

WHAT'S INCLUDED?

created by Whitney Shaddock, the first grade roundup

4 1st grade
science units

lesson plans

objective
cards

vocab
matching cards

anchor charts



STEM
challenges

hands-on
activities

exploration
station labs

science
experiments

printables

ALIGNED TO 1ST GRADE NEXT GEN SCIENCE STANDARDS

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sound

1.PS4.1, 1.PS4.4, K-2.ETS1.1

light

1.PS4.2, 1.PS4.3, 1.PS4.4, K-2.ETS1.1

organisms

1.ESS1.1, 1.ESS1.2

sun moon stars

1.LS1.1, 1.LS1.2, 1.LS3.1, K-2.ETS1.2

UNIT OVERVIEW + LESSON PLANS + OBJECTIVES

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Sound Waves: Week 1

Essential Question: What Is Sound?

DAY 1 (15 min): *Identifying Sounds.* Play through the What's That Sound Video: <https://www.youtube.com/watch?v=GcWvWtH0-9qI>. As you play each sound, have students identify what sound they hear through discussion with partners and whole group. To make it harder, do not show the video (it gives two choices, just play it!) *Guiding questions:* What sound do you hear? How are you able to hear the sound? (speaker, ear, etc...) Chart the sounds you hear as you go on the "Sounds We Hear" chart. *Literacy Connection:* Read *Polar Bear, Polar Bear, What Do You Hear?* By Eric Carle (link on how to use this sound wave).

DAY 2 (15 min): *Sound Walk.* Take a walk around the school and outside. Record them on the "Sound Walk" page. When you get back to the room, share on "Sounds We Hear." *Guiding questions:* What sound do you hear? How are you able to hear the sound?

DAY 3 (30 min): *Sound Stations.* First, brainstorm words that describe "Sounds We Hear" chart and ask, "How did that sound?" Rotate students in groups. There are 2 premade options and one custom of the premade options is on the "how to use this unit" page) The purpose of this station is to have students describe the sounds they hear. *Guiding question:* How would you describe this sound? At each station, have students describe the sounds they make. Then, discuss describing words they use.

DAY 4 (30 min): *Sound Shared Research.* Read the article on sound: <https://www.pebblego.com/modules/2/articles/2103>. Chart new information you learn. For next week) Work in groups or whole group to sort the information about sound. *Literacy Connection:* Have students write an informative paragraph about sound.

DAY 5 (15 min): *Sound Pitch Sort.* Review what we've learned about sound pitch interactive sort. Have students identify if it is a high or medium pitch. Have students make connections between pitch and vibrations (high pitch means quick vibrations, low pitch means slow vibrations/frequency).

I can explore sounds around me.



I can explain what causes sound.



Sound Waves Unit Outline

Big Idea: Sound is made up of vibrations.

Week 1: What is Sound?

Week 2: How Do We Hear Sound?

Week 3: How Can We Use Sound?

