

SCIENCE

Teacher's Guide Part 1

▶ **1st Grade**

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SCIENCE 100

Teacher's Guide Part 1

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INSTRUCTIONS FOR FIRST GRADE SCIENCE

The first grade teacher's guides of the LIFEPAAC curriculum are designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPAACs, the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the Teacher's Guide includes the following teacher aids:

- 1) Cumulative Word List
- 2) Teacher Instruction Pages

The Cumulative Word List is made up of words introduced at least once in one of the ten subject LIFEPAACs. An asterisk (*) following a word indicates a direction-word that the children will need to know by sight to complete the work independently. Sight words are words that either are needed before their phonetic

presentation or do not follow the standard phonetic rules. These words need to be learned through memorization and children should be drilled on them frequently. The drill may be done by use of a chart posted in a prominent place, by word card drills, or by word recognition or meaning games. Some words on the Cumulative Word List are not expected to be part of the student's reading vocabulary but part of his speaking vocabulary for better understanding of subject content.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. The Teaching Page contains directions for teaching that page. The Activities section at the end of each lesson is optional and may be used to reinforce or expand the concepts taught.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are writing tablets or any lined paper, alphabet cards, color and number charts, and flashcards for vocabulary words.

PAGE 7: ACTIVITY PAGE

MATERIALS NEEDED

- crayons
- pencils
- Worksheet 4

Concept:

Color groups.

Objectives:

- I can tell about some colors I see.
- I can match objects by color.

Process:

Classifying, by color

Reading Integration:

Following directions

Vocabulary:

picture, pick

Teaching Page 7:

If the children need more practice in grouping by color, repeat some of the activities from page 6.

Read the directions. Emphasize the direction word *color*. The page should be completed with teacher assistance.

Activities:

1. Do Worksheet 4.
2. Read the directions to and with the group. Emphasize the direction word *pick*. Have each child pick one crayon. They are to draw four pictures of things that are realistically that color. (No purple pickles, please.) Have the children label each picture. Have an aide help those who need help spelling words for their pictures.
3. Read one of the many color story books available. Read the story of Joseph's coat of many colors in Genesis chapter 37.

Unit 1 | YOU LEARN WITH YOUR EYES



Color the pictures.
 Color the flower, hat, and crayon **pink**.
 Color the candle, orange, and pencil **orange**.
 Color the grapes, ribbon, and button **purple**.




Section 1 | 7

Student Worksheet | Science 101

Pick a color.
Draw 4 things that are that color.

Science 101
Worksheet 4
with page 7



Teacher Check Initial _____ Date _____

72

PAGES 24, 25, AND 26: YOU NAME SOME SIZES

Note to Teacher:

Pages 24, 25, and 26 are similar in form and concept. They may be taught together or separately depending on your group. The directions for all three pages are given here. Worksheets 11, 12, and 13 are available to reinforce the concepts of the three pages.

MATERIALS NEEDED

- pencils
- crayons
- vocabulary-word cards (size words)
- writing tablet
- Worksheets 11, 12, and 13

Concepts:

- Big and small (24).
- Long and short (25).
- Wide and narrow (26).

Objectives:

- I can tell about some sizes I see.
- I can name some sizes I see.
- I can read some size words.

Processes:

Observing, comparing

Reading Integration:

Written directions, vocabulary development

Teaching Pages 24, 25, and 26:

Review relativity of size. Use objects in the room. Compare sizes of *like* objects. Compare sizes of *unlike* objects.


The students may compare sizes of each other, for example, their height, size of feet, length of hair, and so on.

Emphasize the size words. Use the word cards for extra practice if needed.


YOU LEARN WITH YOUR EYES | Unit 1

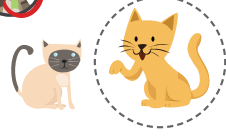
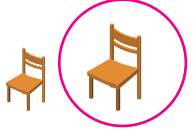
You Name Some Sizes


Some things are big.
Some things are small.
Some things are long.
Some things are short.
Some things are wide.
Some things are narrow.






.....

 Circle the one that is bigger.

 Circle the one that is smaller.







 Write the words.


big big small small



24 | Section 3


Unit 1 | YOU LEARN WITH YOUR EYES

 Put an X on the one that is longer.

 Put an X on the one that is shorter.

 Write the words.

long long short short

Section 3 | 25

PAGE 3: SOUNDS OF NATURE

MATERIALS NEEDED

- pictures of familiar animals
- audio recording of animal sounds, if available, for discussion

Concept:

Animals have sounds of their own.

