

SCIENCE

Student Book

► **1st Grade**

YOU LEARN WITH YOUR EYES

SCIENCE 101

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LIFEPAC Test | Pull-out



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YOU LEARN WITH YOUR EYES



Look around you.
You can see colors.
You can see shapes.
You can see sizes.
You use your eyes to see.
You learn with your eyes.

Objectives

Read these objectives. They will tell what you will be able to do when you have finished this LIFEPAC®.

1. I can tell about some colors I see.
2. I can tell about some shapes I see.
3. I can tell about some sizes I see.

My name is

I will learn with my eyes.

1. YOU SEE COLOR



Color the flowers.



Red and yellow,
Green and blue,
Orange and pink
And purple, too.

Black and white,
And even brown,
Are everywhere.
Just look around.

I use my eyes,
And I can see
The colors God
Has made for me.

Some weather is quiet.



Circle the weather you cannot hear.



wind



sunshine



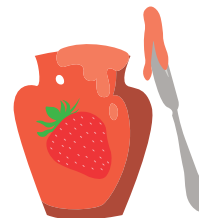
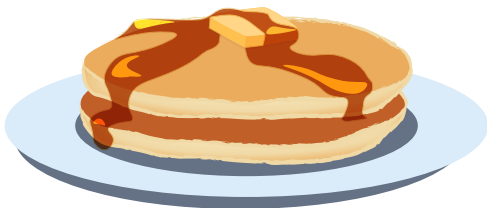
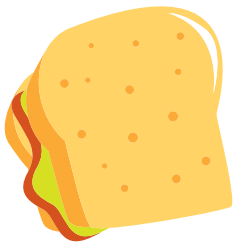
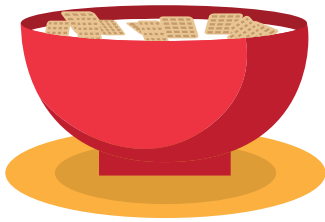
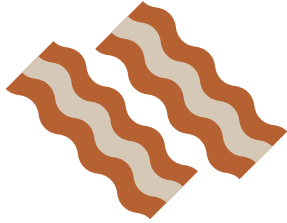
clouds



rain



Circle the things you might smell from your room.



Smell and Taste Go Together

It's really bad to have a cold.
I can't breathe through my nose.
No matter how I sniff and sniff.
I cannot smell a rose.

When my nose is all stuffed up,
The very worst to me,
Is the way I cannot taste my food
No matter what I eat.



Teacher Check

Initial

Date



Write this sentence in your writing tablet.

