

Name \_\_\_\_\_

## Observations



### Warm Up: Get Moving!

Walk to touch something in the room that is large. Crab walk to touch something that is small. Stomp to touch something that is heavy. Tiptoe to touch something that is light.

Read the passage. Follow the directions.

What is the difference between a brick and a feather? We can see, or *observe*, that a brick is usually in the shape of a rectangle while a feather is usually long and slim. You probably know that a brick is heavy and a feather is light. The way an object feels when it is touched is called its *texture*. A brick has a rough texture, but the texture of a feather is smooth. We also know a brick will sink in the water while a feather will float.

We can observe many things about an object by looking at it. We can tell its size, shape, color, and sometimes its texture. Think about an orange. We usually think of an orange as having a small size, a round shape, an orange color, and a bumpy texture. Look around today and pay attention to the size, shape, color, and texture of the things you see.

Answer each question.

1. What does the word *observe* mean? \_\_\_\_\_

\_\_\_\_\_

2. What is *texture*? \_\_\_\_\_

\_\_\_\_\_

3. Tell something from the passage that is different between a brick and a feather.

\_\_\_\_\_

Choose five objects in your classroom. On another sheet of paper, draw a chart, and describe what you observe about each object. The chart should have these five columns: Object, Size, Shape, Color, Texture.



Name \_\_\_\_\_



Warm Up: Let's Go!

If the paired words mean about the same thing, hop on your right foot. If they mean something different, hop on your left foot.

big-large, little-small, in-out, cold-icy

## Categories Cut and Paste

Read the passage. Follow the directions.

Think of some things that are red. Did you think of an apple, a fire truck, or a Valentine heart? How many cold things can you think of? Did you think of ice cream, snow, or an ice cube? We can group objects together by observing the ways they are the same. Objects may be the same size or the same shape. They may be the same color. They may both feel smooth on the outside. An airplane and a ship are both large. An ant and a paper clip are both small. A penny and a plate are both shaped like a circle.

Find two objects in your classroom that are the same in some way. Tell a classmate what the objects are and why you think they are the same. Does your classmate agree?

Read the passage again. Follow the directions.

1. Draw a red circle around each red object named in the passage.
2. Draw a blue square around each cold object named in the passage.
3. Write two small things from the passage. \_\_\_\_\_  
\_\_\_\_\_

4. Write two things from the passage that are circles. \_\_\_\_\_  
\_\_\_\_\_

Cut out the Observation: Cut and Paste Cards (page 3). Fold a piece of construction paper from top to bottom and from side to side. When you open up the paper, you should have four parts. Paste a label card at the top of each part. Put objects into groups that show how they are the same. Paste the picture cards that go together under each label.



# Categories Cut and Paste Cards

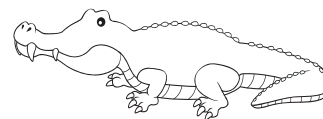
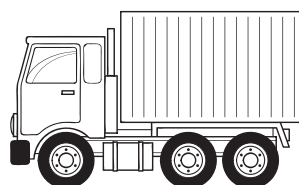
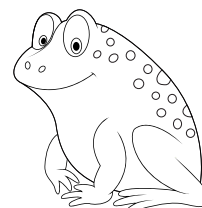
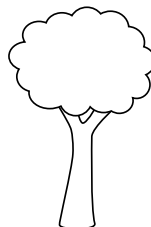
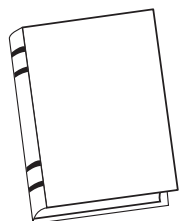
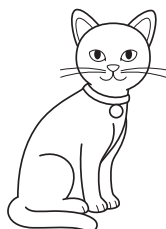
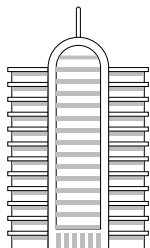
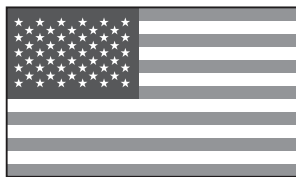


