

WHAT'S INCLUDED?

created by Whitney Shaddock, the first grade roundup

10 K-2
science units

lesson plans

objective
cards

vocab
matching cards

anchor charts

K-2 NEXT GEN BUNDLE

a bundle by Whitney Shaddock, the First grade roundup



STEM
challenges

hands-on
activities

exploration
station labs

science
experiments

printables

ALIGNED TO K-2 NEXT GEN SCIENCE STANDARDS

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physical

K.PS2.1-2, K.PS3.2, 1.PS4.1-4, 2.PS1.1-4

earth

K.ESS2.1-2, K.3SS3.1-3, 1.ESS1.1-2, 2.ESS2.1-3

life

K.LS1.1, 1.LS1.1-2, 1.LS3.1, 2.LS2.1-2, 2.LS4.1

topics

force & motion, weather, habitats, sound, light, space, organisms, landforms, matter, ecosystems

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=GCWvWH0-QaI>. 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!). *Building 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).

DAY 2 (15 min): *Sound Walks.* Take a walk around the school and outside. Record them on the "Sound Walk" page. When you get back to the room, sit on "Sounds We Hear." *Building 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. Then, read the "Sounds We Hear" chart and ask, "How did that sound?" Rotate students into the "Sound Stations" handout. There are 2 premade options and one custom of the premade options is on the "how to use this unit" page! The purpose of the stations is to have students describe the sounds they hear. *Building question:* How would you describe this sound? At each station, have students describe the sounds they hear. Then, discuss describing words they use.

DAY 4 (30 min): *Sound Shared Research.* Read the article on sound: <https://www.pbs.org/mediaplaza/2/articles/2013>. 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 sound. Then, have students make connections between pitch and vibrations (high pitch means quick vibrations/low 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...

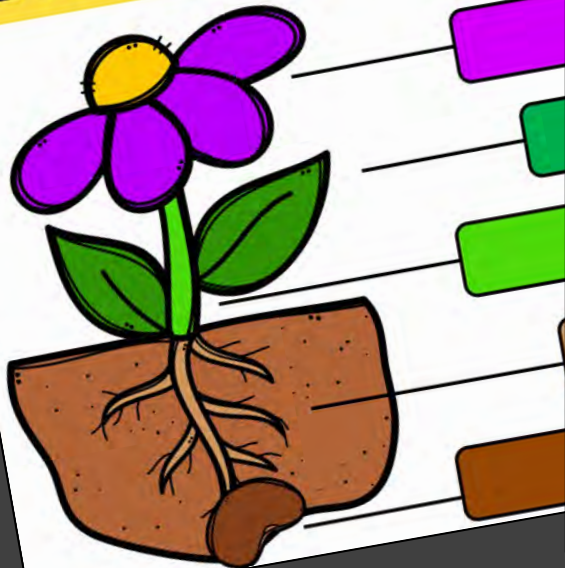
- introduce vocabulary
- match words to definitions in centers
- post on a science vocab word wall.
- K has words only.
1st - 2nd had word and definition



