

"I Can" Mascoma Science Grade 1 Curriculum



I Have Good SCIENTIFIC SKILLS

- I can observe and ask questions about scientific topics.
- I can explain a simple scientific model.

- I can plan a scientific investigation with my teacher and classmates.
- I can think about data collected during our scientific investigations.
- I can explain the results of our scientific investigations.

I know about Waves and their APPLICATION

- I can plan an investigation to provide evidence that vibrating materials can make sounds (with teacher and peers).
- I can conduct an investigation to provide evidence that vibrating materials can make sounds (with teacher and peers).
- I can describe how sounds can make materials vibrate.
- I can explain that light must be present in order for objects to be seen.
- I can sort materials into three categories: translucent, transparent, and opaque.

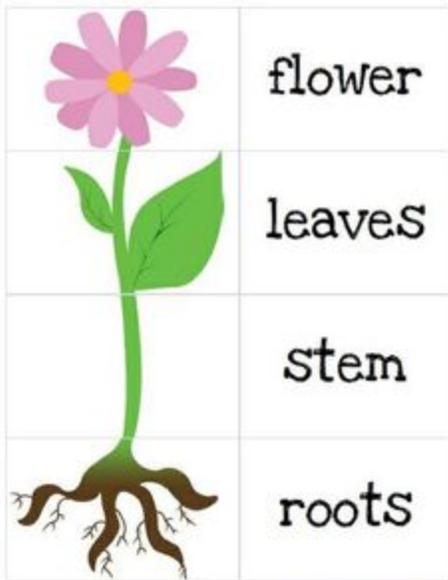


I can show how a mirror can redirect a beam of light.

A little primer for my teacher:

Mascoma Standards	<u>W.1.2</u> - Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure.	<u>W.1.7</u> - Participate in shared research and writing projects (explore a number of “how to” books on a topic and then write a sequence of instructions).
	<u>W.1.8</u> - With guidance and support from adults, recall information from experiences or gather information from sources to answer a question.	<u>SL.1.1</u> -Participate in collaborative conversations with diverse partners about grade 1 topics and texts in small or large groups.
	<u>MP.1.5</u> - Use appropriate tools strategically	<u>MD.1.4</u> - Organize, represent, and interpret data with up to three categories
Vocabulary	Evidence, vibration, sound waves, light waves, translucent, transparent, opaque, reflect, redirect	

I Know About STRUCTURES and PROCESSES



I can explain how animals' body parts have specific uses (i.e. ears to hear, eyes to see, mouths to eat, feet/legs to walk, etc.).

I can explain how plant parts have specific uses (i.e. roots to take in nutrients and water, leaves to take in air, etc.) .

I can select an animal and illustrate its' life cycle.

I can give several examples of how a parent animal cares for a baby animal.

I can predict how an animal might change to survive a change in its environment. (grow extra fur for winter, migrate to have plentiful food, etc.)

A little primer for my teacher:

Mascoma Standards	<u>RI.1.1</u> - Ask and answer questions about key details in a text	<u>RI.1.1</u> -Identify the main topic and retell key details of a text
	<u>RI.1.10</u> - With prompting and support, read informational text appropriately complex for grade 1	<u>W.1.7</u> - Participate in shared research and writing projects
	<u>SL.K.3</u> - Ask and answer questions to seek help, get information, or Clarify something that is not understood	<u>W.K.2</u> -Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
Vocabulary	Structure, body part, use, life cycle, parenting, predict, survive	

I Know About EARTH'S PLACE in the Universe

I can observe the sun, moon, and stars and describe patterns that I find.

(Sun and moon appear to rise on one side of the sky, move across the sky, and set on the opposite side of the sky)

I can observe and record the length of the day in each of the four seasons.

I can make an inference about the amount of daylight during each season. (Days are short in winter and longer in summer)



A little primer for my teacher:

Mascoma Standards	<u>W.1.7</u> - Participate in shared research and writing projects.	<u>W.1.8</u> - With guidance and support from adults, recall information from experience or gather information from provided sources to answer questions.
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	<u>MP.1.5</u> - Use appropriate tools strategically.	<u>MD.1.C4</u> - organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points. (How many in each category? How many more or less are in one category than another?)
	<u>MP.1.2</u> - Reason abstractly and quantitatively.	<u>OA-1-A1</u> - Use addition and subtraction within 20 to solve word problems ...by using objects, drawings, and equations to represent the problem.
Vocabulary	Earth, sun, moon, rise, set, season, daylight	

I Know About HEREDITY: INHERITANCE and VARIATION of TRAITS

- I can observe and notice traits of young animals and plants and their “parents”.

- I can explain similarities and differences between young animals and plants and their parents.

- I can show evidence of how animals or plants in a category are alike and how they are different. (Draw and label a Shetland pony and a Clydesdale showing a clear size difference.)



A little primer for my teacher:

Mascoma Standards	<u>RI.1.1</u> - With prompting and support, ask and answer questions about key details in a text	<u>W.1.2</u> -Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
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	<u>W.1.8</u> - With guidance and support from adults, recall information from experience or gather information from provided sources to answer questions.	<u>W.1.7</u> - Participate in shared research and writing projects.
	<u>SL.1.3</u> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<u>SL.1.5</u> - Add drawings or other visual displays to descriptions as desired to provide additional detail for the audience.
	<u>L.1.5b</u> - Define words by category and by one or more key attributes. (A duck is a bird that swims. A tiger is a large cat with stripes.)	<u>MP.1.2</u> - Reason abstractly and quantitatively
Vocabulary	Traits, inherit, evidence	