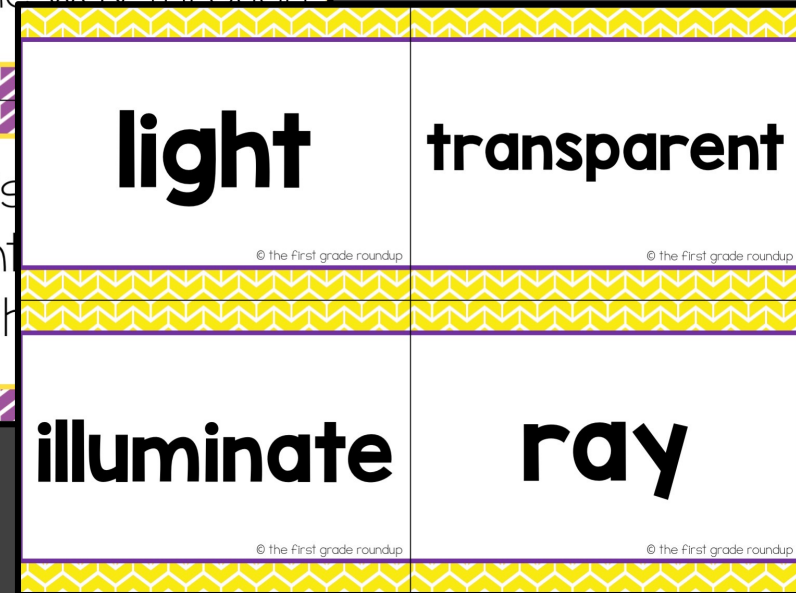
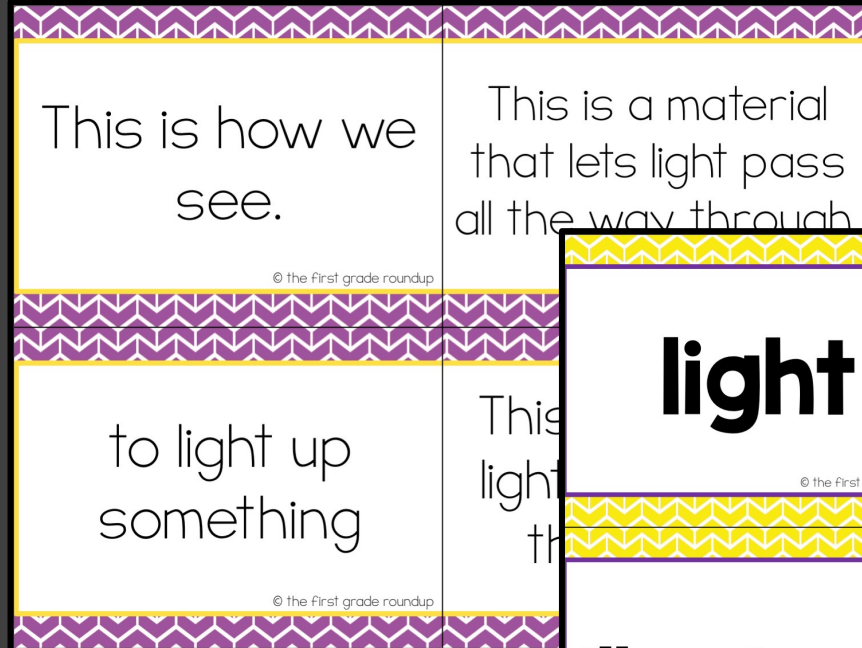
Week 4: DIY Sound Device (STEM)

ACADEMIC VOCABULARY CARDS

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Use these to...

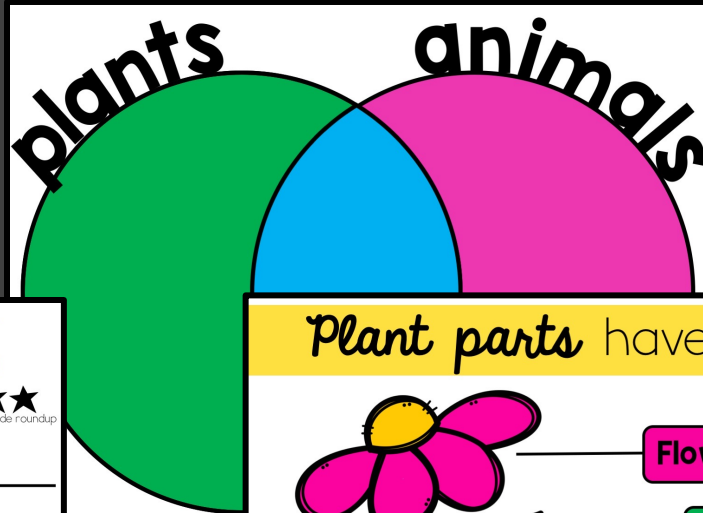
- introduce vocabulary
- match words to definitions in centers
- post on a science vocab word wall.



ANCHOR CHARTS IN COLOR AND BW TEMPLATES

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living	non-living
I can grow, breathe & change	I can't grow, breathe & change

[illegible]

Plant parts have JOBS!

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The diagram shows a flower with a yellow center and pink petals. It has two green leaves on a green stem. The stem goes down into brown soil, where there are roots and a seed at the bottom. Lines connect each part to a text box on the right.