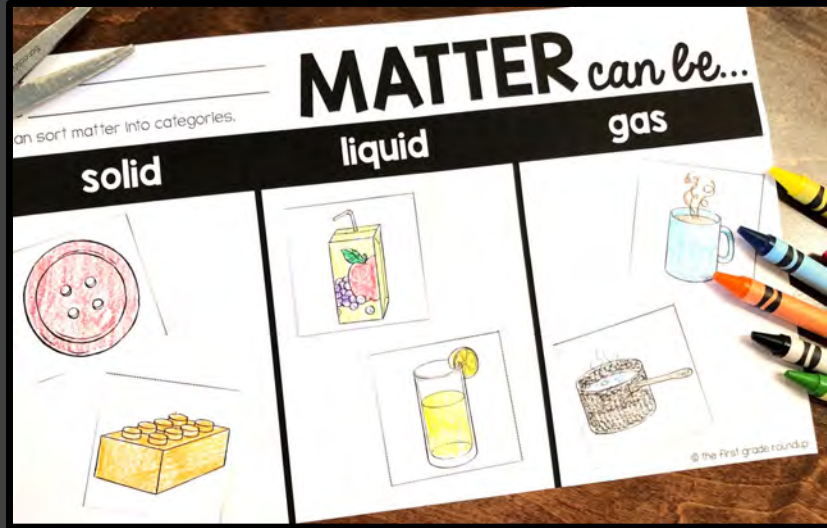
ANCHOR CHARTS IN COLOR AND BW TEMPLATES

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I can label **PLANT PARTS!**
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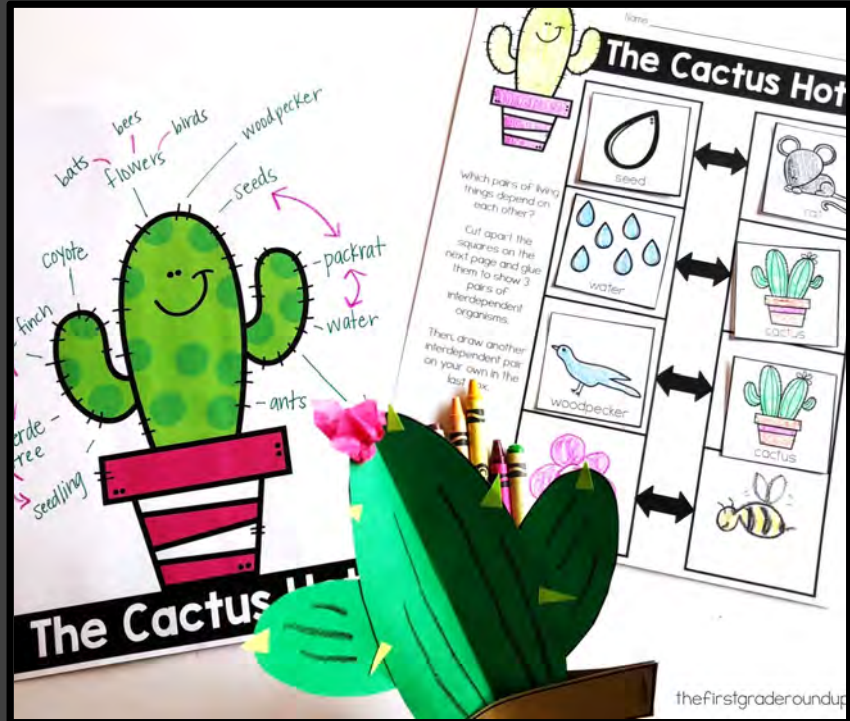


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HANDS-ON ACTIVITIES

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HANDS-ON ACTIVITIES

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me _____
te _____
an show how atoms are arranged
each state.

ATOMS matter

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solid



Why does this arrangement matter?
It can't move.

liquid



Why does this arrangement matter?
It can move to fill a container.

gas



Why does this arrangement matter?
It can move anywhere.

WORLD MAP



What is Earth's area?

LAND	WATER
82 squares	146 squares

EARTH'S TOTAL AREA:
 $82 + 146 = \square$
 228

Math M

Which area of Earth is the much larger? Show how.

Water is 146 squares larger.
 $82 + \square = 146$
 $82 + 64 = 146$

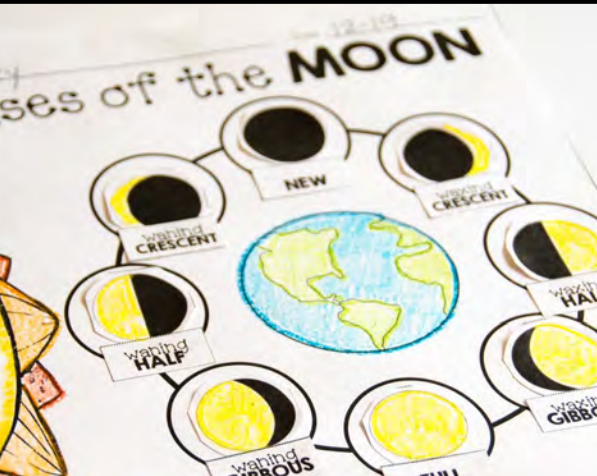
Earth's Area

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57
58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76
77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114
115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133
134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152

