Interactive Notebooks

Grade 1

SCIENCE

- *Ideal for organizing information and applying learning*

- *Perfect for addressing the needs of individual learners*

- *Includes step-by-step instructions for each page*

- *Great for introducing new science topics*

Animal Habitats

polar bear

Arctic tundra

Which animal lives in each habitat

desert

ocean

The polar bear lives in the Arctic tundra because his thick fur can keep him warm.

Using My Five Senses

Introduction

Review and discuss the five senses and how we observe our surroundings using these five senses. Have students play a senses version of Simon Says. For example, say "Simon says point to the body part you use to see with," or "Pat the body part you use to smell with." Display examples of objects from around the room and have students use their five senses to observe the objects. Then, divide the class into small groups. Give each group a few objects to observe. Have students discuss the senses they used to observe each object.
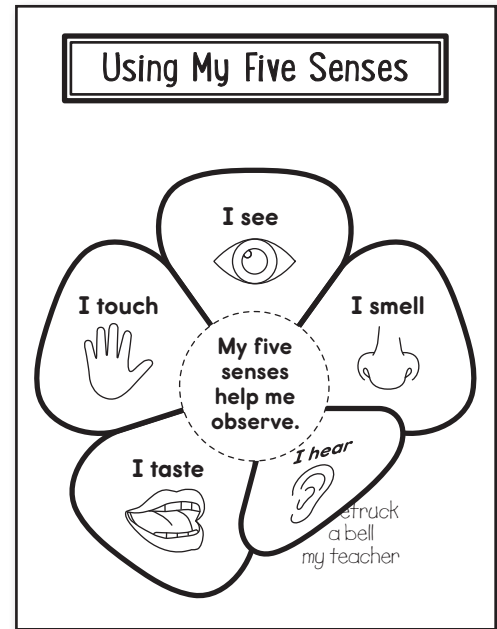

Creating the Notebook Page

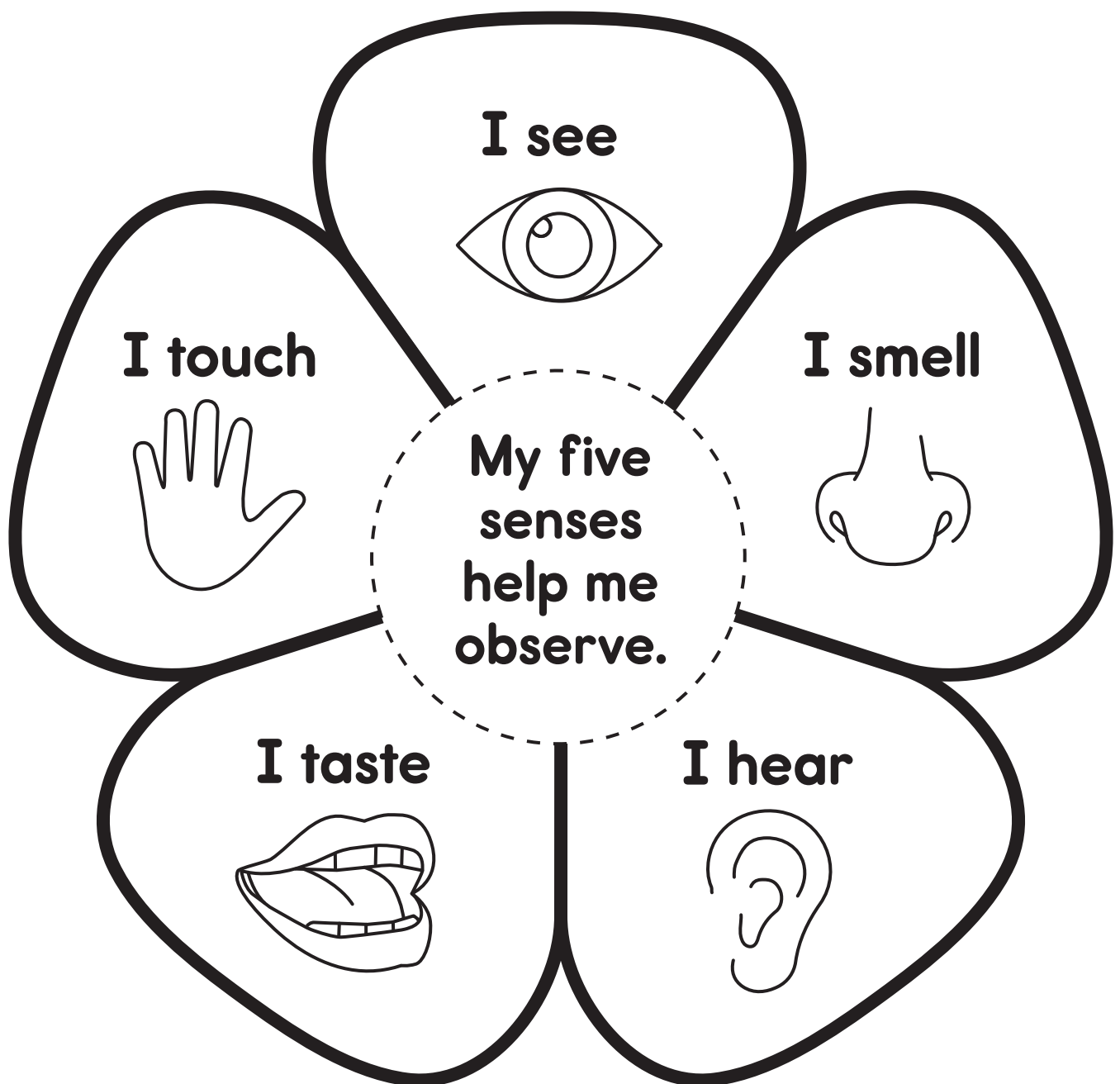Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Using My Five Senses pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the flower piece. Cut on the solid lines to create five petal-shaped flaps. Apply glue to the back of the center section and attach it to the page.

