Name: _____

OLD TOWN ACADEMY

Grade 1 Science

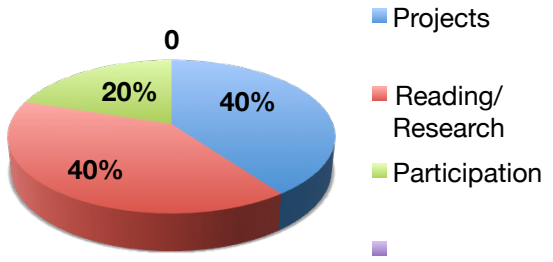
2011-2012 School Year

Quarter 2

Welcome to Grade 1 Science	**Quarter 2**
Please read through these projects with your child. **The first Project in each Unit is required and will be completed in class.** Any additional projects are considered CHALLENGE PROJECTS. Any Challenge Projects may be completed during class time or at home, **but only after Project 1 is finished.**	
Signature	

Grade 1 Science

Start & Due Dates, Project Credit/Exam Checklists, Extra Credit Opportunities

How your final quarter grade is Determined:	Grading Pie
❑ In a ACTIVE LEARNING ZONE Classroom ❑ Students set goals, track their own progress, and grade themselves... ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is excellence.	

Notes:

- Exceptional Projects pass with " **Flying Colors** " and earn **EXTRA CREDIT**
- Every Project ends with a PROJECT ORAL EXAM on which you get to show your teachers what you know! So study your project checklists before you take your orals.
- These Projects are to be done either BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family, of course).

Animal Classification — November 7-December 16

Core Knowledge Learning Targets

Special Classifications of Animals

- Herbivores: plant-eaters
- Carnivores: flesh-eaters
- Omnivores: plant and animal-eaters
- The food chain: a way of picturing relationships between living things
- Extinct animals (Dinosaurs)

1	Herbivores, Omnivores, Carnivores Game (required)	Start	11/28
Intro: Students will play this game **in class**. Then each student will write about what they learned from the game.		Due	12/2

To receive credit for this Project:

- ❑ The writing must use the vocabulary: Herbivore, Omnivore, Carnivore
- ❑ The writing must explain at least 2 things that the student learned from playing the game.

To Pass with Flying Colors:

- ❑ Student has written 3 or more sentences that describe what they learned.
- ❑ Student has drawn a picture to support their writing.

2	**Dinosaur Writing (challenge) in class**	Start ☛	**12/5**
Intro: Students are learning about the different types of dinosaurs. They must choose 1 dinosaur to write a descriptive paragraph about.		Due ⊘	**12/16**

To receive credit for this Project:

- ❑ Student must research different types of Dinosaurs (in class)
- ❑ Student must choose one type of Dinosaur
- ❑ Student should create a descriptive paragraph about their Dinosaur

To Pass with Flying Colors:

- ❑ Student has read their Dinosaur Writing to 3 different people.
- ❑ The student can allow students to guess which dinosaur they have written about by listening to the descriptions.

3	**Fossils (challenge) in class**	Start ☛	**12/7**
Intro: Students have been studying Dinosaurs and Fossils in class. They must use their knowledge of how fossils are made to create their own fossil.		Due ⊘	**12/16**

To receive credit for this Project:

- ❑ Student must research different types of Fossils. (in class)
- ❑ Student must choose one dinosaur to make a fossil for.
- ❑ Student needs to make a fossil using clay and Plaster of Paris

To Pass with Flying Colors:

- ❑ The student can write a story about how their fossil was created.
- ❑ The student can compare their fossil with another students.

Matter/Electricity — January 3-January 27

Core Knowledge Learning Targets

Matter
- Basic concepts of atoms
- Three States of Matter (example: water)

Electricity
- Static Electricity
- Basic parts of a simple circuit
- Conductive and Non-Conductive materials
- Safety Rules for electricity

1	**Matter Rap** (required) in class**	Start ☛	**1/4**
Intro: Students have learned about the 3 states of matter in class. They will be performing a Matter Rap in class.		Due ⊘	**1/13**

To receive credit for this Project:

- ❑ Student has performed their part of the Matter Rap.
- ❑ Student has made a sign/necklace that displays their state of matter.

To Pass with Flying Colors:

- ❑ The student can explain what makes their state of matter unique.
- ❑ The student can write 2 or more sentences about their state of matter.
- ❑ Student can bring in one example of their state of matter

2	**Static Electricity (Challenge) in class or at home**	Start ☛	**1/17**
Intro: Students have been learning about Electricity in class. Students must find a way to show how a static electricity is made and how it works, by creating their own.		Due ⊘	**1/27**

To receive credit for this Project:

- ❑ Student has researched how static electricity works (in class)
- ❑ Student has come up with a way to show how a Static Electricity works
- ❑ Student is able to explain how Static Electricity works
- ❑ Student has filled out the experiment form (provided)

To Pass with Flying Colors:

- ❑ Student can perform their experiment in front of the class

❑ The student can make a list of 3 reasons why we need Static Electricity

3	**Thomas Edison Biography (Challenge) in class or at home**	Start	**1/17**
Intro: Students have been learning about Thomas Edison in class.		Due	**1/28**

To receive credit for this Project:

❑ Student has researched Thomas Edison and his invention, the lightbulb.
❑ Students need to present what they have learned about Thomas Edison.
❑ Student may choose to write, draw or create a poster about his accomplishments.

To Pass with Flying Colors:

❑ The student has labeled their drawing or poster
❑ The student can explain why the lightbulb is so important
❑ Student can fill out the Biography form (provided by Ms. Pitcher)

Note to Kids	**Grading**	
Note to Kids	**Habitats**	
	4/6 projects	Outstanding
	3/6 projects	Excellent
	2/6 projects	Very Good
	1/6 projects	Satisfactory
	0 projects	Keep Working

Wish List	**Topics for Guest Speakers**
❑ Plaster of Paris ❑ Clay ❑ Large mixing spoons (disposable) ❑ Large disposable/old bowl for mixing plaster ❑ Magazines (for pictures) ❑ Copper Wire (for generator) ❑ Battery (for generator) ❑ Compass (for generator)	❑ Fossils ❑ Animal Classification ❑ Matter/Electricity

Thanksgiving Break **Nov 19-27**
Winter Break **Dec 17-Jan 2**