tall

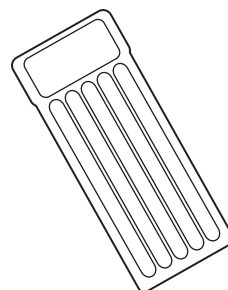
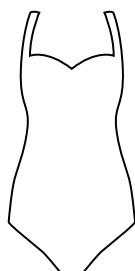
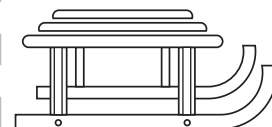
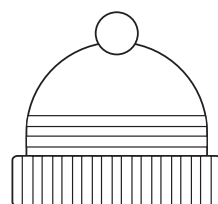
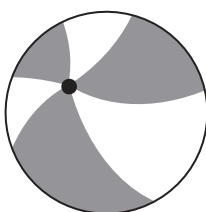
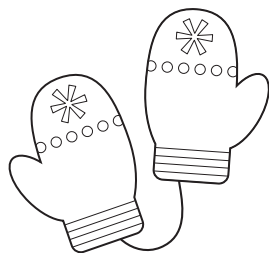
bumpy

rectangle

soft



# Observations: Categories Cards



Name \_\_\_\_\_



Warm Up: Get Active!

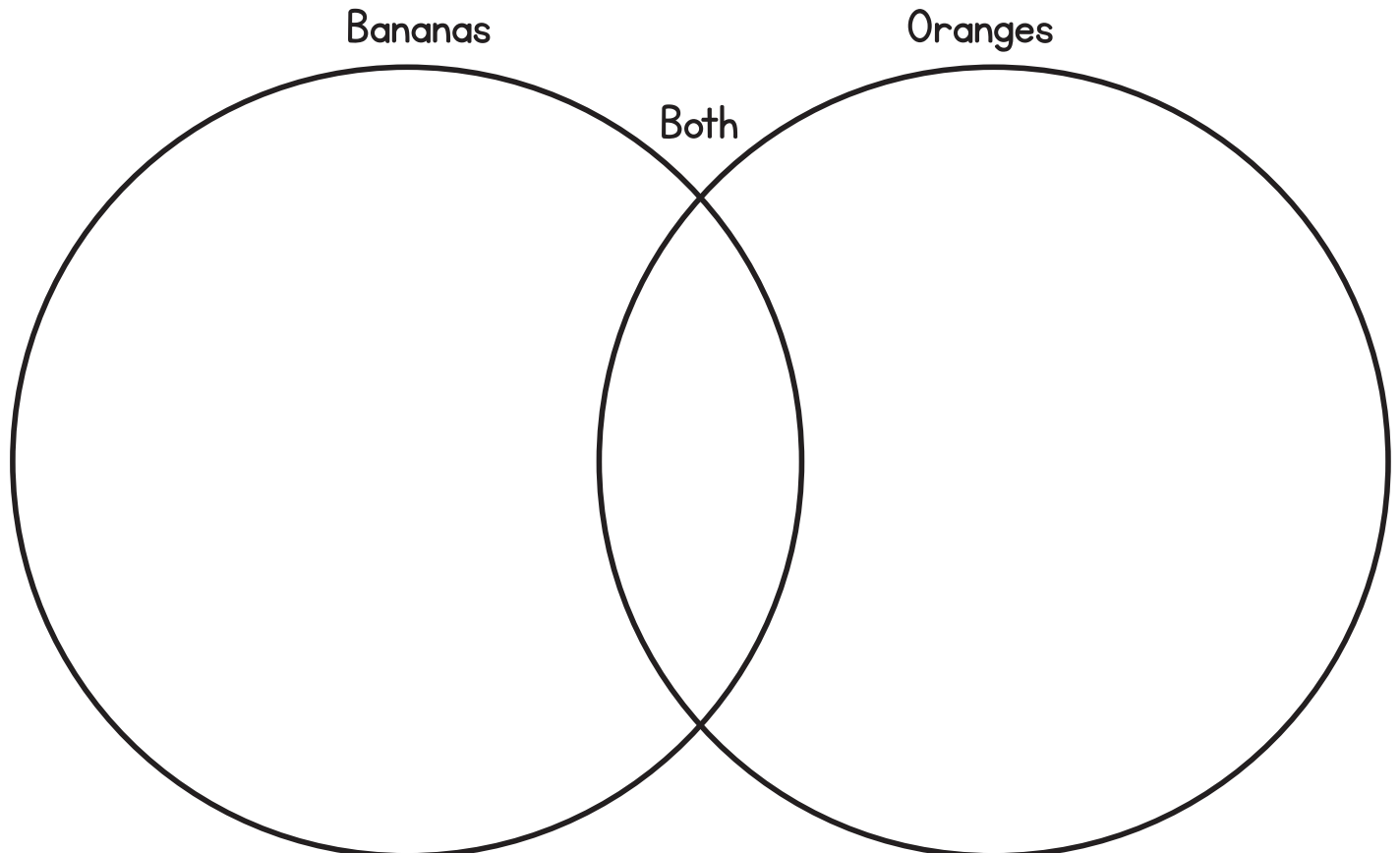
If the paired objects are alike in any way, draw a check mark in the air.  
lemon-lime, circle-oval, freeze-burn

