







Week 1~Science Schedule

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
The Animal Kingdom					
First Animal Encyclopedia		p. 4-5 "The Animal Kingdom"			
Learning About Animals (K-2)		p. 5-6			p. 7-10
Exploring Creation With Zoology (3-6)		p. 1-5			p. 5 "Try this!"

Explanations

Begin this year's study with a look at the animal kingdom. If your child has an interest look even deeper into the classification system. This will provide a point of reference for the rest of the year's study. Several charts are included in this schedule. Each animal you study can be placed on these charts to encourage a better understanding of the "kingdoms". This icon  is placed on the schedule as a reminder to do this. The classification system can be remembered by the acronym: **Kings Play Chess On Fine Green Squares** (Kingdom, Phylum, Class, Order Family Genus Species). Look at the "Instruction Sheet" in this schedule for a better understanding of how to do this. Two other icons will occur on the science sheets throughout the year. The open book icon  reminds you to do a science summary (see the description below). The other icon  is the microscope. Each time you see this icon fill out the science experiment sheet. Look at the instruction sheet for further explanation of how to use this sheet. **Next week:** Decide between the "rolly polly/woodlice" or "worm experiment". Look at the shopping list for a list of supplies needed.

Science Summary: For children K-1 retell the facts you have learned orally. For students in second grade and above, the science summary should be completed, using the Institutes for Excellence in Writing's program. Each week you will see this icon  and "summary" on the schedule. If you are using our main schedules you will be instructed to do a "key word outline" from the Institutes for Excellence in Writing course. Choose a paragraph from the science reading. Write the "key word outline" from IEW and then rewrite or retell (depending on the age of the child) the paragraph from the outline. If you are already familiar with the "key word outline" add dress-ups to your paragraph. This helps teach writing skills as well as allow for better retention of the science facts.

Easy Links: If you need more information on the classification system of animals click on "Easy Links" on the homepage of our website. Click on the link to "Animals, Human Body and Plants". Go to the link on week 1. You will find a website with more information on the classification system.

Learning About Animals (grades K-2): Use these pages to help your child understand what is living and what is not living.

Exploring Creation with Zoology (grades 3-6): These pages will give your child a more in-depth understanding of the classification system.

Science Fair: Beginning in third grade children are eligible to enter regional/state science fairs and the national science fair. As you go through the year you will have a variety of science experiments that you can complete. With each science experiment reiterate the scientific method. This will make doing a science fair project seem more doable. Most regional science fairs are held in March. Start thinking early about a question you want answered. Go to our website and click on **Easy Links** on the homepage and click on "Science Fair Ideas" for more information about science fair projects. There will be prompts throughout the year to encourage you to start your science fair project. Look on the next page for a chart that explains the Scientific Method.

