft
3) How did it feel after you changed it?				
Bumpy	Smooth	Rough	Hard	Soft

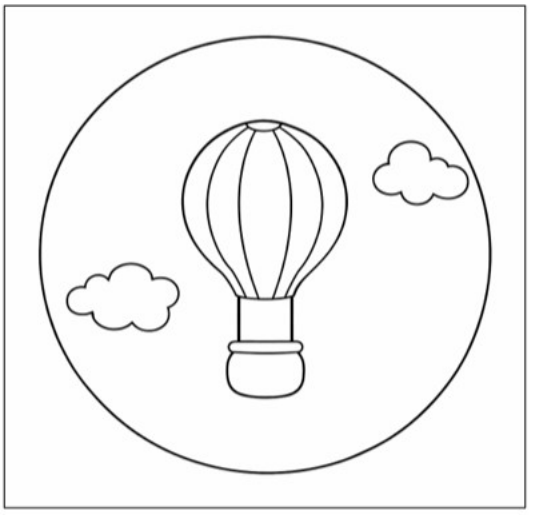
Name: _____ 68

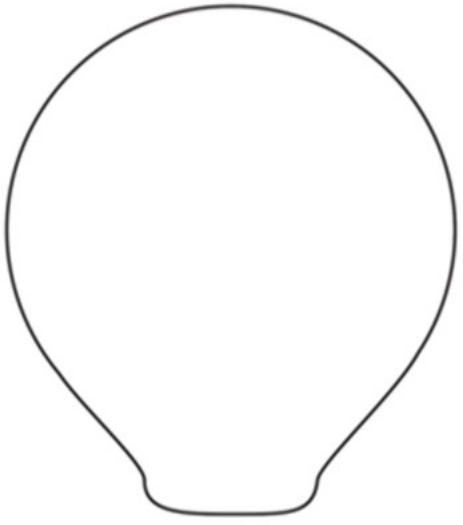
Curriculum Connection
CS.1

Coding - Making Objects

Directions Follow the code to design a hot air balloon

run program
cut out all the shapes
paste the balloon in the middle
paste the stripes on the balloon
paste the [illegible] on the top of the page
paste the [illegible] below the balloon
paste the [illegible] to the [illegible]
paste the top [illegible] balloon





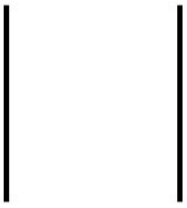
Balloon

Stripe

Stripe

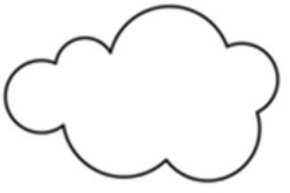
Bucket

Top



Ropes

Cloud



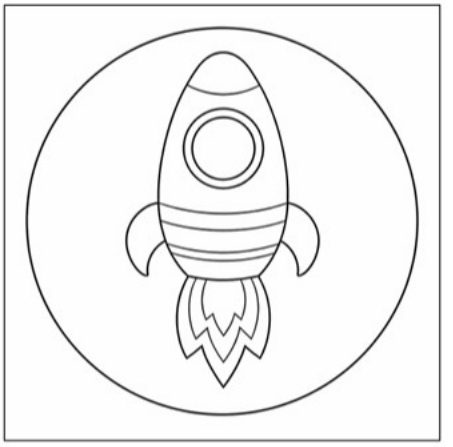
Cloud

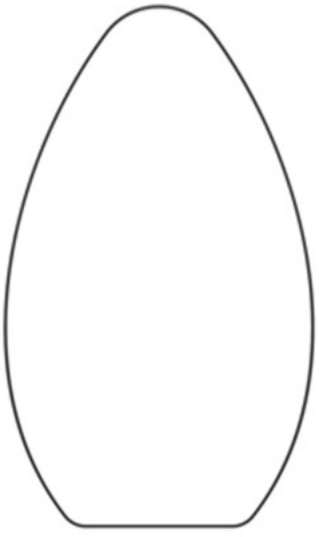
Name: _____ 69

Curriculum Connection
CS.1

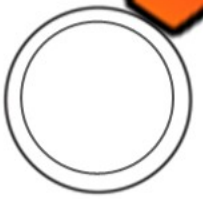
Directions Follow the code to design a rocket

run program
cut out all the shapes
paste the rocket in the middle
paste the stripes on the rocket
paste the [illegible] on the rocket
[illegible] on the bottom
paste the [illegible] on the big flame
paste the [illegible]
paste the top part to the top