- Flowers** make seeds.
- Leaves** make food.
- Stems** carry water.
- Roots** absorb water.
- Seeds** grow new plants.

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Name _____ Date _____

LIGHT word find

@the first grade teacher

word list

light
transparent
illuminate
ray
energy
transparent
reflect
opaque
rainbow
shadow
reflect
absorb
disperse
prism

D	R	R	X	I	T	V	T	A	A	X
I	A	E	O	L	R	R	R	B	U	Z
S	I	F	P	L	A	E	A	S	A	L
P	N	R	A	U	N	F	N	O	H	E
E	B	A	Q	M	S	L	S	R	S	N
R	O	C	U	I	L	E	P	B	H	E
S	W	T	E	N	U	C	A	B	A	R
E	R	G	F	A	C	T	R	T	D	G
L	I	G	H	T	E	B	E	V	O	Y
K	R	A	Y	E	N	X	N	X	W	S
P	R	I	S	M	T	X	T	C	D	V

Name _____		Date _____	
fact and opinion: sound I can sort objects by their properties.			
FACT		OPINION	
Date _____ SOUND 			
It's a sound.	I like the sound of thunder.	Vibrations move slower in low sounds.	She sings really high.
			Sound travels through air.

[illegible]

HANDS-ON ACTIVITIES

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am I ALIVE?
I can sort things into categories to tell if they are organisms.

living	non-living
 	 
 	 

I'm An Organism
I'm an organism. I'm an organism.
I grow and change. I grow and change.
I breathe and eat. I breathe and eat.
I'm alive! I'm alive!



Plant parts have JOBS!
Flowers make seeds.
Then, seeds grow new plants.

flowers + seeds

leaves



our EYES

My eye color is blue.
I share with blue.

My skin has 5 freckles. I share them with blue.

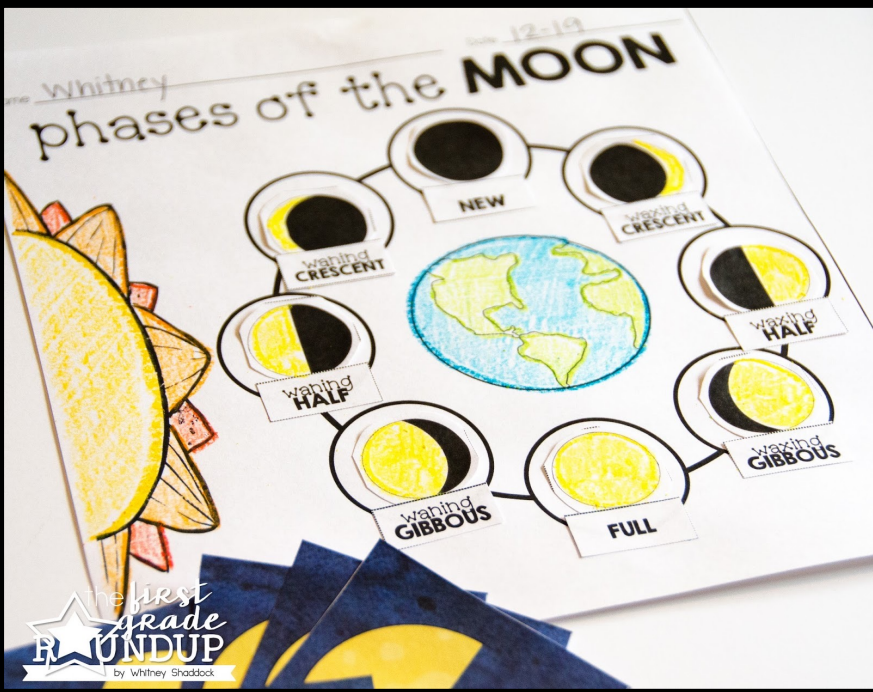
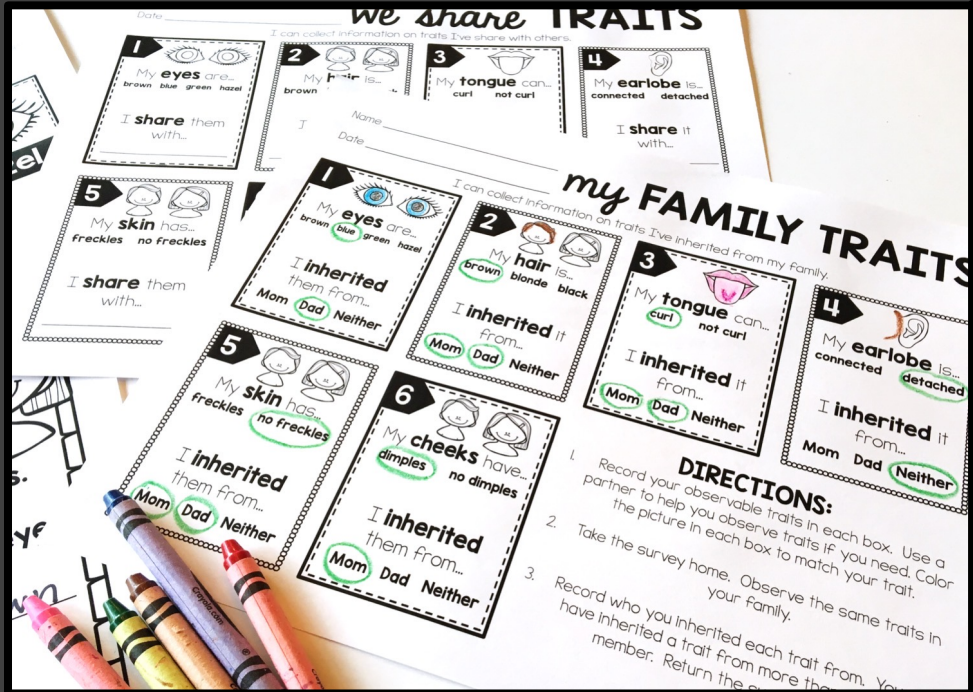
our EYES

