

Year One

Resource Pages

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1/Day Three-Object Lesson

From *Little Lessons in Plant Life*, Lesson XXVI, slightly modified

LEAF

I will teach you the names of the different parts of the leaf.

First, the flat green part of the leaf, this part around which you see me passing my pencil, is called the *blade*. Hold your leaves down firmly on your slates (paper), and take your pencils and draw a line around the blade of the leaf. I will draw on the board. Now we have a picture of the blade.

This little stem at the foot of the leaf is called the footstalk, or *petiole*. Some leaves have very short petioles, some none at all. Let us join a footstalk (petiole) on to the blade in our picture.

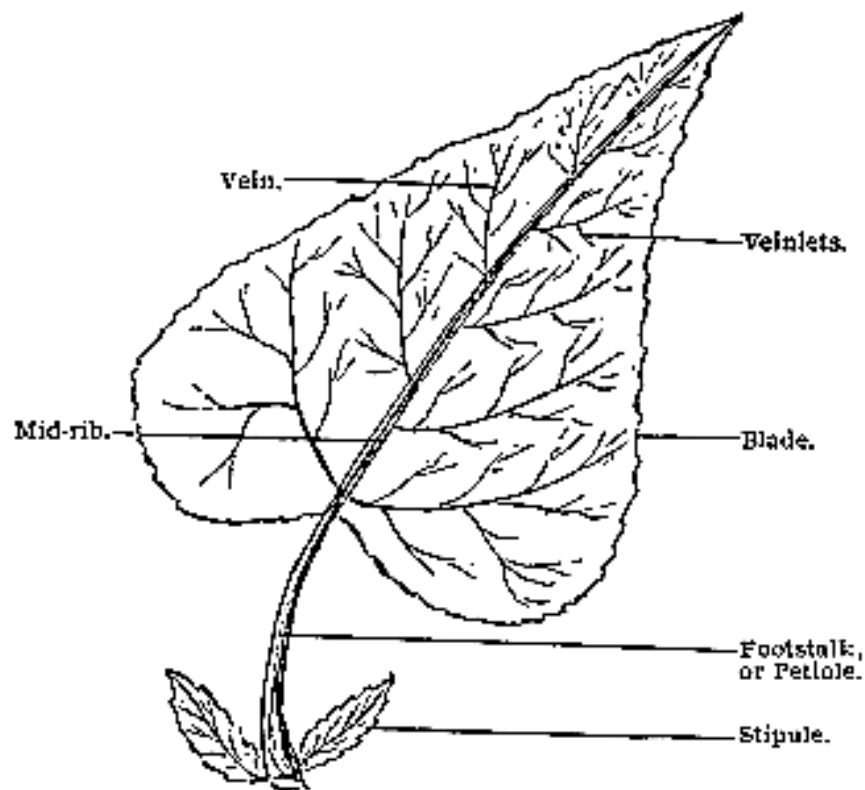
Turn your leaf over and look at the back of it. Do you see that rib passing down the center of it? That is the *midrib*. Now we will put the mid-rib in our drawing, by continuing the line from the footstalk to the end of the leaf. Break the mid-rib of your leaf. What has happened to it? "It will not stand out straight." Then who can tell the use of the midrib? "To hold the leaf out straight." Certainly.

Look at the back of the leaf again; see those little ribs running out on each side from the mid-rib. They are *veins*; let us put them in the drawing also. Hold the leaf up to the light and look at it. What do you see? "We see many little veins." They are called *veinlets*. Make the veinlets with slight, delicate strokes.

Some leaves have something that looks like two little leaves, growing at the base of the footstalk. This rose geranium, in the window here, has them. I will set it on the desk in front of the class so that you all may see them. These are called *stipules*. Some leaves have the stipules and some do not have them. Add them to your drawing.

Now, let us mention the parts of the leaf, touching each part as we mention it. I will write their names here on the board.

- petiole
- stipules
- midrib
- blade
- veins
- veinlets



Reading a Thermometer

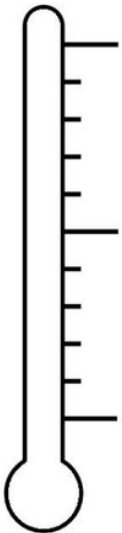
A.



B.



C.



D.



Reading a Thermometer: Teaching Notes

First, number the thermometers. The lowest notch on the thermometer is meant to measure 0° , with each subsequent notch measuring 10° more each time. The last notch measures 100° . Feel free to write these numbers for your child, counting by 10s with them. If you'd like your student to practice writing numbers in multiples of 10, then have your child write them.