Objective:

I can tell about some sounds I hear.

Process:

Observing, using the sense of hearing

Reading Integration:

Listening, group discussion, sentence recognition

Teaching Page 3:

Display pictures of familiar animals. Have volunteers imitate the sounds that animals make. Reverse the procedure and play a recording or imitate an animal sound. Have the children name or find a picture of the animal that makes the sound. You may want to vary the sounds.

Example: purr or meow for a cat, whine, bark, or pant for a dog.

Read the page. Have the children name the animals in the picture. Explain the cartoon balloon to them telling them that this “balloon” is used in a picture whenever we want to show a sound made by an animal or the words said by a person.

Have the children tell what sound each animal makes. Fill in the balloons for those that are possible to translate into letters.

Activities:

1. Extend the concept of animal sounds by introducing the idea that all sounds are not made by the animal's voice. The clipclop of a horse's hooves and the flap of a bird's wings are examples of sound made in other ways.

Suggested read aloud:

The Three Billy Goats Gruff.

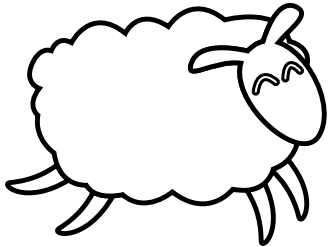
Note: fact/fantasy reading integration

2. Read stories about animals that deal with animal sounds.

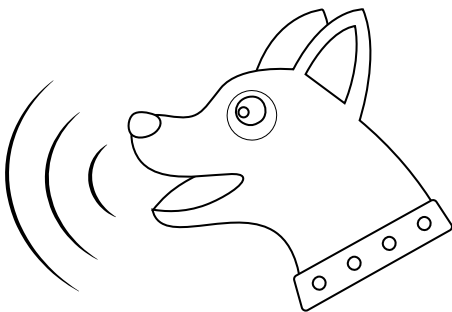


Use a word from the box to name a sound you might hear.

baa-baa pitter-patter bow-wow







Science 102
Worksheet 7
with page 13



Teacher Check _____

Initial

Date

SCIENCE 102

ALTERNATE LIFEPAC TEST

Name _____

Date _____

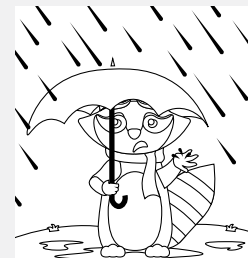
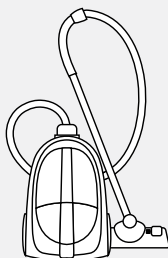
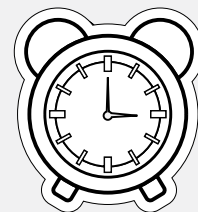
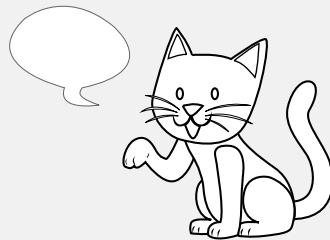
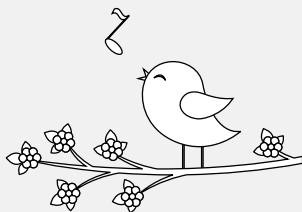


My Score



Each answer = 1 point

Put an X on some sounds people make.



PAGES 6 AND 7: ACTIVITY PAGE

MATERIALS NEEDED

- writing tablet
- pencils
- crayons
- alphabet charts
- Worksheet 2

Teaching Page 6:

Read the directions for the first activity. Make sure the children have their alphabet charts for reference. Instruct them to begin with the capital letters. Then have them finish the drawing by connecting the small letters. Less capable students may need help with the small letters.

Ask the children what animal they have made. (skunk) Ask them why people do not always like skunks. Ask them what color a skunk is. (black and white) Have them color the skunk.

Read the second direction. Allow the children time to draw their pictures. When they have finished, let each child talk about his picture.

Teaching Page 7:

Read the directions. Instruct the children to draw the picture and to copy the sentence into their writing tablets.

When they have finished, let them explain their pictures.

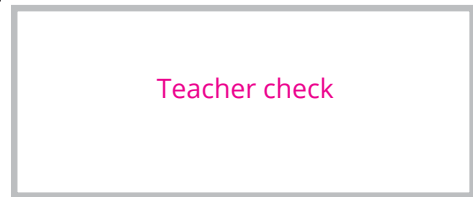
MORE ABOUT YOUR SENSES | Unit 3



Follow the dots to discover what makes a smell you might not like. Begin with the A and follow through the alphabet. Then begin with a and go through the alphabet again. Color the picture.