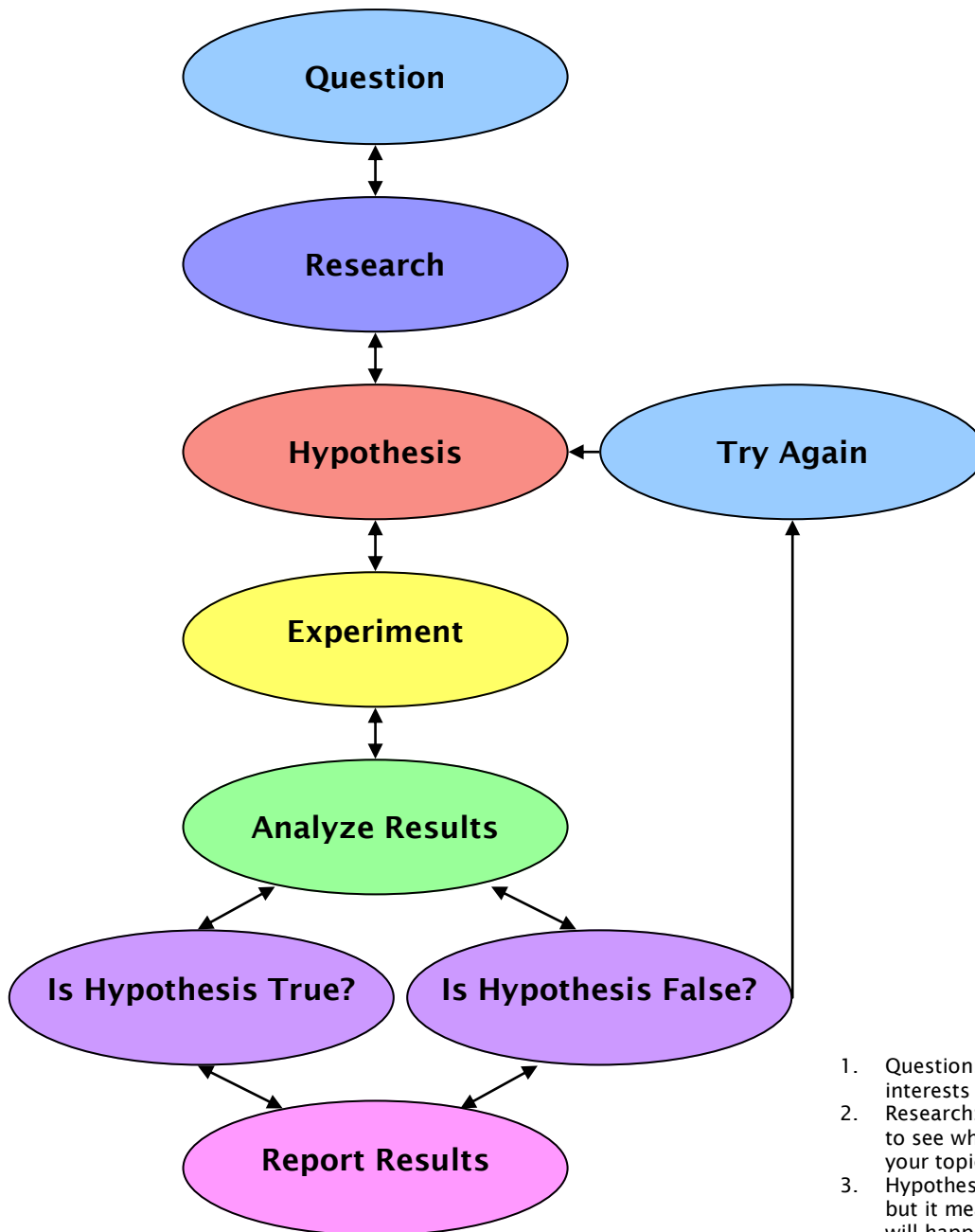
Shopping List for Next Week

Rolly Polly/Woodlice Habitat
 -Rolly pollies
 -two paper towels
 -scraps of rough and smooth materials

Earthworms Mix up the Soil
 -Worms
 -a jar
 -different types of soil



Scientific Method






Scientific Method

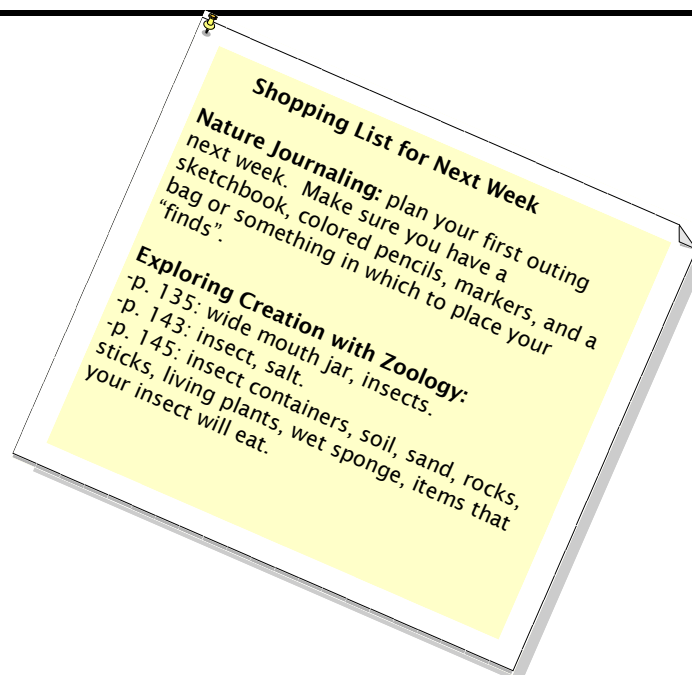
1. Question: Ask yourself a question about a topic that interests you.
2. Research: Look at information on your topic. Search to see what experiments have already been done on your topic.
3. Hypothesis: Form a hypothesis. This is a big word, but it means to make a guess about what you think will happen.
4. Experiment: Design an experiment that will test your hypothesis. This is the fun part. Set it up so you can record and observe measurable data.
5. Analyze Results: Look at your data and determine what you have learned from the experiment.
6. Hypothesis True? or False?: Decide whether you have proved or disproved your hypothesis.
7. Report Results: Write a report explaining your results.

