

PAREF Southridge School
Primary School Unit
Science Department


Name: _____
Science 1
Section: _____

Date: June 24, 2010

S P N C D

ACTIVITY 1: What I Know About Scientist

Direction: Using the "What I Know Chart" below, list down 5 things that you know about Who a scientist is and what he does.

Object	What I Know
<p data-bbox="142 823 302 861">Scientist</p> 	<ul style="list-style-type: none"><li data-bbox="427 913 1446 945">➤ _____<li data-bbox="427 1081 1446 1113">➤ _____<li data-bbox="427 1249 1446 1281">➤ _____<li data-bbox="427 1417 1446 1449">➤ _____<li data-bbox="427 1585 1446 1617">➤ _____

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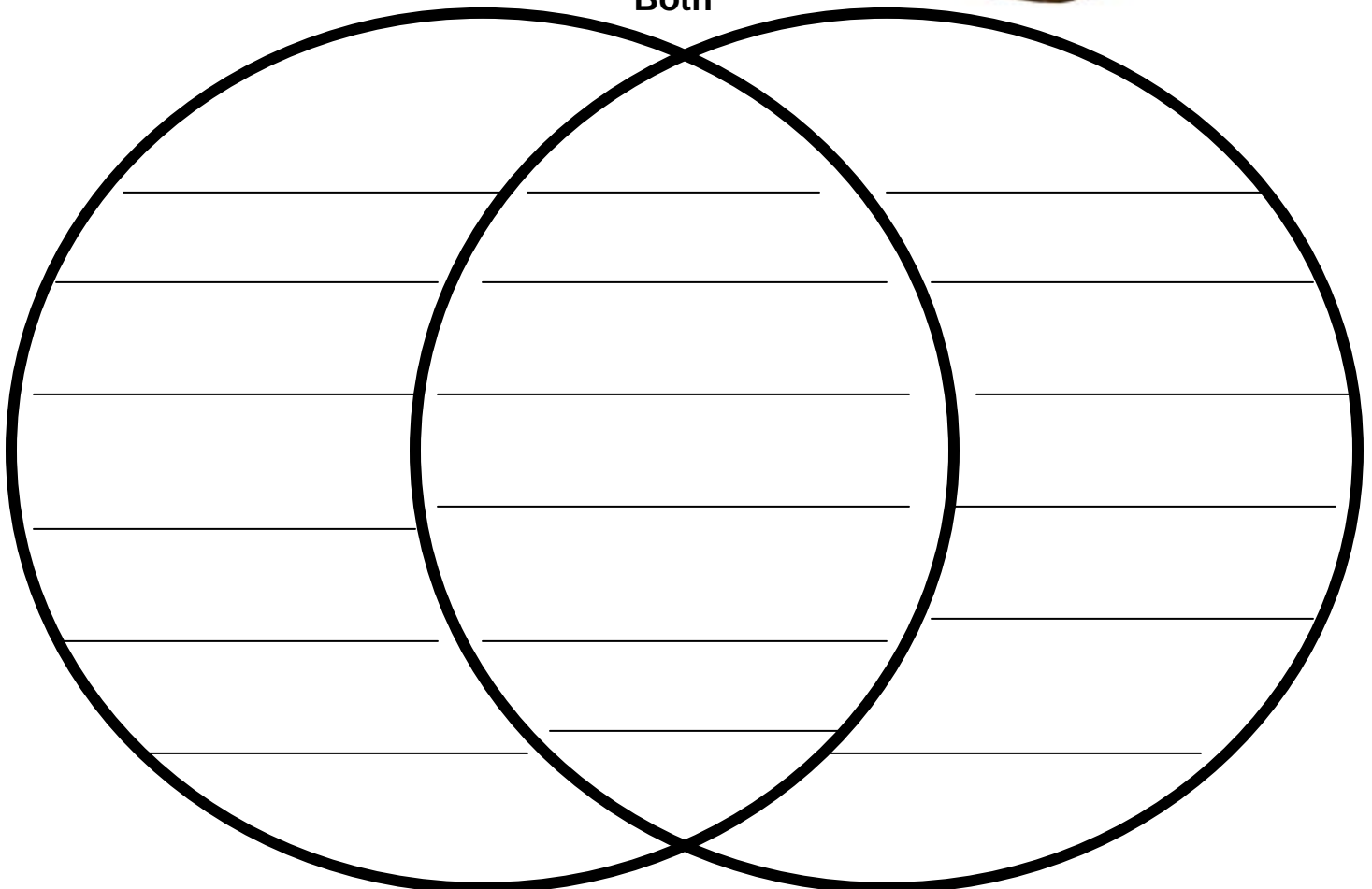
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Activity 2: Science Process Skill - Comparing

Directions: Using the Venn Diagram, compare the two fruits. Write your answers on the lines inside the Venn Diagram.