Phases of the MOON

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NEW

Waxing CRESCENT

Waxing HALF

Waxing GIBBOUS

FULL

Waning GIBBOUS

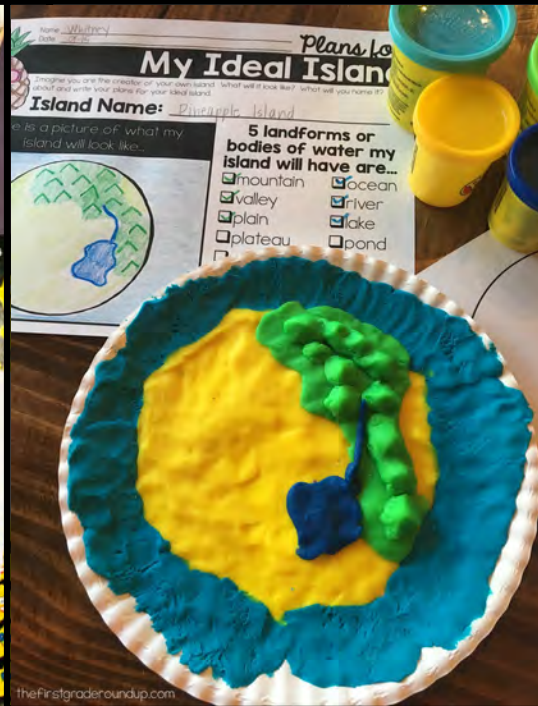
Waning HALF

Waning CRESCENT

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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 iPad

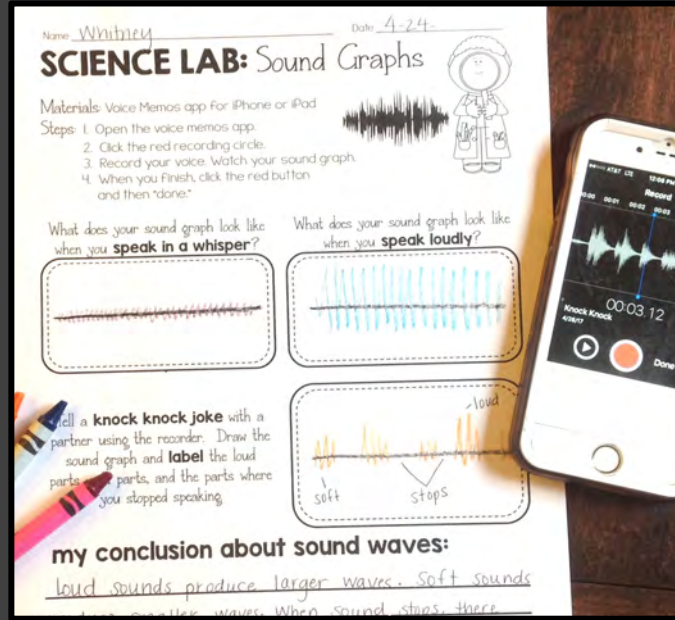
Steps: 1. Open the voice memos app.
2. Click the red recording circle.
3. Record your voice. Watch your sound graph.
4. When you finish, click the red button and then "done."

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

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

all a **knock knock** joke with a partner using the recorder. Draw the sound graph and **label** the loud 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 Coe Pelt Date 4-24

SCIENCE LAB: what makes buildings safe from earthquakes?

Materials: wooden blocks, building bricks, cracker shells

Steps: 1. build a wooden block building on the cracker shell.
2. build a similar structure with building bricks on a similar shell with a partner.
3. predict what will happen with each structure.
4. test and observe the earthquake effects.

What will happen when we shake the **wooden block** structure?

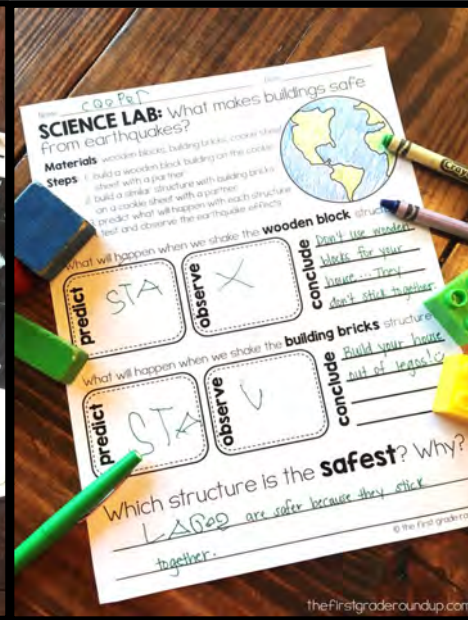
predict STA observe X conclude don't use wooden blocks for your house - they don't stick together

What will happen when we shake the **building bricks** structure?

predict STA observe V conclude build your house out of bricks!