4. Under each flap, write words or draw pictures describing objects that you can see, smell, hear, taste, and touch.

Reflect on Learning

To complete the left-hand page, have students use vocabulary clues from the right-hand page to write sentences about each of their five senses. For example, *I use my eyes to see all of the colors of my crayons.*

Using My Five Senses

I see

I touch

I smell

My five senses help me observe.
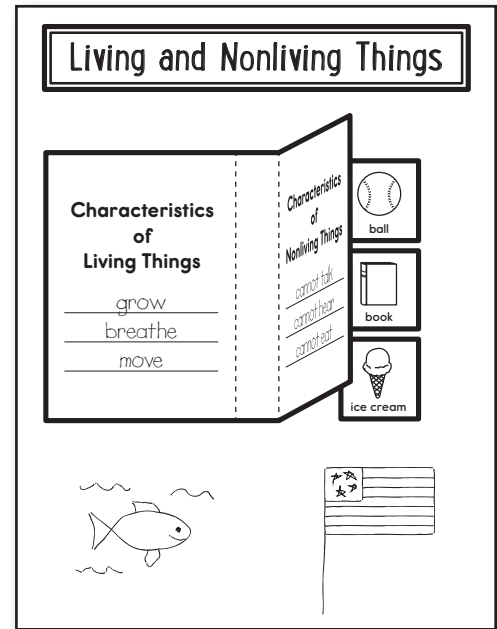
I taste

I hear

Living and Nonliving Things

Introduction

Display pictures of a living and a nonliving object. Ask students which picture shows a living thing. Have students discuss the differences between the two pictures. Write their ideas on the board. Remind students that living things have specific characteristics. As a class, list characteristics of living things, such as the ability to grow, move independently, eat, breathe, etc. List students' responses on the board.

Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Living and Nonliving Things pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the flap book. Apply glue to the back of the center section and attach it to the page.

4. Write three characteristics of living and nonliving things on the top of each flap.

5. Cut out the picture cards. Look at each picture. Decide whether the picture represents a living thing or a nonliving thing. Glue each picture under the correct flap.

6. Draw a living object and a nonliving object below the flap book under the correct category.

Reflect on Learning

To complete the left-hand page, have students make a T-chart labeled *Living* and *Nonliving*. Provide students with magazines or newspapers. Have students cut out pictures of living and nonliving objects and glue them into the correct columns.