Both



Proceed to Activity 3

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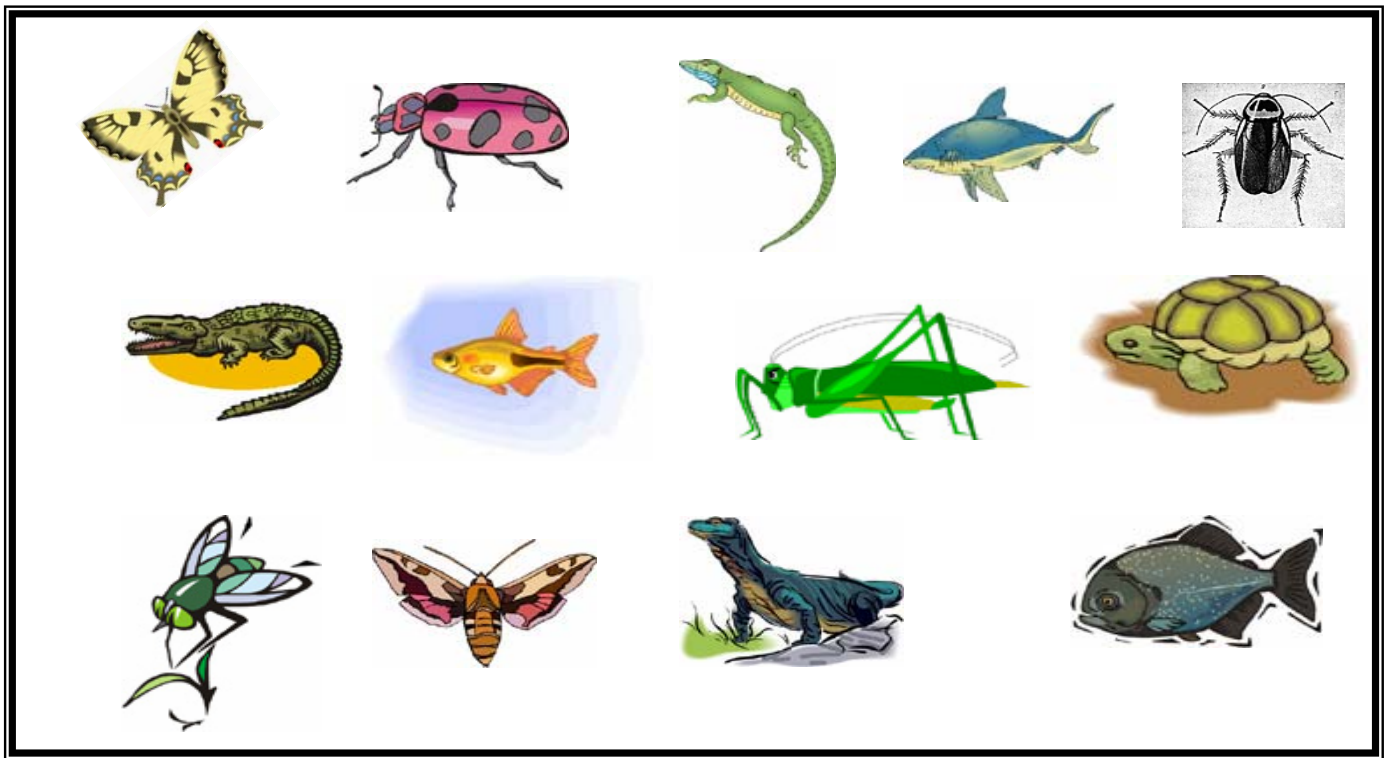
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Activity 3: Science Process Skill - Classifying

Directions: You need your crayons to do this activity. Group the animals in the box that are alike. Circle the animals that are alike using one color. Use another color for the other groupings that you will see. You can have two or more groups. .



How many groups were you able to find? _____

How did you put the animals into groups?