Draw a picture of something you can smell at school.

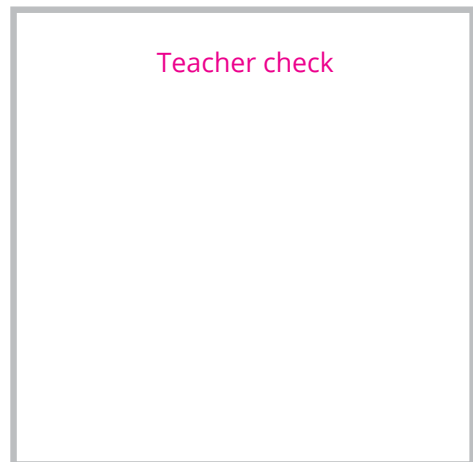


6 | Section 1

Unit 3 | MORE ABOUT YOUR SENSES



Draw a picture of something that has a nice smell.



Write this sentence in your writing tablet.

I use my nose to smell.

Section 1 | 7

Activities:

1. Do Worksheet 2.


Discuss the partial illustration.

Read the sentence and direction. Tell the children that they are to complete the face of the person smelling the pig. Let them discuss their drawing when they have finished.


2. Have the children write two or three sentences in their writing tablets about one of the pictures they have just drawn. Slower children may dictate their sentences and then copy them into their writing tablets.

Student Worksheet | Science 103

This nose is smelling something it does not like.
Draw the rest of the face.



Science 103
Worksheet 2
with page 7



Teacher Check Initial _____ Date _____

202

PAGE 3: PUZZLE PAGE

MATERIALS NEEDED

- pencils
- writing tablet
- crayons
- Worksheet 1

Concept:

Wild animals take care of themselves.

Objective:

I can tell about some wild animals.

Process:

Observing

Reading Integration:

Following directions

Teaching Page 3:

This page is a follow-up of page 2. No further preparation is necessary other than making sure that the children each have red, blue, and yellow crayons.

Have the students find the arrows indicating directions for them to follow. Ask for volunteers to read each direction.

When you are sure that all understand what to do, let the children complete the page independently. Check it together.

Activity:

Do Worksheet 1.

This worksheet reinforces the three things that all animals need (food, water, sleep).

Have a child read the first direction. Read the second direction.

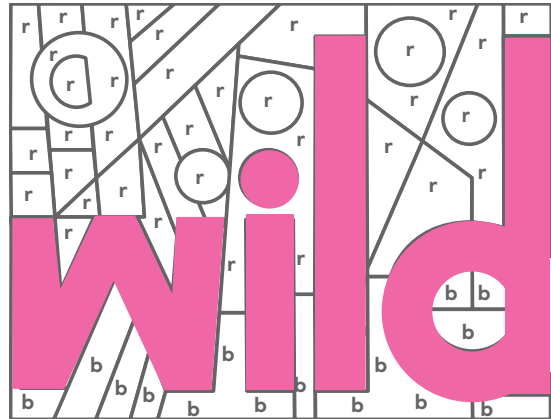
Let the children complete the page independently. Check it together.

Have the children name their animals, the kinds of food each animal eats, and where each animal lives.

Color the puzzle.



Color the puzzle.
Find the word.



- b - blue
- r - red
- y - yellow



Write the sentence in your writing tablet.

Wild animals take care of themselves.

Draw an animal.



Write three words to tell what the animal needs.

food sleep

water



Teacher Check

Initial Date

PAGE 4: ANIMALS THAT EAT MEAT

MATERIALS NEEDED

- Picture of some members of the cat family: leopards, pumas, cheetahs, and so on
- Picture of watering hole in Africa
- word cards
- Worksheet 2

Concept:

Some animals eat meat.

Objectives:

- I can tell about some wild animals.
- I can tell what animals need to live and to grow.

Bible Reference:

Isaiah 11:6

Processes:

Observing, classifying

Reading Integration:

Recalling details, speaking in a group

Vocabulary:

hunter, lion, mane, roar, cub, den, hole

Teaching Page 4:

Tell the children that the wild animals they will study are divided (classified) into three groups:

- (1) animals that eat meat,
- (2) animals that eat plants, and
- (3) animals that eat both plants and meat.

Read the sentences to the children or have them read by volunteers. Have the children look at the picture of the male lion. Note the mane. Then look at the picture of the mother and cub. The mother lion does not have a mane.