Rocket



Circle

Big Stripe

Small Flame

Small Stripe

Top

Foot

Big Flame

Foot

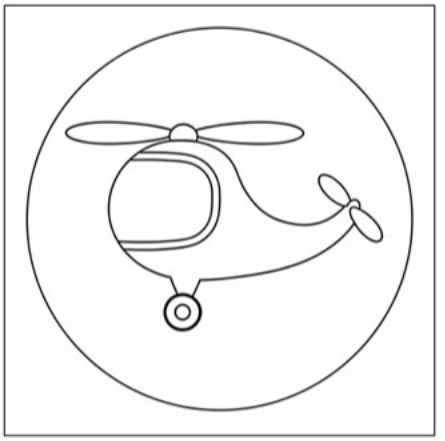
Medium Flame

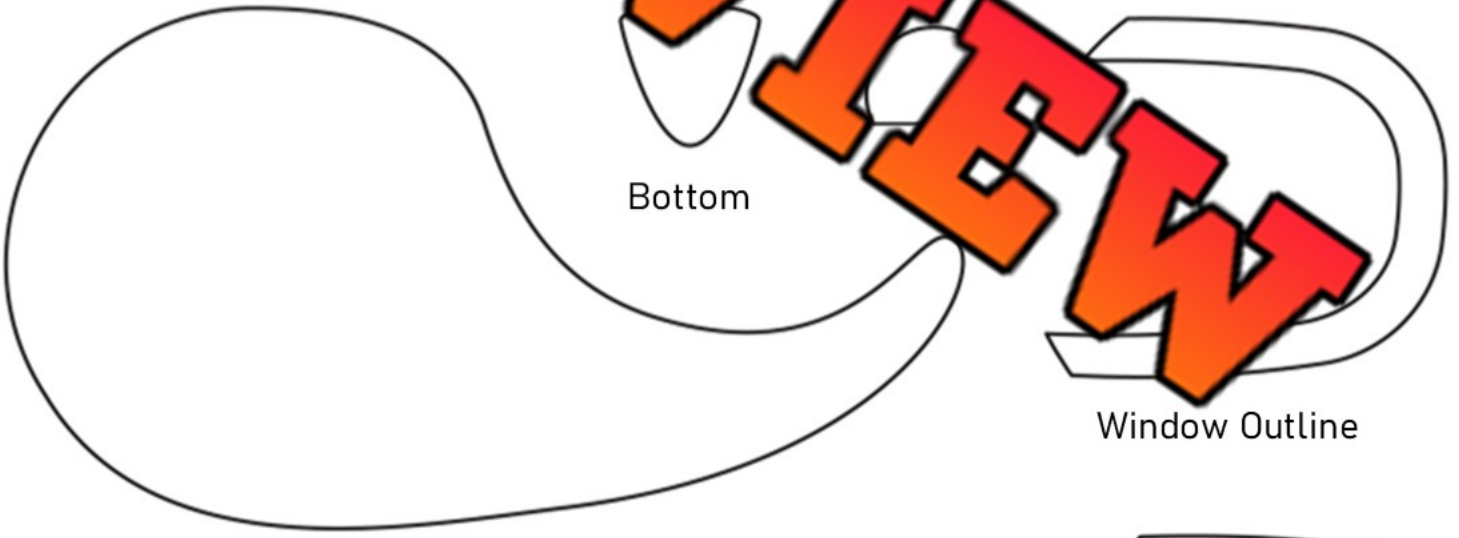
Name: _____ 70

Curriculum Connection
CS.1

Directions Follow the code to design a rocket

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 window on the front
paste the outline around the window
paste the [illegible] back
paste the [illegible]
paste the big wings [illegible]





Plane

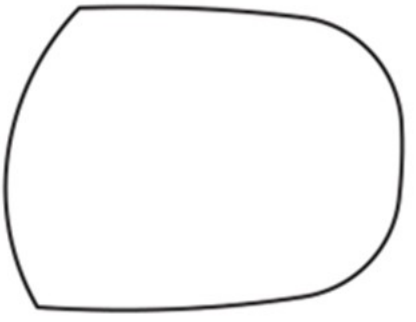
Small Wing

Wheel

Small Wing

Big Wing

Big Wing



Window

Name: _____ 71

Curriculum Connection
MO.2

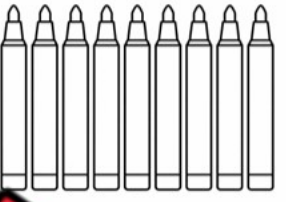
Activity: Making a Pencil Holder

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

Materials

What do we need for our activity?