Proceed to Activity 4

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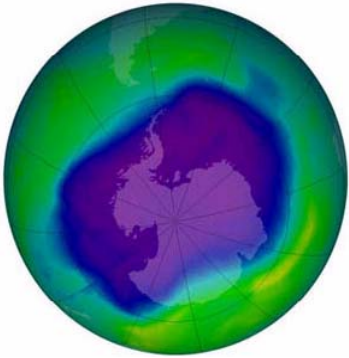
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Activity 4: Science Process Skill - Predicting

Read and Say Something

Record-Breaking Year for Ozone Hole



Ozone, a gas that is produced naturally up in the stratosphere, surrounds the Earth like a protective blanket. This ozone layer keeps us safe because it absorbs many of the sun's harmful ultraviolet (UV) rays.

But that protective blanket gets holes in it because of man-made chemicals known as ozone-depleting substances—ODS for short—which destroy ozone and our protection from UV rays.

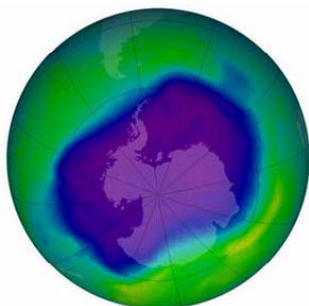
Scientists report that this year the hole over Antarctica is a record-breaker: "From September 21 to 30, the average area of the ozone hole was the largest ever observed at 10.6 million square miles (27.4 million square kilometers)," said atmospheric scientist Paul Newman with NASA's Goddard Space Flight Center.

That's larger than the surface area of North America. The hole is also the deepest ever recorded.

Source: <http://kids.nationalgeographic.com/Stories/SpaceScience/Ozone>

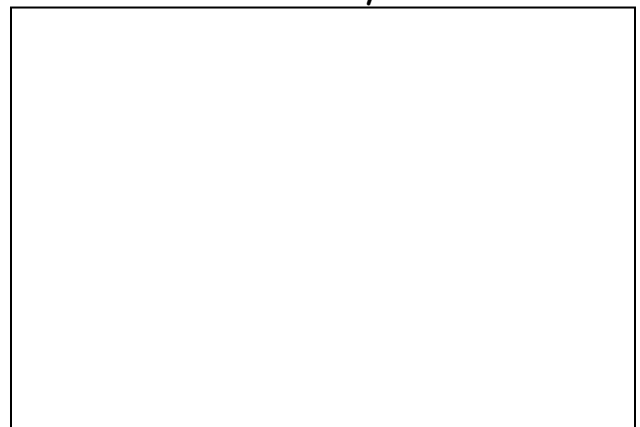
What do you think would happen to the Ozone layer 5 years from now?

Ozone Layer 2009



Proceed to Activity 5

Ozone Layer 2014



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Activity 5: Science Process Skill - Observing

