

Grade One,

Unit One, Scientific Investigation - **Observation**

**Related Standards of Learning :**

Science 1.2 Use senses and simple tools to enhance observations of physical properties of objects.

Science 1.4 Communicate observations made and data collected orally and with simple graphs, pictures, written statements, and numbers.

Science 1.7 Use events and objects to make inferences and draw conclusions

Science 1.8 Scientists answer simple questions by conducting investigations using simple tools.

Writing 1.12 Write daily across the curriculum using a variety of tools and formats, e.g., graphic organizers

Writing 1.1 Demonstrate effective oral communication. Express thoughts in complete sentences.

Reading 1.1 Use a variety of reading comprehension strategies to gain meaning from print, e.g., relate previous experiences to the topic and to what is read.

**Objective:**

- Students will use senses to observe and describe habitats.
- Students will use reading and writing strategies to communicate their observations.

**Materials:**

*I Took a Walk*, by Henry Cole, ISBN 0-688-15115-9

Chart paper, markers, graphic organizer, materials for “cascade” book with 6 pages.

**Lesson Procedure:**

1. Activating prior knowledge: Read the title of the book and the author’s name. Discuss the picture on the cover. Ask students what type of place this might be. Ask if they have ever been to a meadow or field. Ask students to predict what they might see when taking a walk in a meadow. Record responses (interactive or shared writing).
2. Read book. On each page, prior to lifting flap, have students predict what they will observe. After students respond, read text under flap to confirm predictions. Use this opportunity to model that predictions are guesses, and do not have to be correct.

3. Discuss senses used on each page of text to make observations. Identify what they would see, hear, feel, smell, and taste in each picture. Ask students how they would identify different items.
4. Shared Writing – Venn Diagram: Use land and water pictures in the book to compare and contrast objects observed in each habitat. Use pictures or words to differentiate by readiness the diagram.
5. Guided Writing: As a whole group, students write a class “I Took a Walk” chart. Teacher models with first line of “I took a walk at \_\_\_\_\_, and I saw \_\_\_\_\_.” Add each student’s response to chart. Encourage use of vocabulary using 5 senses.
6. Independent Writing: Brainstorm ideas for other places to take a walk. List ideas on chart. Give students think time to decide what they want to write about. Have students turn and talk to a partner about their idea. Then, students will write their own page, following text model of “I took a walk \_\_\_\_\_, and I saw \_\_\_\_\_.” Illustrate and assemble into class book.
7. Extension: students will make a foldable book on 5 senses. Students will list one sense on each page, and illustrate or write an example of each sense.