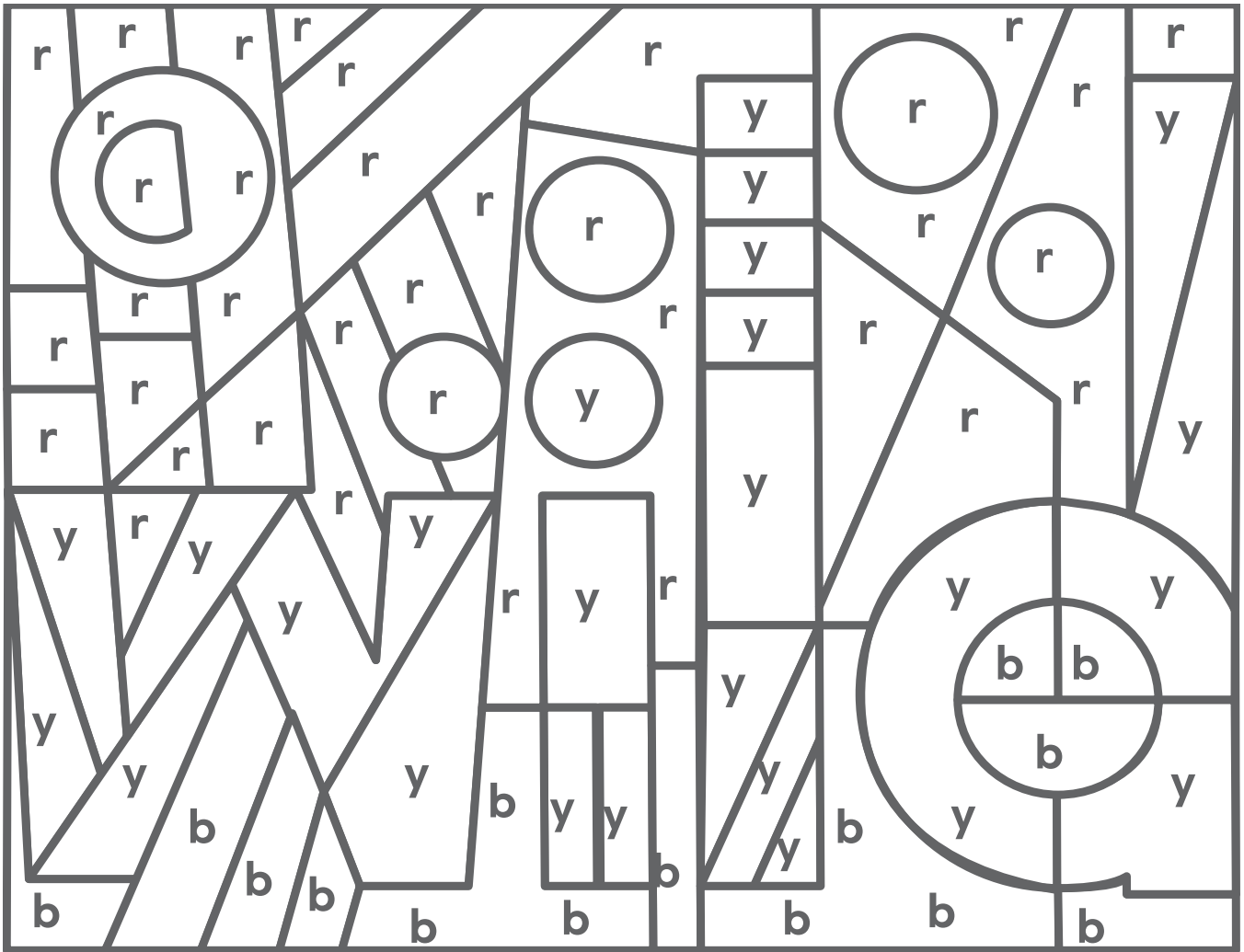
My nose helps me to taste.



Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.



Color the puzzle.
Find the word.



b - blue
r - red
y - yellow



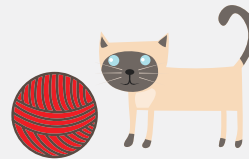
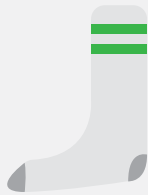
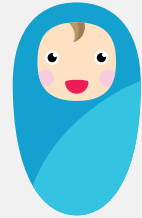
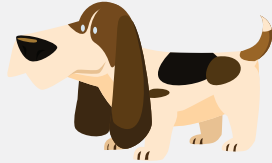
Write the sentence in your writing tablet.

Wild animals take care of themselves.

SELF TEST 1

Each answer = 1 point

Circle the things that can grow.



Write the answer.