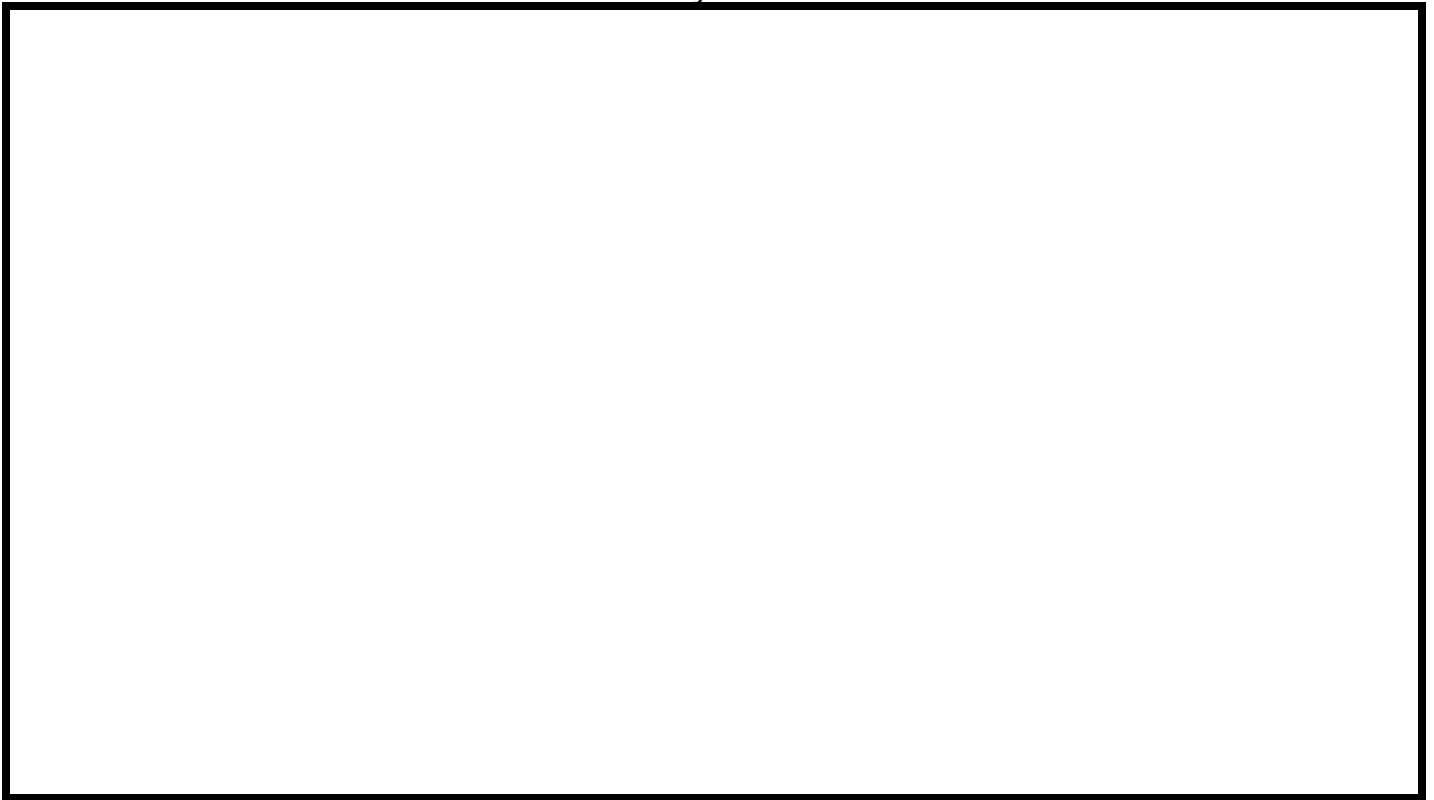
Materials:

Pencil

Crayons

Activity 5 Worksheet

Direction: Using your pencil and crayons, observe and draw what the weather outside looks like at this time of the day.



Describe the weather

Proceed to Activity 6

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Activity 6: Science Process Skills - Summary

Two - Column Notes

In your own words, write the meaning of the following science process skills.

Science Process Skills	What I understand about
Observation	<i>Is when...</i>
Compare	<i>Is when...</i>
Classify	<i>Is when...</i>
Predict	<i>Is when...</i>
Measure	<i>Is when...</i>

Congratulations! You're Done With Our First Lesson.

Proceed to Activity 7

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Activity 7: Review Living and Non-living Things

I. Put a check (\checkmark) if the sentence describes living things and (X) if the sentence describes non-living things.

- _____ 1. They move on their own.
- _____ 2. They do not grow and change.
- _____ 3. They need food and water.
- _____ 4. They do not reproduce or make their own kind.
- _____ 5. They grow and change.
- _____ 6. They do not need food and water.
- _____ 7. They need air to breathe.
- _____ 8. They reproduce their own kind.
- _____ 9. They do not move on their own.
- _____ 10. They do not need air.

II. Complete the table below.

Draw 3 living things	Draw 3 non-living things

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Supplemental Note 1: Science Process Skills



Scientists use science process skills in their field of study.

Science Process Skills

Science Process Skills	Descriptions	Procedure
1. Observing	<i>Using the 5 senses</i> (see, hear, touch, smell, taste) to find out about objects, their characteristics, properties, differences, similarities, and changes.	<i>Observations are recorded.</i>
2. Classifying	<i>Grouping objects</i> that are alike or different.	<i>Lists, tables, or charts are made.</i>
3. Comparing	Using your observations to <u>tell how things are alike and different.</u>	<i>The best way to compare things is to use a Venn Diagram</i>

4. Measuring	To <u>identify the size or amount</u> of something.	<i>In measuring you use different tools such as ruler, weighing scale, thermometer, and others.</i>
5. Predicting	Forming an idea <u>on what would happen next</u> based upon present knowledge and understanding, and observations.	<i>Using different weather tools, a meteorologist can predict if a storm is coming</i>

Source: The American Association for the Advancement of Science

Answer Activity 2 after reading