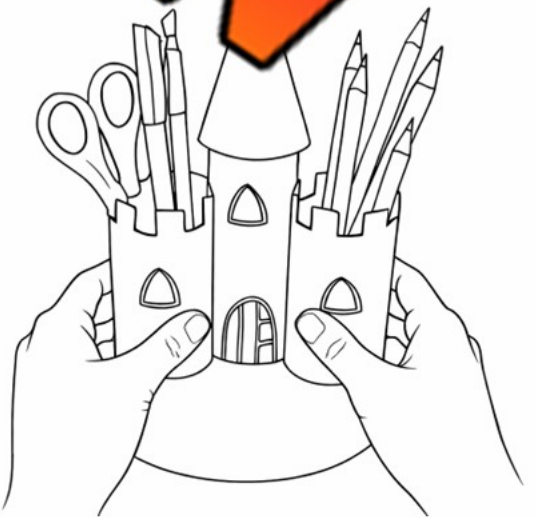
- ✓ Mat[illegible] the frame of the holder. The options below will work
  - ✓ [illegible]oilet [illegible]ls
  - ✓ Ma[illegible]
  - ✓ Plasti[illegible]e – s[illegible]or juice
- ✓ Paper to cove[illegible]
- ✓ Glue, tape, or hot g[illegible]ecu[illegible]per to the frame
- ✓ Materials to decorate
  -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



Method

How do we complete the activi[illegible]

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



Name: _____ 72

Curriculum Connection
MO.2

Plan | Plan your pencil holder below

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

Cardboard	Paper	Glass	Wood	Plastic	Other

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

3) Draw a de your holder.

Name: _____

Unit Test – Matter: Objects

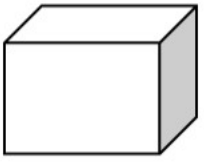
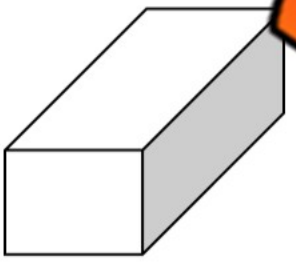
Part 1 Order the objects from narrowest to widest

1)




Part 2 W[illegible] ob[illegible]

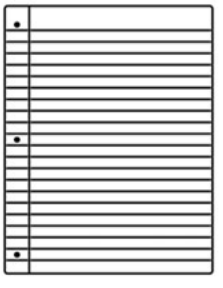
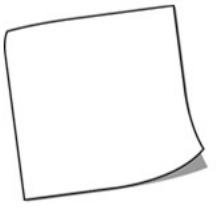
1)

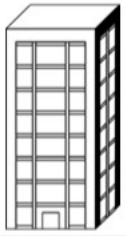

Part 3 Circle which surface has more area

1)

2)

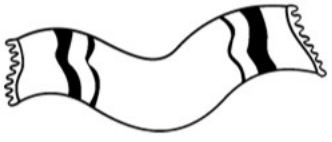
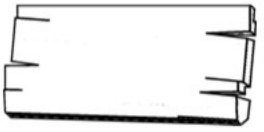
Part 4 Compare the objects below. Which one is...

	Deeper	Shallower	Taller
	Shorter	Wider	Narrower
	Deeper	Shallower	Taller
	Shorter	Wider	Narrower

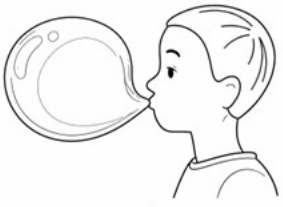
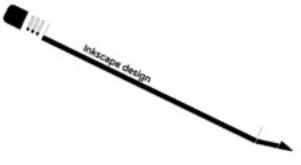
Part 5 C ct b bent?

					
Yes	No	Ye	N	Yes	No

Part 6 Can the object be twisted?

					
Yes	No	Yes	No	Yes	No

Part 7 Can the object be stretched?

					
Yes	No	Yes	No	Yes	No