plant

man

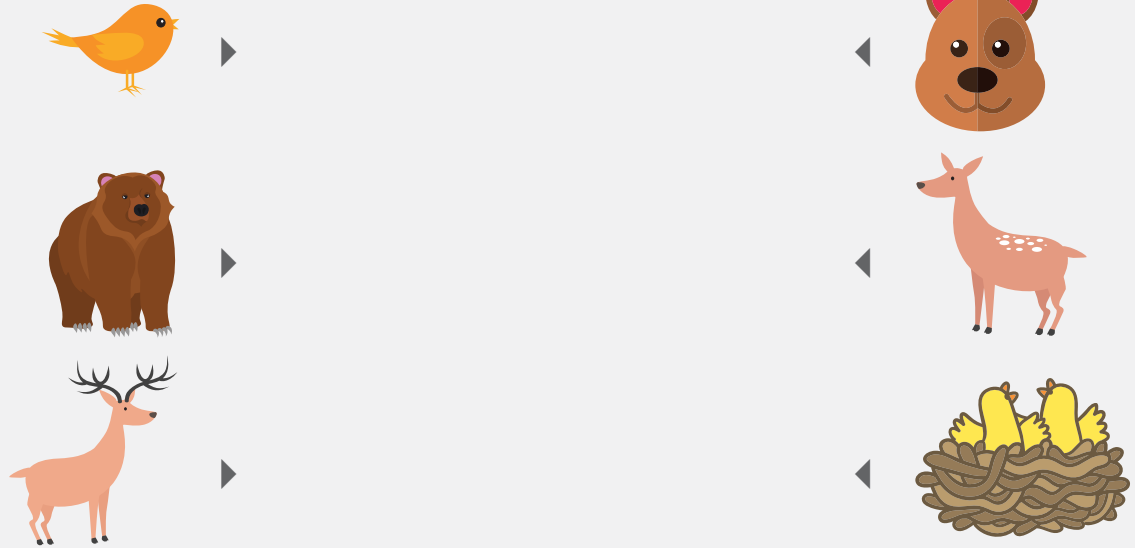
ant

Dan will grow to be a _____.

A seed will grow to be a _____.

An _____ likes picnics.

Match the animal to its baby.



Write the words.

food care water sleep

Wild animals take _____ of themselves.

They find _____ to drink.

They find _____ to eat.

They find places to _____.

