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| Unit Title: What’s it made of? Stage: ES1 Term: 2 Primary Connections | | | | | |
| **Phase** | **Activities** | | **Literacy Focuses and Practices** | **Cooperative Learning** | **Assessment Tools** |
| **Engage** | **A School Walk**  Take the students on a walk around the school, discussing what things are made of and for what purpose. (describe what they see and feel)  **Let’s Make a Map**  Review the previous lessons walk and create a map of our walk around the school on the IWB. Students then draw their own map showing three things in sequence. | | * Picture Mapping   Drawing a map with pictures of the things we saw in sequence connected with a dotted line.   * Word Wall   Of descriptive language used on the walk.   * Science Journal   To record our findings and experiments | Whole class discussion. | Diagnostic discussion of descriptive language.  Diagnostic of what students know about observable features (what’s it made of? What’s it feel like? ) |
| **Explore** | **Object Observers**  Students observe objects around the room and describe them in terms of what they are made of and their size.  In groups students then look at one object closely and complete the work sheet. Teams share their findings with the class about the object they observed and recorded.  **The Name Game**  Feely boxes – where students reach into a box and describe what they feel, what they think it might be made of and what they think it is.  Compare and sort objects that were used in the feely box by what they are made of. | | * Word wall * Picture map * Science journal | Team work to complete worksheet and explore what things are made of. | Formative Assessment – observe student language and investigatory skills. |
| **Explain** | **Making Sense of Materials**  Label objects around the room based on what they are made of.  Complete ‘what’s it made of‘ worksheet. Students individually identify what something is made of and describe using words on the word wall.  **Silly Stories (optional)**  Introduce the class to the idea of silly stories using some of your own. Discuss why people wouldn’t use the materials mentioned in the stories. And why we use the materials we do to create things.  Students then draw their own object that’s made out of something silly and then the same object made out of the proper material.  Students then share their drawings with the class and discuss why the proper material is more suitable. | | * Word wall * Drawing * Science journal | Class discussion | Formative Assessment –  Students understanding of suitability. Using our senses to observe. |
| **Phase** | **Activities** | | **Literacy Focuses and Practices** | **Cooperative Learning** | **Assessment Tools** |
| **Elaborate** | **Waterproof Wonders**  Class discussion of previous lessons with a focus on why certain materials were chosen to create these objects.  Leading students towards the question of what happens if these materials get wet.  Discuss and brainstorm how we could investigate what happens when these materials get wet.  Demonstrate experiment and discuss a ‘fair’ test. Discuss what makes it fair and what we are testing.  After the experiment discuss findings. Compare findings in a class science journal.  **Using things**  Students create their own objects that need to be able to be left outside – in the rain etc. And not get destroyed.  Students share their objects with the class and talk about why they chose certain materials. | | * Word wall * Science journal * Tabling data | Class Discussion and pair experimentation | Summative assessment –  Of inquiry skills |
| **Evaluate** | **Location Location**  Review Unit  Students choose a place on the picture map to create their previously created objects. They then explain why they chose that particular place to the class taking into account the materials their object was created out of. | | Science Journal | Class Discussion | Summative assessment  Students understand that objects are made of observable properties which determine its suitability for particular purposes. |
| **Resources**  Class science Journal (book or IWB document) – added too each week  Worksheets found in Primary Connections Document  Word Wall Materials (card board/paper)  Feely Box  A variety of objects to place in the feely box made of different things.  Sticky Tape/PVA Glue  Small Objects to describe (explain lesson)  A range of materials to create objects (plastic, wood, paper, cardboard etc.)  Experiment (wet) –  For each group:  4 small containers  1 x wood  1 x crepe paper  1x writing paper  1x plastic  1x cup of water | | **Evaluation** | | | |