Lesson Plan

Lesson: Using tools to observe

Length: 30 minutes

Age or Grade Level Intended: 1st

Academic Standard(s):

Science:
1.1.4 Use tools, such as rulers and magnifiers, to investigate the world and make observations.

Performance Objective(s):
1. Given various objects, the students will use scientific tools to discover how to gain information about those objects when observed.

Assessment: When the students are exploring with the tools, the teacher will walk around and observe what the students do and listen to any conversations that may be going on about the tools.

Advance Preparation by Teacher:
- Obtain science tools, such as magnifying glasses, scales, rulers
- Obtain different objects for students to observe, such as rocks, sand, pencil shavings, coins
- Separate students into small groups of two to three

Procedure:

Introduction
1. Separate students into the small groups.
2. Give each group a few items to look at, whether it be the rocks, sand, or coins
3. Tell the students each of these objects in front of them is different and we observe these objects to find out more about them.
4. We observe things before we buy something. For example you might observe and look at different toys before you decide on the one you want.
5. We use our senses to observe something. We use our eyes to look at the object, we may smell and feel it.
6. What are some other ways we can observe objects to find out more information?
   (Bloom’s Analysis)
**Step by Step:**

1. Hand out the science tools to each group. Giving out 1 magnifying glass, 1 ruler, and 1 scale to each group.
2. Allow students to use the tools to make observations about the objects you placed in front of them at the beginning. (Gardner’s Visual/Spatial)
3. Walk around the room and observe what students are doing.
4. Make sure you observe each group.

**Closure:**

1. After all groups have had plenty of time to use each tool bring the whole class together for a discussion.
2. Have each group share what they observed using the different tools. (Gardner’s Verbal/Linguistic)
3. Ask students what other tools they have used or have seen someone else use to make observations? (Bloom’s application)
Enrichment/Adaptation:

1. **Listening and comprehension disability**: Tell the directions one at a time and repeat when necessary. I could also write out specific directions if need be.

2. **Autism**: Repeat all directions to ensure the student understands what is expected. Set rules at the beginning of the lesson.

3. **High Ability**: Have this student explain in what situations the tools would be used.