Living and Nonliving Things

Characteristics of Living Things

_____

_____

_____

Characteristics of Nonliving Things
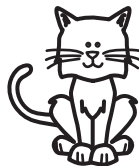
_____

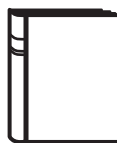_____

_____

ball	cat	ice cream
flower	book	rabbit

Healthy Habits

Introduction

Instruct students to jog in place for one minute. Then, have students put their hands over their hearts and feel their heartbeats. Discuss with students the important job of the heart and remind them that exercising is a healthy habit to keep our hearts and bodies strong. Ask students to share other examples of healthy and unhealthy habits. Draw a T-chart on the board labeled *Healthy* and *Unhealthy* and list students' ideas.

Caution: Exercise activities may require adult supervision. Before beginning any exercise activity, ask families' permission. Students should always warm up prior to beginning any exercise activity and should stop immediately if they feel any discomfort during exercise.
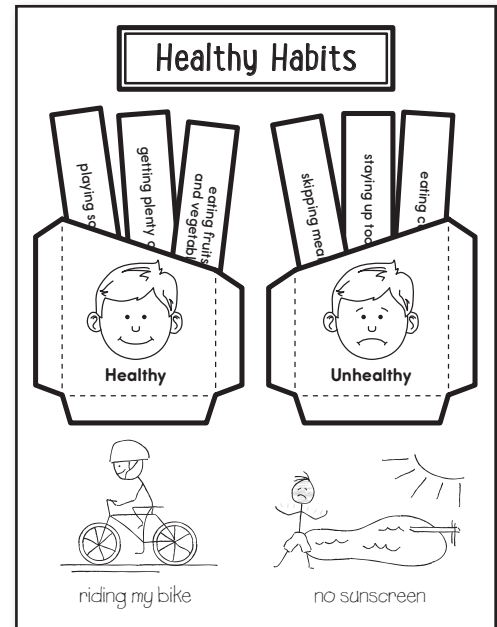

Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.
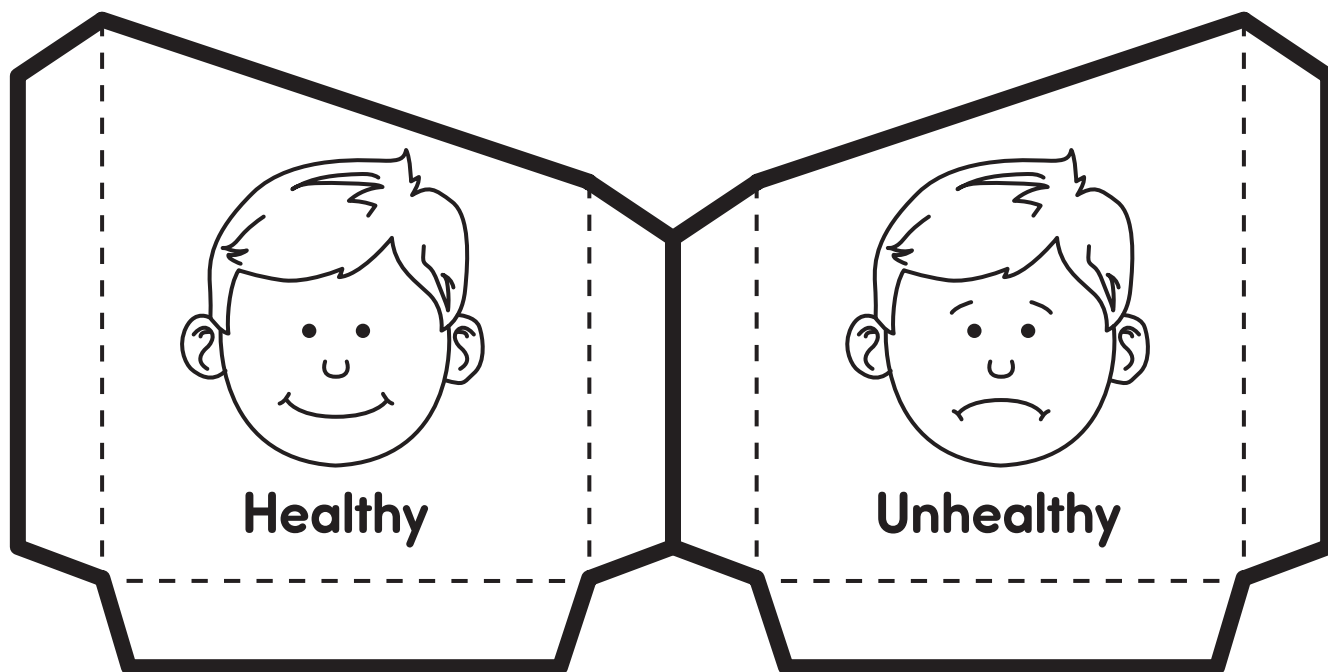
1. Add a Table of Contents entry for the Healthy Habits pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the *Healthy* and *Unhealthy* pockets. Apply glue to the back of the tabs and attach them to the center of the page to create two pockets.