For more information on the Scientific Method: go to **Easy Links** on our website and click on week 1 of the Physics Schedule.






Week 2~Science Schedule

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Worms, Snails, and Slugs					
First Animal Encyclopedia		p. 132-133 "Strange Land Creatures" 		Experiment below	
The First Book of Nature		p. 147, 160-161			
Keeping a Nature Journal	Read p. 17-20 for information on how to begin nature journaling.				
Explanations					
<p>Comprehension Questions: What are some ways these creepy crawlies protect themselves? A snail pulls himself into his shell for protection; a pill bug or wood louse curls up into a ball to hide from predators; A slug uses slime to protect its body from sharp objects. How are worms useful? Worms eat rotting plants and animals, which rids our environment of decaying materials.</p> <p>Experiment: (grades K-6) Choose from one of the following experiments:</p> <p>Rolly Polly (woodlice) experiment: Find 4 or 5 woodlice in your back yard*. Cover half of a Petri dish (or other small dish) with a paper towel. See which side the woodlice prefer (the dark or the light side). Add additional variables to your experiment: light and dark, damp and dry, and smooth and bumpy. For the damp and dry place a wet paper towel on half of the dish and a dry paper towel on the other half. For the smooth and bumpy place a rough surface on half of the dish and a smooth surface on the other half (smooth and rough cloth works well). Predict what will happen (this is called forming a hypothesis). Do the experiment at least 3 times to see if you get the same results every time. Record the results on the science experiment sheet. Check the results with the hypothesis. Was your hypothesis right? Can you tell which habitat woodlice prefer? Doing this experiment will help you gain an understanding of the scientific process. Place the worm or the woodlice on the classification sheet.</p> <p>*FYI: Woodlice can be found under rocks or landscaping ties. Dig about 6" down to find earthworms.</p> <p>Earthworm Experiment: Place layers of different colored soil in a jar or terrarium. Place dead leaves and broken up sticks, etc. on the top of the soil. Cover the jar with brown paper (to protect the worms from the light). Add earthworms. Leave it sit for several days and inspect. What do you notice about the soil? The layers should no longer be visible. The worms mix the soil and aid in the decomposition of dead leaves.</p>					



Week 3~Science Schedule

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Insects					
First Animal Encyclopedia		p. 106-107 "Insects" 			
First Book of Nature		p. 146-147			
Exploring Creation with Zoology (3-6)		p. 131-145		p. 135,143 or 145 "Try This!"	
Keeping a Nature Journal				p. 22-26	
Explanations					
<p>Comprehension Questions: What are the common characteristics of insects? All insects have six jointed legs, bodies divided into three parts (head, thorax and abdomen), a pair of antennae, most have wings, and they are covered with a hard skin called an exoskeleton. What are some ways insects are useful to us? Insects are very useful creatures. They make silk, honey and red food coloring...some people actually eat them. Some insects such as lady bugs eat other insects that eat our crops.</p> <p>Exploring Creation With Zoology (grades 3-6): This selection goes into much depth about insects. Make sure your child understands the common characteristics of insects. Choose one of the above "Try This" experiments...if your child is very intrigued by insects consider creating an insect zoo (p. 145).</p> <p>Nature Journaling (K-6): Plan your first nature journaling expedition. Go out in your back yard or to a park, pond, or stream to identify a variety of different types of insects. Use the information on page 22-24 to plan your trip. If you have purchased our "Main Schedule" for first grade the art section will give you ideas for helping your child to draw during nature journaling. You can also use p. 128-129 for more ideas on how to draw insects in your nature journal.</p>					

