

Life Science Grade 1 Evaluation

Teacher Section

Overview: Kids will demonstrate how well they understand important key concepts from this section. Some kids at this level are not reading quite yet, so you'll need to work together with them and observe them carefully as you go in order to understand what they know as they may not be able to tell you directly.

Suggested Time: 20-30 minutes

Objectives: Students will be tested on the key concepts:

- Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- Plants and animals both need water; animals need food, and plants need light.
- Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- Roots are associated with the intake of water and soil nutrients, green leaves with making food from sunlight.
- Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents.

Life Science Grade 1 Explorations

Teacher's Outline with Answers

Teacher/Parent: This is not a quiz. This is a chance for you to explore the key concepts with your student to you can understand what they know and where they still need work. Read each question aloud and do the action and invite the students discuss their answers with you to help them answer the questions. Answers and/or experiment references given in parenthesis.

Questions to Explore Together:

1. When birds and animals drink from lakes, rivers, and ponds, how pure is it? Are they getting the water they need, or are they getting something else in the water? (Refer to *Water Cycle Column: Is Rain Pure?* Experiment and discuss the results with your student.)
2. How does water affect land and animals? (Refer to *Terraqua Column* Experiment and discuss how things like salt and fertilizer affect plants and insects.)
3. What color light do plants like best? (Different colors of light have different energy levels. If you think of a rainbow, these are all the colors included in white light. The highest energy light is violet light, and red is the lowest energy. The light that gives plants the most energy are the ones at the violet end of the spectrum.)
4. How does an insect aspirator work? (Refer to *Making an Insect Aspirator* Experiment and discuss how when you remove air from the container with one straw, it creates a partial vacuum (no air) space in the container. When this happens, the air outside the container rushes in through the second straw to equalize the pressure in the container, and if it's close enough to an insect, it goes in also.)
5. Name two different insects and describe how each one builds their home, find food, and protect themselves. (Refer to *Eco-Column* Experiment or just your own observational experience.)
6. Families share similar features like eye and hair color. What features does your family share? (Refer to *Tracking Traits* Experiment.)

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Student Worksheet

(Teacher: You'll need to go over the instructions with the kids and work with them on this part.)

Overview: You're going to show your teacher how much of this science stuff you already know. Choose one of the following activities:

- a. Make up a short story about your favorite plant or animal. You can act it out if you want to with costumes and everything.
- b. Design a garden and label its parts on a poster. Your drawing must include: plants, insects, decomposers, as well as water, light and nutrients. When you're finished, you'll use it to teach your parent or teacher and demonstrate what you've learned.