Which structure is the **safest**? Why?
Bricks are safer because they stick together.

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SCIENCE LAB: Oobleck

Materials: oobleck (2 cups corn starch + 1 cup water).

Steps: Make the oobleck. Observe the matter.

Squeeze the oobleck.

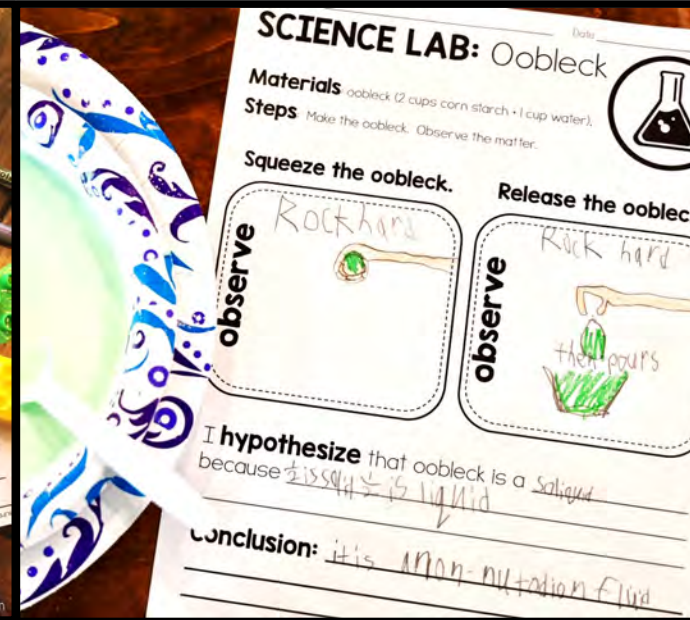
observe Rock hard

Release the oobleck.

observe then pours

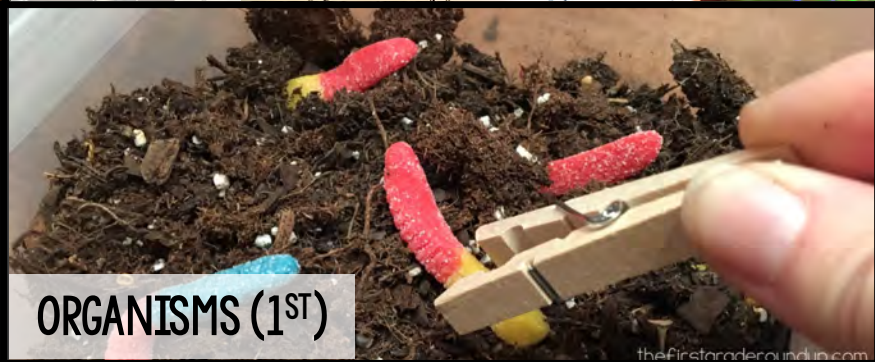
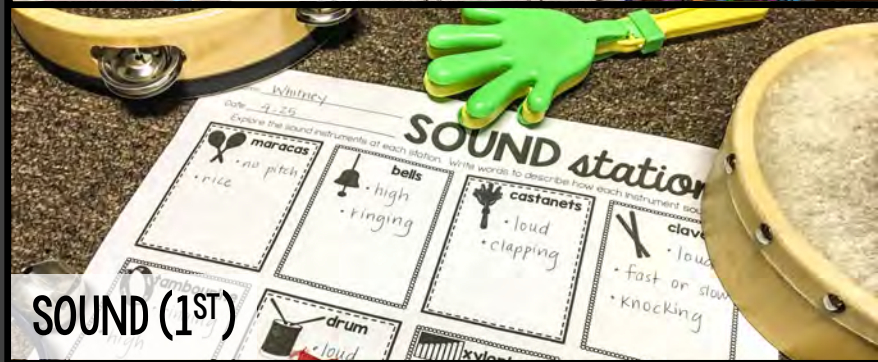
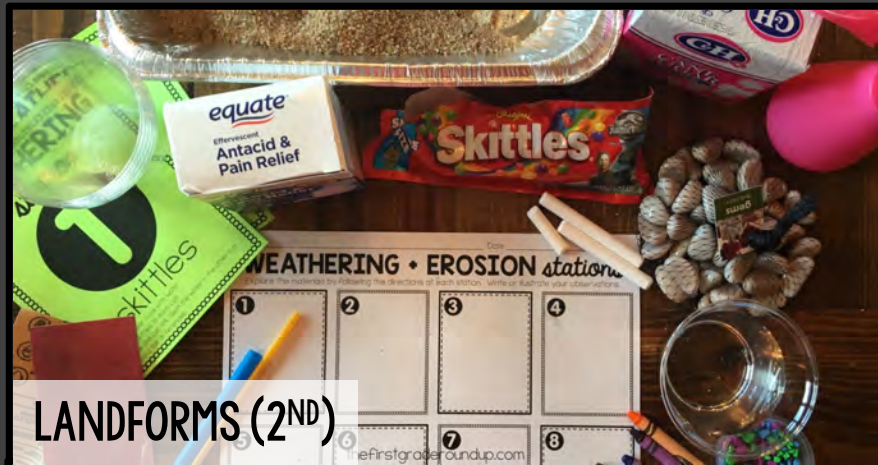
I **hypothesize** that oobleck is a solid because it is solid is liquid.