4. Cut out the habits pieces. Read each habit and decide whether it is a healthy habit or an unhealthy habit. Place each habit in the correct pocket.

5. Below each pocket, write or draw one more healthy and unhealthy choice.

Reflect on Learning

To complete the left-hand page, provide students with magazines or newspapers. Have students draw lines to divide their pages into two sections labeled *Unhealthy Habits* and *Healthy Habits*. Have students cut out pictures that represent healthy and unhealthy habits and glue the pictures into the correct sections.

Healthy Habits

Healthy

Unhealthy

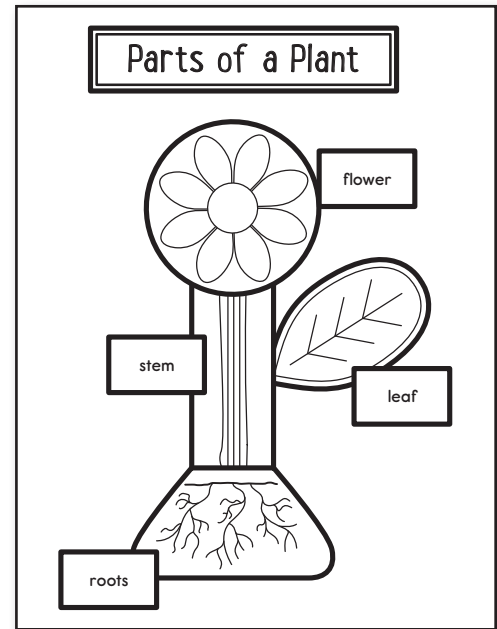|	
playing soccer	staying up too late
eating candy	eating fruits and vegetables
getting plenty of rest	skipping meals

Parts of a Plant

Introduction

Display a picture of a plant. Identify and review the basic parts of a plant and their functions. Then, have students stand to demonstrate that their bodies are like the parts of the plant. Explain that their feet are like the roots of the plant and keep the plant firmly in the soil. The stem of the plant holds the plant up, just as students' bodies hold them up. The leaves of the plant extend from the stem just as students' arms extend from their bodies. Finally, the flower of the plant is at the top just as students' heads are at the top of their bodies.

Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Parts of a Plant pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the plant part picture pieces. Place the pieces in the correct order to construct a plant. Glue each piece to the page.