eye color	number of people
brown	14
blue	4
green	2
hazel	1

Most people have brown eyes.
The fewest people have green eyes.
my eyes:  

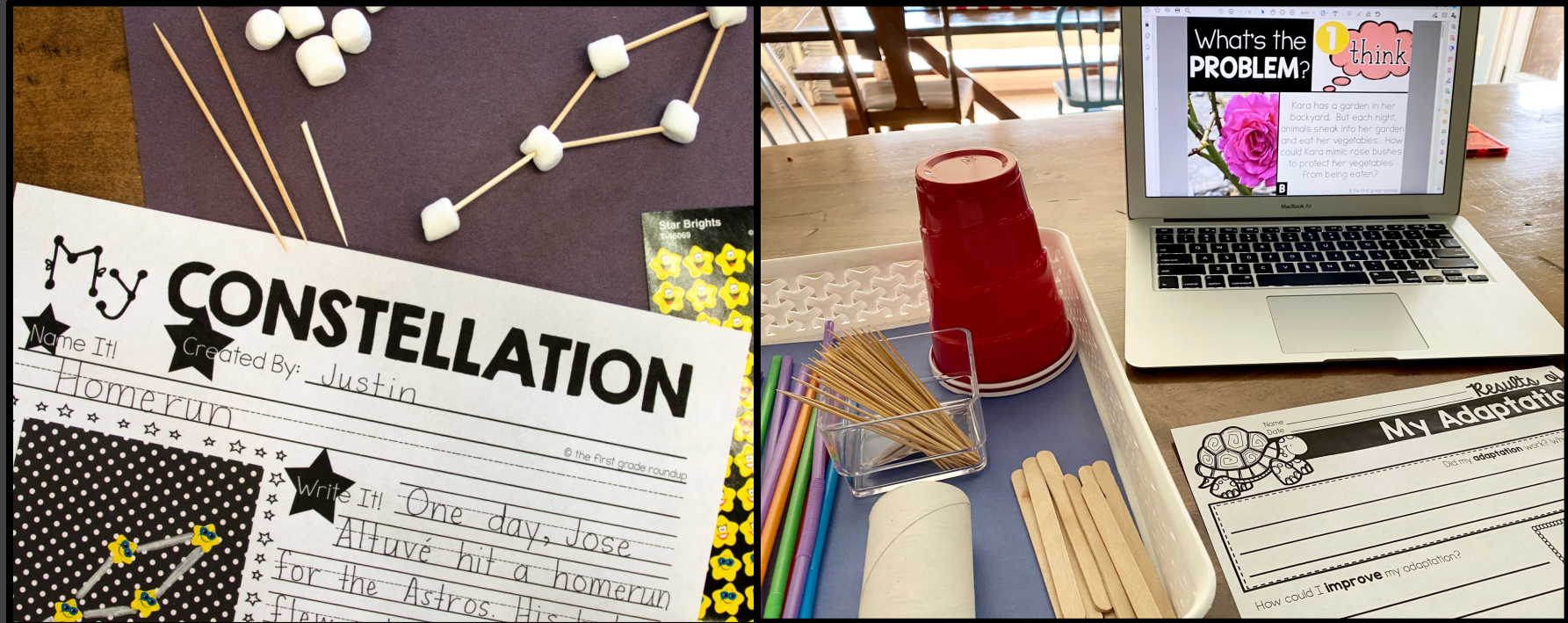
HANDS-ON ACTIVITIES

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STEM CHALLENGES

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SCIENCE EXPERIMENTS

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Name Whitney Date 4-24-

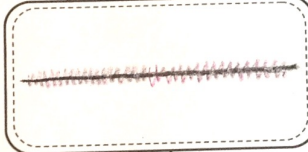
SCIENCE LAB: Sound Graphs

Materials: Voice Memos app for iPhone or iPod

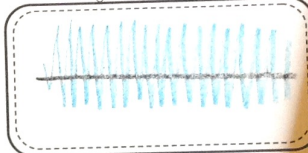
Steps: 1. Open the voice memos app.
2. Click the red recording circle.
3. Record your voice. Watch your sound graph.
4. When you finish, click the red button and then "done."



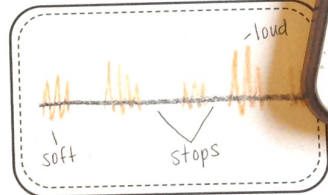
What does your sound graph look like when you **speak in a whisper**?



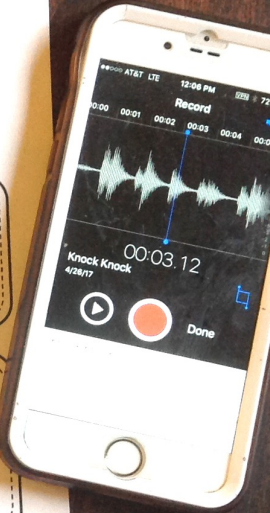
What does your sound graph look like when you **speak loudly**?



Write a **knock knock joke** with a partner using the recorder. Draw the sound graph and **label** the loud parts, soft parts, and the parts where you stopped speaking.



my conclusion about sound waves:
loud sounds produce larger waves. Soft sounds produce smaller waves. When sound stops, there



Name Cooper Date _____

SCIENCE LAB: How Do Materials Affect Light?

Materials: Flashlight, white board/paper, cardstock, wax paper, cling wrap

Steps: 1. Make a prediction about how the material will affect the light.
2. Shine the flashlight through each material
3. Record your observations



What will happen when we shine light through the **cling wrap**?

predict <u>all</u>	observe <u>all</u>	conclude <u>cling wrap is transparent.</u>
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What will happen when we shine light through the **wax paper**?