## Bananas and Oranges Venn Diagram

Read the passage. Follow the directions.

How are a banana and an orange alike? How are they different? A banana is yellow, long, and has a smooth peel. An orange is orange, round, and has a bumpy peel. Both a banana and an orange are fruits. Both have a peel, and people eat both fruits.

You can use a Venn diagram to compare and contrast the properties of these two fruits. *Compare* means to show how two things are the same. *Contrast* means to show how two things are different. A Venn diagram looks like two big circles that cross over to form a space in the middle. In the circle on the left, write the things that tell about a banana. In the circle on the right, write the things that tell about an orange. In the center where the two circles cross over, write the things that are the same about bananas and oranges.



Name \_\_\_\_\_



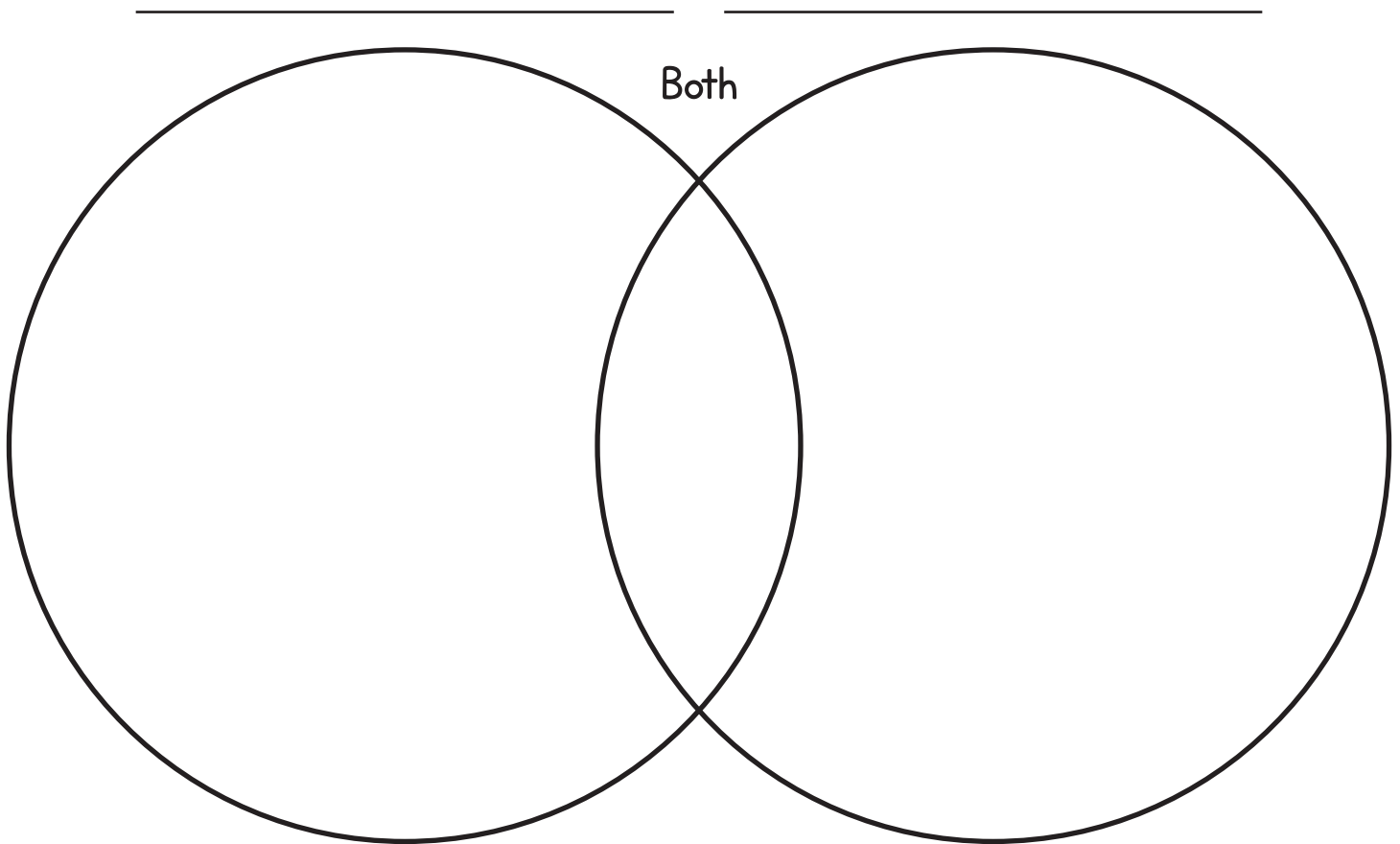
Warm Up: Get Moving!

