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SCIENCE PARENT GUIDE – UNIT 1 1111

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| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **Physical Attributes of Matter** | |
| **DESCRIPTON** | |
| In this unit, students will use their senses (sight, smell, taste, touch, and sound) to group objects and to make observations about the physical world by describing, comparing, and sorting items according to physical attributes (i.e. number, shape, texture, size, weight, color, and motion). Students will learn to follow rules to stay safe. Students will perform the following science and engineering practices to help investigate physical attributes of objects. | |
| **KEY WORDS TO KNOW** | |
| * **Bumpy**- uneven, with many patches raised above the rest * **Curved** - round or bent * **Flexible**- able to bend easily without breaking * **Hard**- not easily broken, bent * **Matter**- everything you can see and feel * **Properties** - any attribute or characteristic * **Rough**- having a coarse or uneven surface * **Scaly**- covered in scales like a snake or dragon * **Smooth**- free from projections or unevenness of surface; not rough * **Soft**- smooth and agreeable to the touch; not rough or coarse * **Stiff**- rigid or firm; difficult or impossible to bend or flex * **Texture**- quality of a surface | **AT HOME VOCABULRY STRATEGIES**  1. Read aloud with your child.  2. Use vocabulary words in daily conversations.  3. Build a word wall or window.  4. Play simple vocabulary games.  5. Relate words to real life experiences  http://1.bp.blogspot.com/-QOn2S_p5PU8/Vg5eWgC54BI/AAAAAAAAPuU/lQnA-gp1UkM/s640/vocabulary.png |



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| **Recommended Children’s Literature (Available at your local public library or Amazon).**  *How Tall, How Short, How Far Away. David Adler. Holiday House (1999).*  *Me and My Senses. Joan Sweeney. Crown Books for Young Readers (2003).*  *My Five Senses. Aliki. HarperCollins (1989).*  *Materials: My World of Science. Angela Royston. Heinemann (2003).*  *Matter: See It, Touch It, Taste It, Smell It. Darlene Stille. Picture Window Books (2004).*  *Toys. Marvin Hackley. National Geographic.*  *A World of Change. Natalie Lunis and Nancy White. Newbridge Educational Publishing (1999).* | | | |
| **Physical Attributes of Matter** | | | |
| **Important Concepts**  **Addressed in this Unit** | **Sample Problems** | | **How You Can Help Your Child** |
| **Georgia Standards of Excellence**   |  | | --- | | **SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.**  a. Ask questions to compare and sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper, and metal.)  b. Use senses and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture).  c. Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float. |   **Science and Engineering Practices**   * Obtain, evaluate and communicate information. * Ask questions * Plan and carry out investigations   **Crosscutting Concepts**   * Patterns * Structure and Function   **Core Idea**  • Physical attributes  • Classifying | Circle words which describe the object below.    Bumpy  Soft  Hard  Rough  Smooth  Circle words which describe the object below.    Round  Soft  Hard  Rough  Smooth | | **Interactive Learning Games**  Sorting Objects by Material <https://www.education.com/game/sorting-objects-materials/>  Sorting Games <https://www.education.com/games/sorting/>    **Online Literature**  STEMScopes: Cleaning Day  <https://cdn.acceleratelearning.com/system/element_files/contents/65304/original/GA_KP1ABC_ELABORATE_PhysicalPropertiesofMatter_ReadingScience.pdf?1492625070?T3wPWoWHKx1q22foHqLl1neml47s2UQl0VuTKHmU4-LKXbiZOGtU2f5eE6KCR6e_>  Science A-Z: How Things Are Different  <https://www.sciencea-z.com/main/MaterialDetail/material_id/1184>  **Videos**  Sorting by Color  <https://www.youtube.com/watch?v=eJ0cy47XsqQ>    Sid the Science Kid <https://www.youtube.com/watch?v=tvueJLIfcUU> |
| **CHANGES TO SCIENCE STANDARDS: Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.** | | | | | |
| **Science and Engineering Practices**  Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.  **Crosscutting Concepts**  Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas  **Core Ideas**  Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology. | | |  | | |