4. Cut out the word cards. Glue the correct word next to the correct plant part to create a diagram.
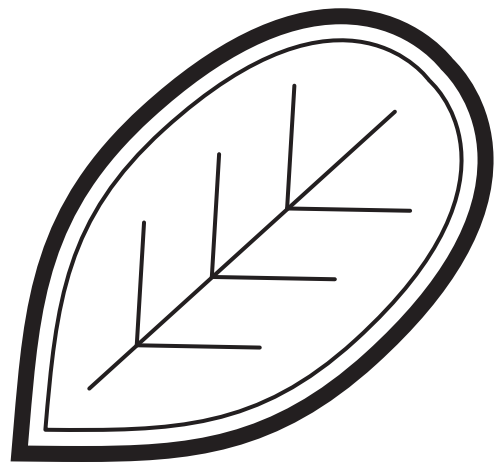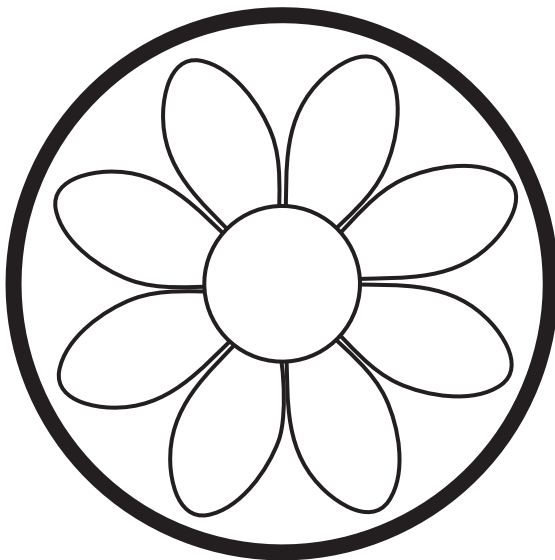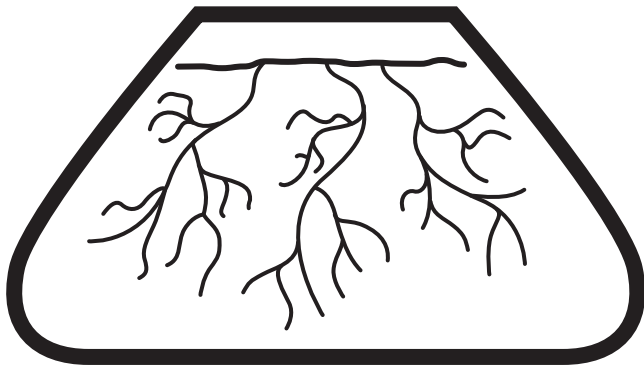
Reflect on Learning

To complete the left-hand page, write the following sentences on the board: *A plant has _____. The _____ help(s) the plant to _____.* Each student should copy the sentence, choose one of the plant parts, and use the part to complete the sentences.

Parts of a Plant

flower

stem

leaf

roots

Parts of a Plant

roots | leaf | stem | flower
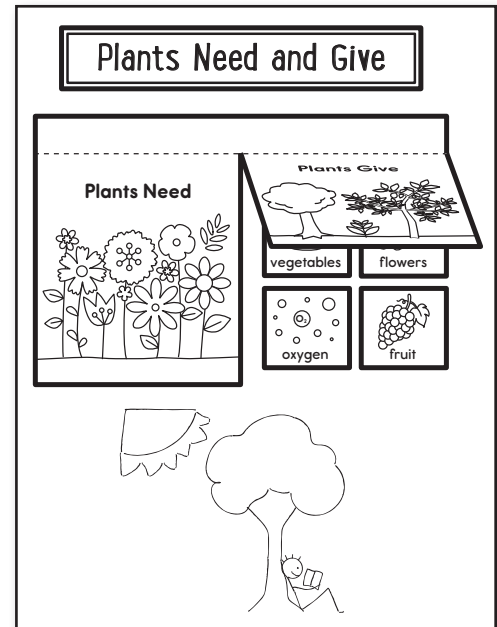
Plants Need and Give

Introduction

Display a bottle of water, a piece of paper, a piece of fruit, and some soil. Have students explain which items plants need and which items come from plants. Explain that plants need things to grow, but plants give us many things as well. Have students work in two groups. One group should make a list of plant needs and the other group should make a list of things that plants give us. Have students write or draw their ideas on chart paper. Have each group discuss and share their lists.

Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Plants Need and Give pages.

2. Cut out the title and glue it to the top of the page.

3. Cut out the *Plants Need/Plants Give* flap book. Cut on the solid line to create two flaps. Apply glue to the back of the top section and attach it to the page below the title.

4. Cut out the picture cards. Look at each picture and decide whether it is what a plant needs or what a plant gives to humans and animals. Glue each picture under the correct flap.

5. Below the flap book, draw a picture of yourself using something that a plant gives.

Reflect on Learning

To complete the left-hand page, have students use the picture clues on the right-hand page to write two sentences about plants. For example, *Plants need air and water to grow.* or *Trees give us apples to eat.*

Plants Need and Give

Plants Need

Plants Give

soil	water	fruit	air
oxygen	flowers	vegetables	sunlight