Conclusion: it is non-Newtonian fluid



EXPLORATION STATIONS IN 5 OF THE UNITS

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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 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 K-2 science curriculum?

This bundle covers ALL K-2 Next Gen Science standards. However, it is only about 31 weeks of lessons over K-2 (9 weeks for K, 12 for 1st, and 10 for 2nd). I teach Social Studies when we are not doing the NGSS lessons.

ABOUT THE AUTHOR

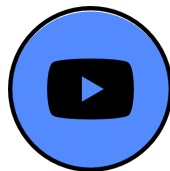
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Hey y'all! I'm Whitney Shaddock, the teacher author and blogger at the first grade roundup. I'm a National Board Certified teacher with my Masters Degree and have over 10 years of first grade experience in both high poverty and high wealth public schools. 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! ☺

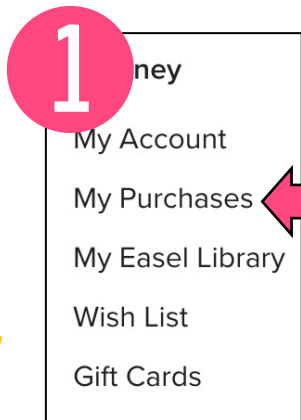
I love meeting new teachers, so let's connect!



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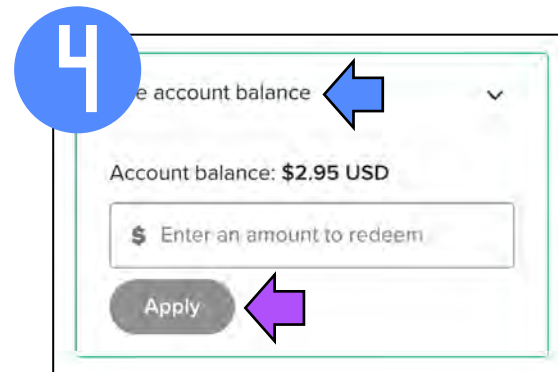
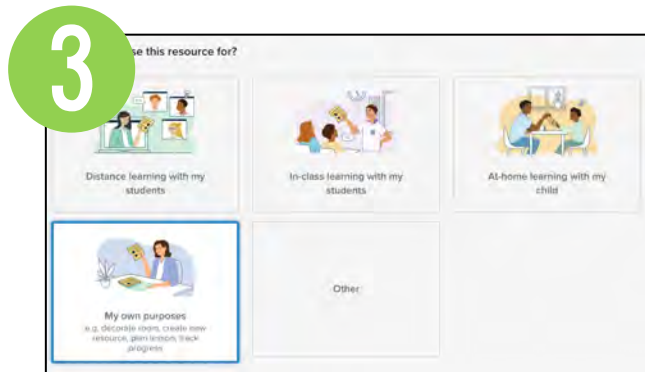
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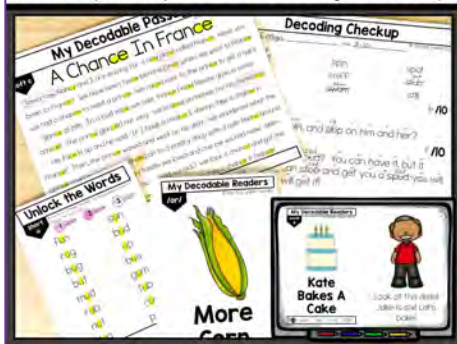


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