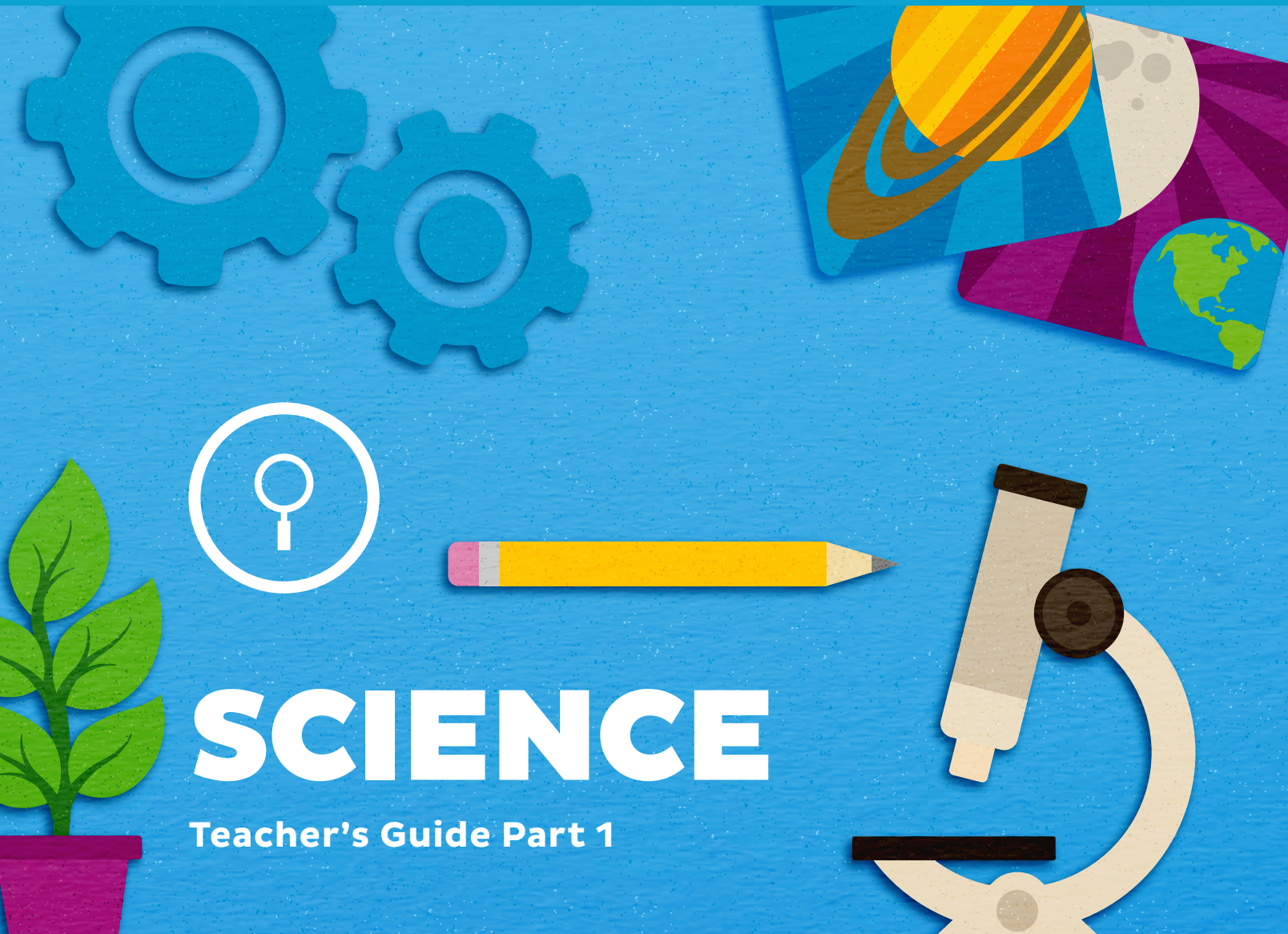


Teacher Check

Initial Date



My Score



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 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.

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.

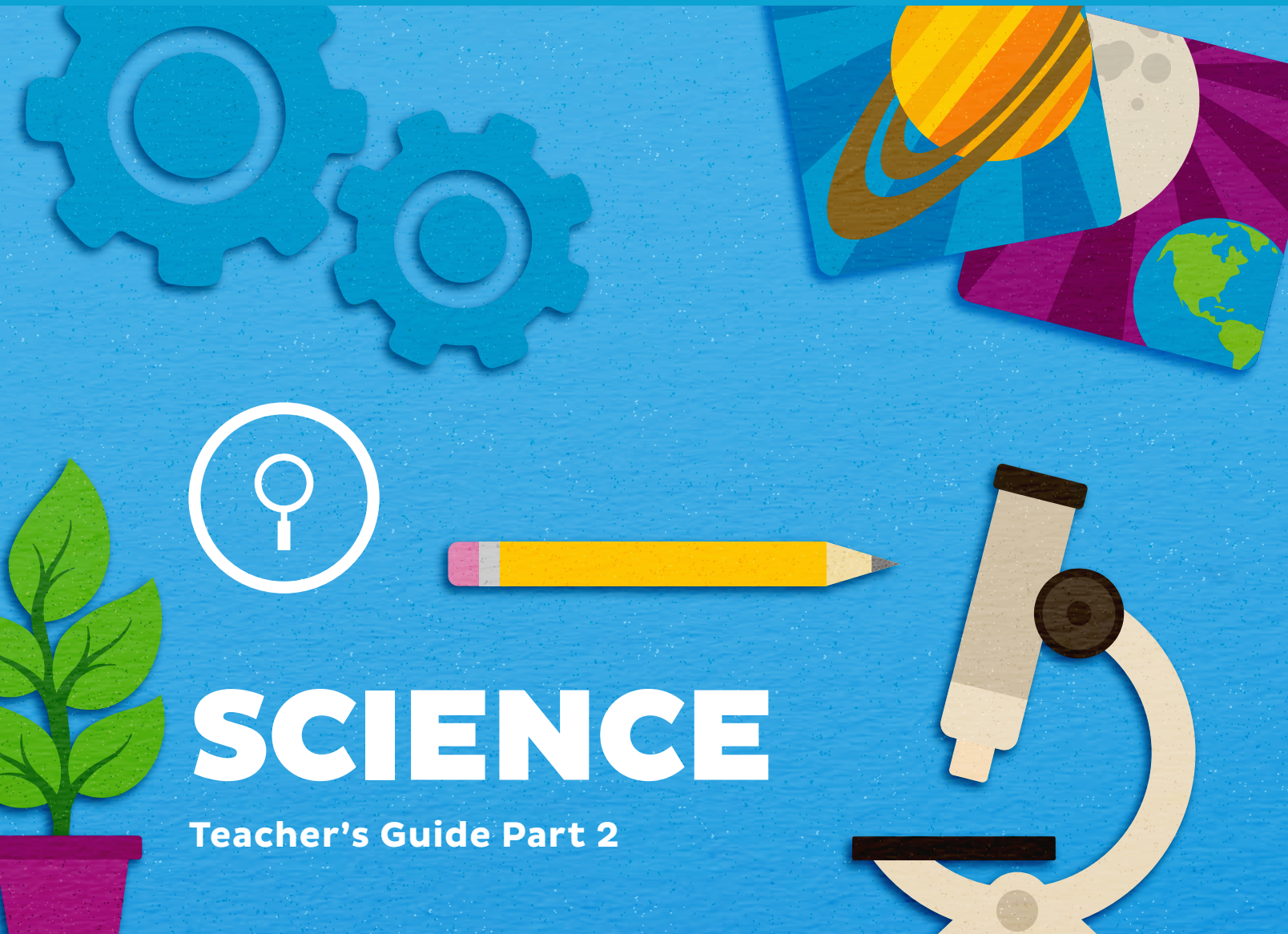
Write the words.