predict <u>all</u>	observe <u>some</u>	conclude <u>wax paper is translucent.</u>
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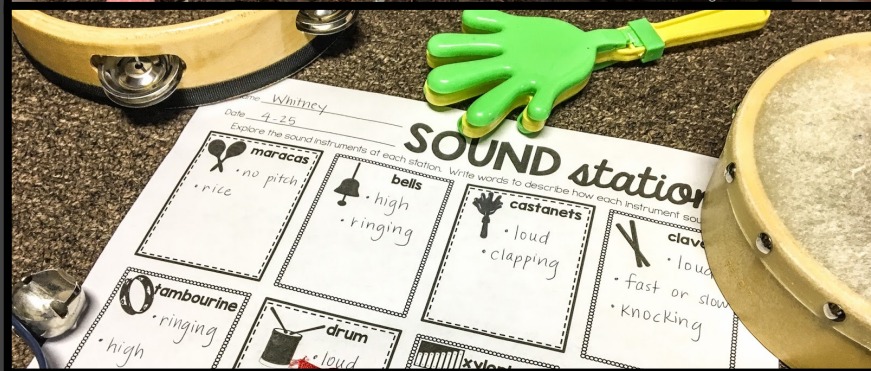
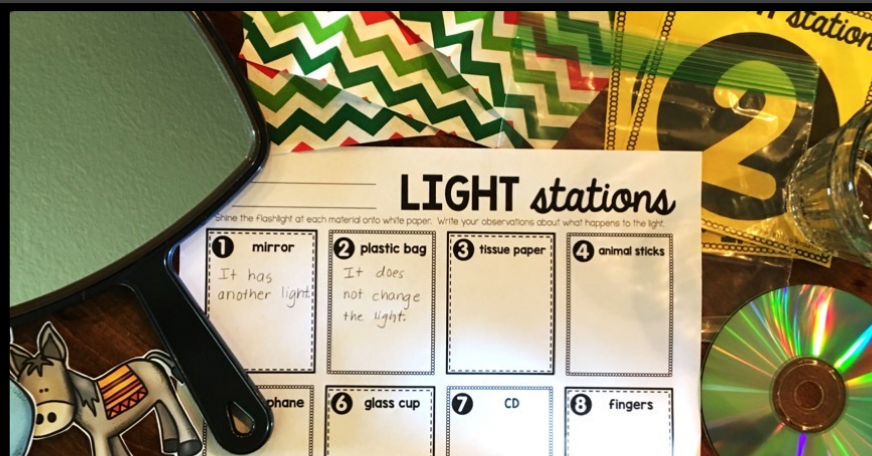
What will happen when we shine light through the **cardstock**?

predict <u>some</u>	observe <u>no light</u>	conclude <u>cardstock is opaque like a table.</u>
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EXPLORATION STATIONS IN 3 OF THE UNITS

created by Whitney Shaddock, the first grade roundup



WHAT OTHER TEACHERS ARE SAYING

thefirstgraderoundup.com

These units are just what I needed to go with the science core. There are so many activities and they aligned very well with the NGSS. This resources saved me so much time.

~Lynne

My students found these to be very interactive and enjoyable. Thank you! I had everything I needed for Science at my fingertips.

~Catherine

This science resource worked perfectly for my first grade students. It is engaging and I love that it has art and writing embedded in it. My students especially liked creating their own constellations and learning about the moon phases.

~Jennifer

FREQUENTLY ASKED QUESTIONS

thefirstgraderoundup.com

Are these the same as your 1st grade thematic science units?

Yes and no. The thematic units linked below were originally written before NGSS and include science and social studies. With the latest update, the thematic units include the sun-moon-stars unit and parts of the sound unit as well as science units not included in the NGSS units. bit.ly/CCunits

What resources will I need to teach these units?

There is a linked list of a handful of trade books suggested for each unit. You will also need common supplies for the activities like craft sticks, foil, construction paper, etc...

Is this an entire year of science curriculum?

This bundle covers ALL first grade Next Gen Science standards. However, it is only about 60 lessons, or 12 weeks worth. I teach Social Studies when we are not doing the NGSS lessons.

CLICK THE IMAGES TO READ MORE

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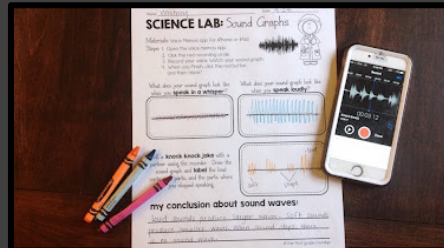
a 1st grade unit on ORGANISMS

