



1st Grade - Elementary Science Bundle 8

Title	 	Suggested Dates
Seasons & Weather (temperature and heat as they relate to seasons and weather)		Jan 31 – Feb 18 (18 days)
Link to Integrated Process Skills Link to Related Assurance Words		

Big Idea/Enduring Understanding	Guiding Questions
There are observable cycles, patterns, and systems within seasons, weather, and the sky.	<p>What can we observe about weather?</p> <p>What patterns can we notice from day to night?</p> <p>What can we observe in the day and night sky?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)
<p>1.8 Earth and Space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>1.8b observe and record changes in the appearance of objects in the sky such as clouds, the moon, and stars including the sun</p> <p>1.8d demonstrate that air is all around us and observe that wind is moving air</p>		<p>www.TAKscopes 1.8d Objects in the Sky</p> <p>FOSS Kit: Air and Weather Investigation 3 “Wind Explorations”</p>
<p>1.8 Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p> <p>1.8a record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy</p> <p>1.8c identify characteristics of the seasons of the year</p>		<p>TAKscopes 1.8c Seasons TAKscopes 1.8a Weather</p> <p>AIMS 1st Grade Science Core Curriculum: “Temperature”, page 288 “Dress for the Weather”, page 294</p> <p>AIMS 2nd Grade Earth Science Core Curriculum: “Watching the Weather”, page 64 “The Wind Blows”, page “A Snap in Time”, page 167 “Season-O”, page 177 “Season Cycles”, page 200</p>

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		<p>Gateway: 1st Grade 3:1 Weather Day and Night Sky Seasons</p> <p>BrainPopJr: “Seasons” “Seasons” Activity: Write a poem</p> <p>United Streaming: “Weather” Segment 1: “Year”; Segment 2: “Weather”; Segment 3 “Winter”; Segment 4 “Spring”</p>
Scientific Investigation and Reasoning		Back to Top
<p>1.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p> <p>1.1a recognize and demonstrate safe practices as described in the Texas Science Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately</p> <p>1.1b recognize the importance of safe practices to keep self and others safe and healthy</p> <p>1.1c identify and learn how to use natural resources and materials including conservation and reuse or recycling of paper, plastic, and metals</p>	<p>Including:</p> <ul style="list-style-type: none"> • Waiting for directions • No tasting unless teacher tells you it is ok • Goggles, as needed • No glassware • Students should not handle hot water, hot plates, or burners • Wash hands after science activity • Review safety procedures / precautions and related specifics for lesson(s) • Students should make note of these periodically in their notebooks and begin to identify safety on their own 	<p>PISD Science Safety Page</p> <p>Texas Science Safety Standards</p> <p>DuPont Science Safety Zone</p>
<p>1.2 Scientific investigation and reasoning. 1.2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p> <p>1.2a ask questions about organisms, objects, and events observed in the natural world</p> <p>1.2b plan and conduct simple descriptive investigations such as ways objects move</p>	<p>Classroom Techniques:</p> <ul style="list-style-type: none"> • A minimum of 3 models / examples should be used enabling different modalities of learning • Teacher uses “think aloud” technique throughout the investigation • Use a variety of questions (both open and closed) • Both academic and informal science language should be used to develop appropriate vocabulary in context • Explicitly model the relationship between the question, materials, and steps in the investigation 	<p>What are descriptive, comparative, and experimental investigations?</p> <p>KLEW/ Claims & Evidence</p> <p>Science Notebooks</p> <p>IF I TRY (Intranet > Curriculum Resources > 1st Grade)</p> <p>Using Socratic Seminars for higher-order thinking and discussion</p>

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<p>1.2c collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools</p> <p>1.2d record and organize data using pictures, numbers, and words</p> <p>1.2e communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations</p>		<p>Multisensory Strategies for Science Vocabulary by Sandra Husty and Julie Jackson includes Bag & Tag</p>
<p>1.3 Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:</p> <p>1.3c describe what scientists do</p>	<p>Including:</p> <ul style="list-style-type: none"> • Asking questions • Investigating • Analyzing about the data • Making conclusions <p>Related Career:</p> <ul style="list-style-type: none"> • Meteorologist 	
<p>1.4 Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p> <p>1.4a collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums</p> <p>1.4b measure and compare organisms and objects using non-standard units</p>	<p>Including:</p> <ul style="list-style-type: none"> • Hand Lens • Notebooks • Computers • Weather instruments (classroom thermometers, wind socks) 	
<p>Related Assurance Words</p>		<p>Back to Top</p>
<p>Water, wind, location, heat (heating), cool (cooling), sort, data, describe, evidence, observe (observation), collect, sample</p>		