March to two objects in the classroom that are different shapes. Gallop to two objects that are the same shape.

## Venn Diagram

Use the Venn diagram to compare and contrast two objects in your classroom.

Choose from the following objects or pick your own: pencil, crayon, marker, notebook, paper, book, tissue, tape, paper clip, stapler, scissors, and ruler. Put the objects on your desk. Think about the size, shape, color, and texture (how something feels on the outside) of each object. Write words in each circle to that tell how the objects are different. Write words in the center to tell how the objects are the same.



Name \_\_\_\_\_



Warm Up: Let's Move!

Pretend you are picking an apple.  
Pretend to climb a ladder, and pick an  
apple. Then, climb back down, and put  
the apple in a basket.

## Observations: Categories

Read the passage. Follow the directions.

We can look at objects to see how they are the same, how they are different, and which group they belong to. But, objects can belong to more than one group. A red apple can be a part of many groups: things that are red, things that grow on trees, food, fruits, and things that are sweet. Write two groups to which you think a ball would belong.

1. \_\_\_\_\_

2. \_\_\_\_\_

Look at the Observation: Categories Cards (page 3). Cut out the cards. Sort them into two groups. Explain why you grouped the cards together.

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Now, mix up the cards, and make two new groups. Explain why you grouped the pictures together in a different way.

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_



## 2 - Science (Structure and Properties of Matter) Observable Properties

### Observations

Warm Up: Students should walk to and touch an object that is large, crab walk to and touch an object that is small, stomp to and touch an object that is heavy, and tiptoe to and touch an object that is light.

1. see
  2. way an object feels when it is touched
  3. Answers will vary.
- Charts will vary.

### Categories Cut and Paste

Warm Up: Students should hop on right foot for big-large, little-small, and cold-icy. Students should hop on left foot for in-out.

1. red circle around apple, fire truck, Valentine heart
  2. blue square around ice cream, snow, ice cube
  3. ant, paper clip (Other answers may include apple, Valentine heart, ice cream, snow, ice cube, penny, plate.)
  4. penny, plate
- rectangle: truck, flag, book  
soft: feather, chick, cat  
tall: building, tree, mountains  
bumpy: frog, alligator, rock

### Bananas and Oranges Venn Diagram

Warm Up: Students should draw check marks in the air for lemon-lime and circle-oval.

Venn diagrams will vary but may include:

Bananas: yellow, long, smooth peel

Both: fruit, can be eaten, have peels, have seeds

Oranges: orange, round, bumpy peel

### Venn Diagram

Warm Up: Students should march to two objects that are different shapes, then gallop to two objects that are the same shape.

Venn diagrams will vary.

### Observation: Categories

Warm Up: Students should pretend to climb a ladder, pick an apple, and climb down a ladder.

1.-2. Answers will vary.

Groups 1.-2. will vary but may include cold weather clothing and things (mittens, coat, hat, sled, ice skate) and warm weather clothing and things (sunglasses, beach ball, flip flops, swimsuit, pool float).

Groups 1.-2. will vary but may include clothing and things that are not clothing.