a blog post by the first grade roundup



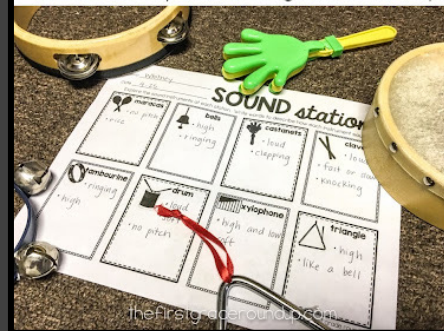
A Mini-Unit on SUN + MOON + STARS

thefirstgraderoundup.com



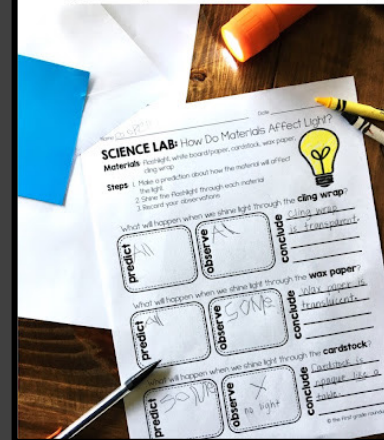
SOUND

a next-gen science unit
a resource by the first grade roundup



LIGHT EXPERIMENTS

a blog post by the first grade roundup



ABOUT THE AUTHOR

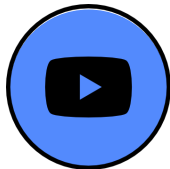
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Hey y'all! I'm Whitney Shaddock, the teacher author and blogger at the first grade roundup. I'm a National Board Certified teacher with my Masters Degree and have over 10 years of first grade experience in both high poverty and high wealth public schools. I've taught PreK Sunday School for over 17 years. I married my high school sweetheart in 2006. We were blessed with a beautiful boy in 2012 after years of infertility. In 2019, we adopted premie twins.

In 2011, I opened my TPT store. I love sharing real, practical resources I've tested and used in my own classroom. I am passionate about resources that align with the science of reading and full lesson plans and units to use in my classroom. Oh, and color coding is my love language! ☺

I love meeting new teachers, so let's connect!



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3

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In-class learning with my students

At-home learning with my child

My own purposes
e.g. decorate room, create new resource, plan lesson, track progress

Other

4

Account balance

Account balance: **\$2.95 USD**

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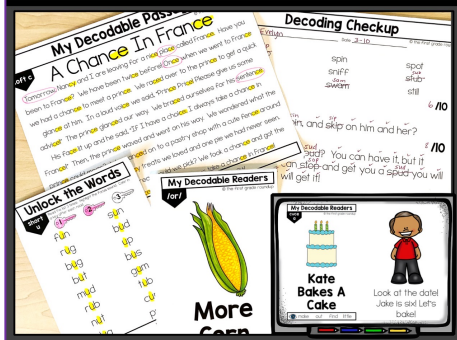


OTHER BESTSELLERS YOU'LL LOVE

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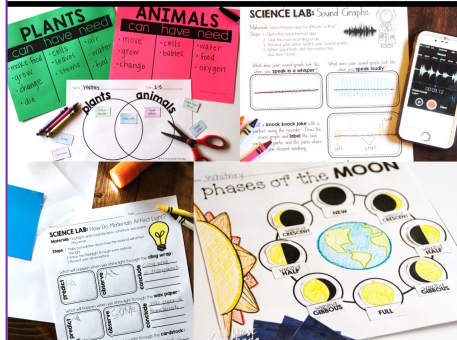
1ST GRADE DECODABLES

digital + printable texts
created by Whitney Shaddock, the first grade roundup



NEXT GEN SCIENCE BUNDLE

1st grade Units
created by Whitney Shaddock, the first grade roundup



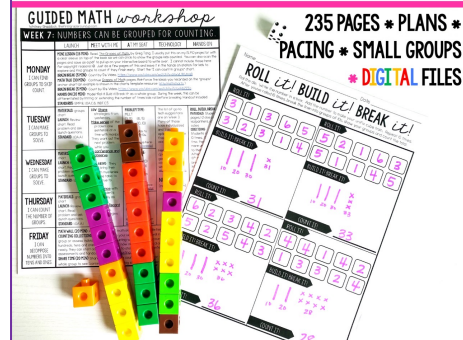
1ST GRADE PHONICS BUNDLE

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GUIDED MATH WORKSHOP

1st Grade Lesson Plans
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