# SCIENCE 100
Teacher’s Guide Part 1

## LIFEPAC® Overview

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## Unit 1: You Learn With Your Eyes

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## Unit 2: You Learn With Your Ears

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## Cumulative Word List

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INSTRUCTIONS FOR FIRST GRADE SCIENCE

The first grade teacher’s guides of the LIFEPAC 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 LIFEPACs, 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 LIFEPACs. 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.

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

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

Each answer = 1 point

Put an X on some sounds people make.

- AMBULANCE
- BZZZZZ
- Bird
- Cat
- Clock
- Child
- Backpack
- Bee
- Rain
- Umbrella
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.
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.
PAGE 3: PUZZLE PAGE

MATERIALS NEEDED

• pencils
• crayons
• writing tablet
• 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.

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
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.
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?”

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.
## CUMULATIVE WORD LIST

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