Tell the children that lions kill and eat antelope and other deerlike (giraffe, gazelle) animals that live in Africa. They only kill for food and usually kill the oldest or weakest animals.

ANIMALS | Unit 4

Animals That Eat Meat

Some animals are hunters.
They eat other animals.
The lion is a hunter.

The lion is a big, strong cat.
He has a mane.
The lion can roar.

A baby lion is a cub.
Lions sleep in a den.
Lions drink at a watering hole.



4 | Section 1

1. PLANTS IN NATURE

PAGE 2

MATERIALS NEEDED

- crayons
- pictures representing the vocabulary words
- Worksheet 1

Concept:

God created many kinds of plants that grow in nature.

Objective:

I can tell about some plants that grow in nature.

Teacher Goal:

To help the children to identify some of the many kinds of plants that grow in nature.

Bible Reference:

Genesis 1:11 and 12

Process:

Observing

Reading Integration:

Rhyming, recalling detail

Vocabulary:

trees, cactus, seaweed, meadow, spring, (grass)

Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

Teaching Page 2:

Present the vocabulary words. Match them with the pictures. Read the Bible verses aloud. Have the children name the plants mentioned.

Read the poem aloud to the children. Read it again. Have the children find and circle the vocabulary words in the poem. As you reread the poem, have the children read along.

Ask these questions:

“Who made the trees?”

“Who made the cactus?”

“Who made the meadow grass?”

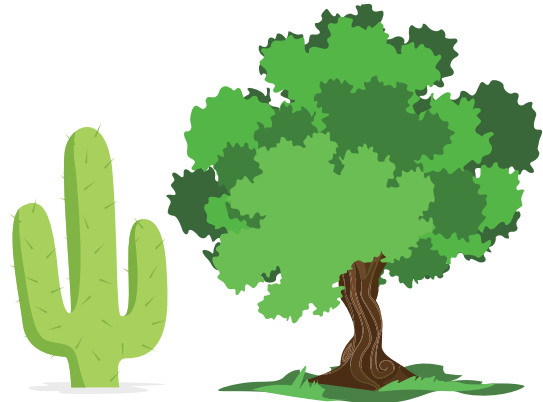
“Who made the seaweed?”

“Where do each of them grow?”

PLANTS | Unit 5

1. PLANTS IN NATURE

How do trees get planted
 Out there where no men go?
 Who plants all the cactus?
 Who makes the seaweed grow?
 What makes all the meadow grass
 Come up each year in spring?
 We must thank God.
 It was His plan.
 He started everything.



2 | Section 1

CUMULATIVE WORD LIST

act	cannot	dinner	flag	hole
air	car	dog	flower	home
almost	cat	dolphin	fluffy	honey
angry	catch	donkey	force	horse
animal	cereal	doorstop	food	hot
answer	change	dot	forest	hours
anything	changes	dove	forth	house
apple	check	down	fruit	house plant
atom	cheese	drink	fuel	hunter
autumn	chick	drive	fulcrum	important
ax	chicken	driving	garden	inclined plane
back	chop	drop	gasoline	invisible
banana	church	dry	gear(s)	ivy
bear	circle	eagle	gills	jump
beat	cities	eaglet	giraffe	jumping
belong	clean	ears	glass	kitchen
berries	climate	earth	goat	kitten
better	clippers	easier	goldfish	knife
big	clock	easily	good	lake
bigger	cloud	easy	grain	land
bird	coal	eat	grass	leaf
bitter	coconut	eggs	grassland	leaves
black	cold	electricity	green	lemons
blue	color	elephants	grew	lemonade
board	community	energy	group	lever
body	cone	engines	grown-up	lift
bowl	cooler	exercise	guard	lily pad
brain	cook	eye	hamster	lion
bread	corn	eyes	hands	light
breakfast	cover	fact	happy	living
breathe	cow	fantasy	harm	lizard
brown	creature	farm	hay	load
buds	cub	farmer	healthy	long
buffalo	damp	feather	hear	loud
build	dark	feeling	heaven	louder
burn	date	feet	heavy	low
bushes	deer	fern	hedge	machine
cactus	den	first	help	magnifying glass
cacti	desert	fish	herd	make-believe
cage	dew	fisherman	high	mane
calf	different	fit	hippopotamus	maple



804 N. 2nd Ave. E.
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800-622-3070
www.aop.com

SCI0121 - Feb '17 Printing

ISBN 978-0-86717-260-7



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