

WEEK 1 Day 5 Lesson

Science and Engineering: Introducing the Packets

In place of Studios time, the first Science and Engineering Lesson introduces children to the Science and Engineering Packets, where they will record observations and thinking over the course of the unit.

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons.
Weekly Question	How do we want to work and learn together this year?
Content Objective	I can draw and write what I think. (W.2)
Language Objective	I can describe what a scientist and engineer is and does. (L.5.2.a)
Vocabulary	engineer: a person who designs or builds things scientist: a person who studies science
Materials and Preparation	<ul style="list-style-type: none">• Unit 1 Science and Engineering packets, one for each child and an additional one as a teacher model• pens or markers• pencils and colored pencils <p>On the whiteboard, write the following questions. What do you picture when you hear the word scientist? What do you picture when you hear the word engineer?</p>
Opening 1 minute	<p>Introduce the Science and Engineering Packets</p> <p><i>Instead of working in Studios today, we are going to get ready for Science and Engineering lessons that will begin next week!</i></p> <p>Show a packet</p> <p><i>Each of you will have a packet like this where you will keep your notes about science and engineering investigations. Scientists and engineers write notes about their work to keep track of how their projects are going.</i></p>
Investigation	Distribute the packets. Offer each child a pen or marker. Have the children

20 minutes	<p>write their names on the cover then open to the first page.</p> <p><i>Scientists and Engineers, each time you record what you are thinking and noticing, you'll include the date at the top of the page.</i></p> <p>Model writing the date in the upper right-hand corner of the page. Note the title, "Science and Engineering." Refer to the questions on the board.</p> <p><i>Close your eyes or quietly imagine the picture in your mind when you hear the word "scientist".</i></p> <p><i>Open your eyes and tell a partner what you are picturing.</i></p> <p>Have children write and draw in response to these questions. They may work independently or collaboratively. Encourage them to work on the first page, and let them know that they will have another time to decorate the covers in Week 2.</p>
Closing 9 minutes	<p>Invite all children to share their work with a partner or a few children to share their work with the whole group. Explain how and where the packets will be stored and how and when they will be accessed going forward. Have the children put away their packets and materials.</p>
Standards	<p>Standard SL.1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Assessment	<p>Review children's packets to understand how they are thinking about the fields of science and engineering and about themselves as scientists and engineers. Note opportunities to affirm and clarify ideas. Note aspects of developing literacy skills as demonstrated in their packets.</p>

Notes