long long short short

Section 3 | 25

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



SCIENCE

Teacher's Guide Part 2

▶ **1st Grade**

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SCIENCE 100

Teacher's Guide Part 2

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Cumulative Word List **303**

Ask:

“What do the paragraphs tell you about the woodlands?” (cool, dark, etc.)

“Why does Dorrie Deer feel safe in the woods?”

“What kind of plants would you see in the woods?” (trees, bushes.)

Provide discussion time. Use the following questions:

“Why do people need trees?”

“What do you use in school that is made from trees?” (desk, pencil, paper)

“What do you use at home that is made from trees?” (furniture, wooden spoon, the house itself perhaps)

Wood is often used as a fuel. It is used today mainly in fireplaces. It used to be used in kitchen stoves. The charcoal used in grills is a product of wood, too.

Have a child read the introductory sentences and the direction on page 5. Have the vocabulary word identified.

When the children have chosen the ways a tree is useful, discuss the reasons the paper, logs, and the wood house were chosen.

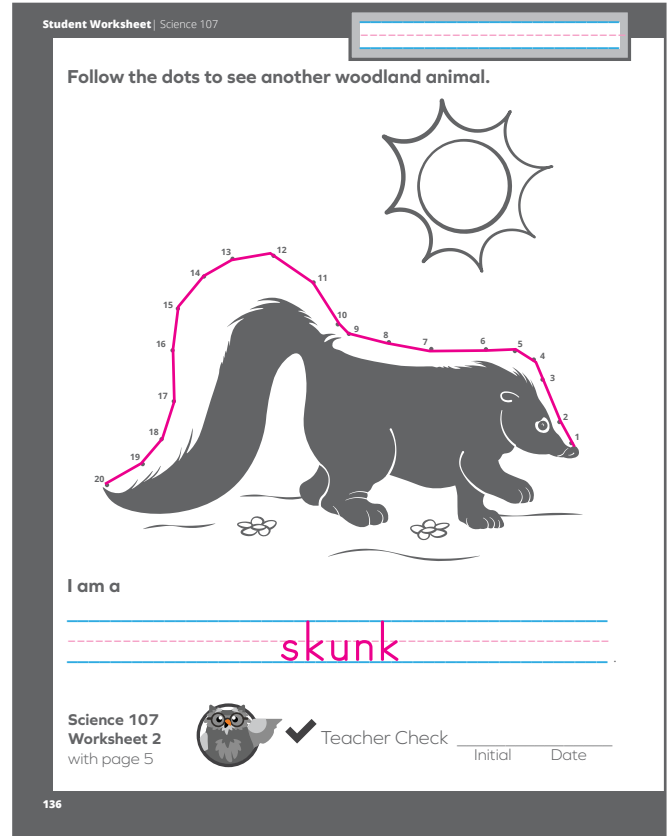
Activities:

1. To extend the concept, have the children find out (from books, parents, or other sources) some other animals that might live in the woodlands. They might make a poster, a collage, a diorama (shoe box scene) of the woodlands including some animals to be seen

2. Do Worksheet 2.

Read the directions. Let the children do the worksheet independently. Help the children who have difficulty with numerals over 10. Check. Help with the spelling of animal names. Have the children color the picture.

3. If you live in a woodland region, a lumber or paper mill may welcome a class visit.
4. Make a class poster, collage, or chart of the products of wood.
5. Extend the concept of man’s use of woodlands. Early settlers depended upon meat from the animals they could trap or shoot. Homes and fences were built from the trees. Cleared land was and still is farmed. The soil in woodland areas is usually very fertile.

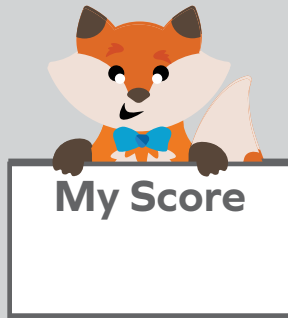


SCIENCE 106

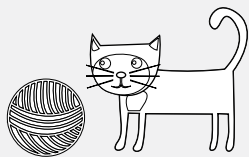
ALTERNATE LIFEPAC TEST

Name _____

Date _____



Circle the things that can grow.



Write the answer.

man cat plant

Dan will grow to be a _____ .

Tat will grow to be a _____ .

A seed will grow to be a _____ .

PAGES 3 AND 4: SUN

MATERIALS NEEDED

- lamp (no shade)
- writing tablets
- pencils

Concept:

Light energy and heat energy come from the sun.

Objective:

I will know about energy.

Process:

Observing

Reading Integration:

Vocabulary development, recalling detail

Vocabulary:

light energy, heat energy

Teaching Pages 3 and 4:

Discuss the vocabulary. Have the children volunteer names of things that give light. Ask what sense is used to observe light. (eye/sight)

Have the children volunteer names of things that give heat. Ask what sense is used to observe heat. (skin/touch/feel)

Use an unshaded lamp to simulate the sun. Have the children note (without actually touching the bulb) that when light is produced, heat is also produced.

Read the page to the children or have it read by a volunteer.

Ask: "What do you see outside?"

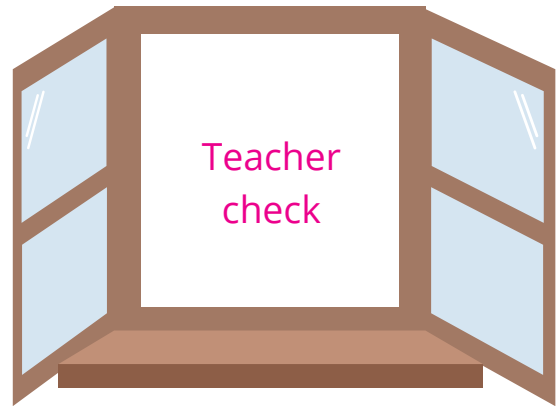
Explain that it can be seen because of the light from the sun. In the space provided, have the children draw a picture of one thing they see when they look through a window in their houses.

Sun

Light comes from the sun.
Look outside a window. Can you see a tree?
Can you see a car? You can see outside because the sun is making light.



Draw something you can see outside a window in your house.



Light energy changes into heat energy.
Do you feel warm when you stand in the sun?

