

Teacher/Team: 1 st Grade	Subject : Science	Week of : May 18 - 22	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>4-1 – Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>4-2- Make observations and instruct an evidence and account that objects are seen only when illuminated.</p> <p>4-3- Plan and conduct investigations to determine the effect of placing objects in a path of a beam of light.</p> <p>10 With prompting and support, students will read informational text appropriately complex for the level.</p> <p>1- Students demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.</p> <p>1. 1a: Follow agreed-upon rules for discussions (listening to others with attention, speaking one at a time about the topics, and texts under discussion).</p> <p>Critical Vocabulary</p> <p>sound waves</p> <p>vibrations</p>	<p>Monday- May 18</p> <p>I can read an informational text.</p> <p>I can participate in a discussion with peers.</p>	<p>Mini-Lesson:</p> <ul style="list-style-type: none"> Review information learned on sound. Whole group read <u>How Your Ear Works</u> from www.readworks.org <p>Crafting Activity:</p> <ul style="list-style-type: none"> Students will independently reread and answer questions based on the passage. <p>Assessment/Reflection:</p> <ul style="list-style-type: none"> Students will be assessed on accuracy of question responses. 	Varying level of support for all students.
	<p>Tuesday- May 19</p> <p style="text-align: center;">NO SCHOOL – Election Day</p>		Varying level of support for all students.
	<p>Wednesday- May 20</p> <p>I can conduct an investigation about sound</p> <p>I can participate in a discussion with peers</p>	<p>Mini-Lesson:</p> <ul style="list-style-type: none"> Review information that vibrations travel through the air to make the sounds we hear. Explain to students that we will conduct an experiment called <u>What's the Buzz?</u> To see if vibrations can make sound. <p>Crafting Activity:</p> <ul style="list-style-type: none"> Students will make a kazoo to discover how vibrations create sound waves and travel through the air to their ear. Working with partners or in small groups will conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. <p>Assessment/Reflection:</p> <ul style="list-style-type: none"> Share square: Students will share their findings on how vibrations causes sound waves that our ears can hear. 	Varying level of support for all students.

waves inate acts beam lows	Thursday- May 21			
	I can read an informational text. I can participate in a discussion with peers.	<u>Mini-Lesson:</u> <ul style="list-style-type: none"> Whole group pretend we are going on a camping trip in the woods. At night it gets very dark. What can we use to help us see? Whole group watch www.brainpopjr. Science>Energy> Light. Discuss how sources light illuminate and reflect to provide light to see. <u>Crafting Activity:</u> <ul style="list-style-type: none"> Students will brainstorm what can be used to see in the dark? Students will independently complete Illuminations WKS by identifying sources of light. <u>Assessment/Reflection:</u> <ul style="list-style-type: none"> Students will answer questions at end of video. Students will draw/label in their SC journals sources of light. 		Varying level of support for all students.
	Friday – May 22			
	I can conduct an investigation about light. I can participate in a discussion with peers.	<u>Mini-Lesson:</u> <ul style="list-style-type: none"> Whole group discuss what are shadows. Whole group read <u>What Makes a Shadow</u> by Clyde Bulla or other information text on shadows. Explain to students that we will conduct an experiment to see what happens when an object blocks the path of light. <u>Crafting Activity:</u> <ul style="list-style-type: none"> Students working with partner or in small groups will select various objects made from different materials (wood, paper, cloth, etc.) found in the classroom. With the lights turned off in the classroom, using a flashlight students will hold objects in the path of the light beam. Did it make a shadow? What size was the shadow? Why are the shadows different sizes? <u>Assessment/Reflection:</u> <ul style="list-style-type: none"> Students will share information learned about shadows and how objects made from different materials placed in the path of a light beam can make shadows. 		Varying level of support for all students.