

**Lyndhurst School District
Elementary School Map**

1 st Grade Science	Essential Questions	Concept/Content	Skills	Core Activities	Assessment
Standards: 5.1, 5.2					
<p style="text-align: center;">September (Physics)</p>	<p>What is the position of an object?</p> <p>Is the object in motion?</p> <p>Why do objects move?</p>	<p>Objects in motion – “Where is it? Is it Moving?”</p> <p>Unit Vocabulary: Direction, force, measure, position, speed, change, pull, push</p>	<p>SWBAT: . Describe an object’s position in relation to another object</p> <p>Talk about different ways things move</p> <p>Understand that a push and a pull are forces that can cause motion</p> <p>Recognize how a force can change an object’s position, direction and speed</p> <p>Measure how far an object moved.</p>	<p>Read First Reader</p> <p>Lab: Shadows Change Places - students go outside and observe that shadows change over time. Record changes in a shadow from morning to midday to afternoon and infer that changes are caused by the position of the Sun.</p> <p>Activity Sheets</p> <p><u>Integration of Technology</u> Internet Resources</p>	<p>Teacher observations</p> <p>Teacher Generated Tests</p> <p>Copy Masters</p>

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1 st Grade Science	Essential Questions	Concept/Content	Skills	Core Activities	Assessment
Standards: 5.1, 5.4					
<p style="text-align: center;">October/November (Earth Science)</p>	<p>How does weather change from day to day?</p> <p>How does weather change from season to season?</p>	<p>Weather- changes from season to season</p> <p>Unit Vocabulary: Change, observe, seasons, weather, air, land, Sun, water</p>	<p>SWBAT: Understand different types of weather and their characteristics.</p> <p>Name the four seasons, and discuss how weather changes from season to season.</p> <p>Examine how changing weather and seasons affect Earth and its inhabitants.</p> <p>Identify clothes people wear in different weather.</p> <p>Understand that the Sun warms the land, water and air.</p>	<p>Read First Readers</p> <p>Lab: What is Weather? – Students observe and describe the weather and discuss how weather affects everyday life. They conclude that weather changes from day to day and from season to season and varies from place to place.</p> <p>Activity Sheets</p> <p><u>Integration of Technology</u></p> <p>Internet Resources</p>	<p>Teacher observations</p> <p>Teacher Generated Tests</p> <p>Copy Masters</p>

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Standards: 5.1, 5.2					
December (Chemistry & Life)	<p>How do we sort things?</p> <p>What are some properties we use to sort things?</p> <p>How do we use our senses to sort things?</p>	<p>Sorting – Using properties of objects to classify them.</p> <p><u>Unit Vocabulary:</u> Magnet, material, properties, senses, sort</p>	<p>. SWBAT: Understand that we use different senses to determine properties of objects.</p> <p>Describe, sort, and classify objects according to observable properties, including color, shape, size, texture, sound and weight.</p> <p>Know that objects are composed of different materials</p>	<p>Read First Readers</p> <p>Lab: What are Properties? – Students compare and contrast various objects and gain experience describing objects by their attributes.</p> <p>Activity Sheets</p> <p><u>Integration of Technology</u></p> <p>Internet Resources</p>	<p>Teacher observations</p> <p>Teacher Generated Tests</p> <p>Copy Masters</p>

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Standards: 5.1, 5.2					
January (Chemistry)	What is matter? How can we describe matter? What are three kinds of matter? How can matter change? Can we mix matter?	Matter – Solids, Liquids, and Gases <u>Unit Vocabulary:</u> Change, describe, matter, observe, properties, air, gas, land, liquid, solid, water	SWBAT: Know that all things are made of matter. Describe and compare properties of matter. Distinguish solids, liquids, and gases, and know the physical properties of each state. Talk about ways matter can change without changing the nature of the matter. Understand simple mixtures.	Read First Readers Lab: Properties of Water – Students explore water using a variety of materials, including straws, cups, and tongue depressors. Using these tools, students describe some properties of water – how it feels, smells, sounds, and looks. Activity Sheets <u>Integration of Technology</u> Internet Resources	Teacher observations Teacher Generated Tests Copy Masters

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1 st Grade Science	Essential Questions	Concept/Content	Skills	Core Activities	Assessment
Standards: 5.1, 5.2					
February/March (Earth Science)	<p>What can we see in the sky in the daytime?</p> <p>What can we see in the sky at night?</p> <p>Why do we have day and night?</p>	<p>Sky -Sun and Moon -Planets -Day and Night</p> <p><u>Unit Vocabulary:</u> Change, cycle, observe, phase, Earth, sky, Sun</p>	<p>SWBAT: Compare and contrast day and night skies.</p> <p>Identify approximate times of day by the Sun's position in the sky.</p> <p>Model how day and night are caused by the Earth's rotation in relation to the Sun.</p> <p>Name the nine planets.</p>	<p>Read First Reader</p> <p>Lab: What is the Moon? – Students compare the elements of the daytime and nighttime skies and discuss the characteristics of the objects that appear in the sky. TO their surprise, they discover that the Moon can be seen both during the day and at night.</p> <p>Activity Sheets</p> <p><u>Integration of Technology</u></p> <p>Internet Resources</p>	<p>Teacher observations</p> <p>Teacher Generated Tests</p> <p>Copy Masters</p>

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1 st Grade Science	Essential Questions	Concept/Content	Skills	Core Activities	Assessment
Standards: 5.1, 5.3					
April/May (Life)	What is a plant? What do plants need? Do plants have parts? How do plants grow?	Plants – Needs of Living Things <u>Unit Vocabulary:</u> Change, grow, living, need, plant, space, air, food, light, soil, water	SWBAT: Understand that plants are living things. Identify different kinds of plants, what they look like, and where they live. Identify parts of a plant and their functions. Consider how plants change as they grow. Understand how animals depend on plants.	Read First Readers Lab: What is a Seed – With magnifiers, they closely examine a variety of small objects – some of which are seeds and some of which are not – and sort them according to their properties. They also try to decide which of the objects might be seeds. Activity Sheets <u>Integration of Technology</u> Internet Resources	Teacher observations Teacher Generated Tests Copy Masters