Second, color the thermometers to the temperatures listed below. Set One includes numbers in multiples of 10 for this level. Set Two consists of numbers in multiples of 5 and 10 to offer a slight challenge for slightly older students. Have your student complete either Set One or Two, listed below, by marking the thermometer with the degree indicated and coloring up to that mark. The colored portion visually demonstrates the temperature.

Set One

- $A=20^{\circ}$
- $B=80^{\circ}$
- $C=50^{\circ}$
- $D=100^{\circ}$

Set Two

- $A=30^{\circ}$
- $B=65^{\circ}$
- $C=100^{\circ}$
- $D=45^{\circ}$

Additional Practice

If you have a small thermometer at home, then you could give your child additional practice in reading it by placing it in various types of water and reading the temperature. For example, you could have one mug of room temperature water, one mug of water filled with ice and one mug of heated water. Be careful around the latter mug of water.

Weather Log



Name

Date

Day

Season

Wind

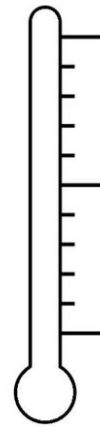
Moisture

Temperature

Clouds

Draw the clouds.

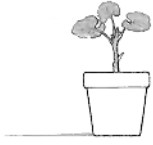
Mark the Temperature.



_____ °

More Drawings

Note: Please have your child dictate to you what he/she cannot write, since writing skills vary at this level. You may need to number the thermometer and then mark the line of the temperature, letting your child color up to the mark.



Plants: Sun or Shade?



I predict that...

After many days...

Plant/Grass A	will	this plant
	because	My predication matched the outcome. Yes/No
Plant/Grass B	will	this plant
	because	My prediction matched the outcome. Yes/No



Daily Log



Day	Water	Height	Color	Leaf/Blade Amount	Notes
1					

I conclude...

Shadow Scavenger Hunt

Name _____

Find the shadow of the following:

Object	Found	Notes
1 person		
1 tree		
1 animal		(What kind on animal is it?)
1 house		
1 flower or plant		
1 light pole, power pole, section of fencing or street sign		(Which one?)

I conclude... _____

Is it Matter? What Kind?

Teacher: Please complete this chart with your student, writing in the words as needed.

Categorize: wood, steam, brick, air, gasoline, pencil, milk, poem, coin, orange juice, helium, a dream, rock, honey, ice, blood, water, fear, dog and an apple

Solid	Liquid	Gas	Non-Matter

Teacher Key

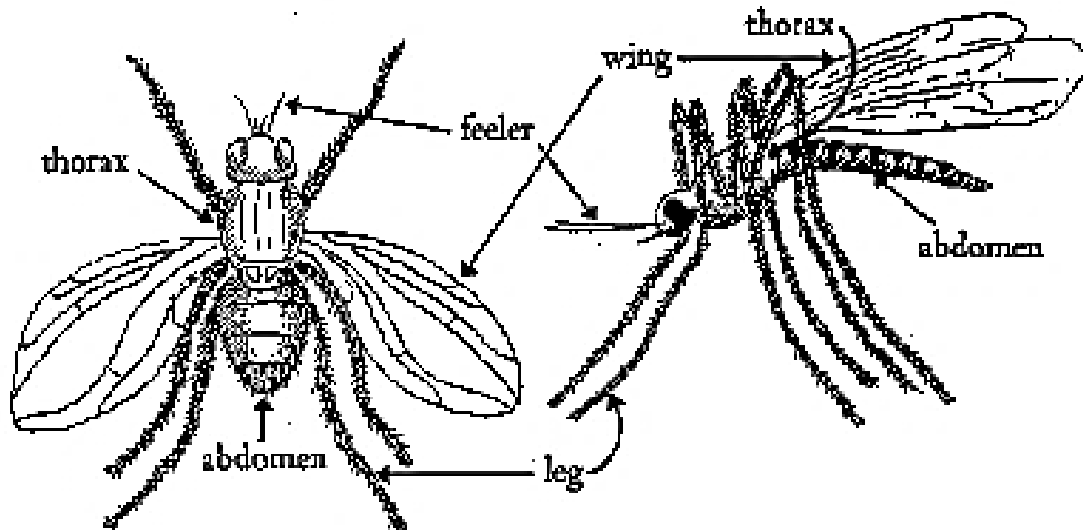
Solid=wood, brick, pencil, coin, rock, ice, dog and an apple

Liquid=gasoline, milk, orange juice, honey, blood and water

Gas=steam, air and helium (such as needed to fill balloons)

Non-Matter=poem, a dream and fear

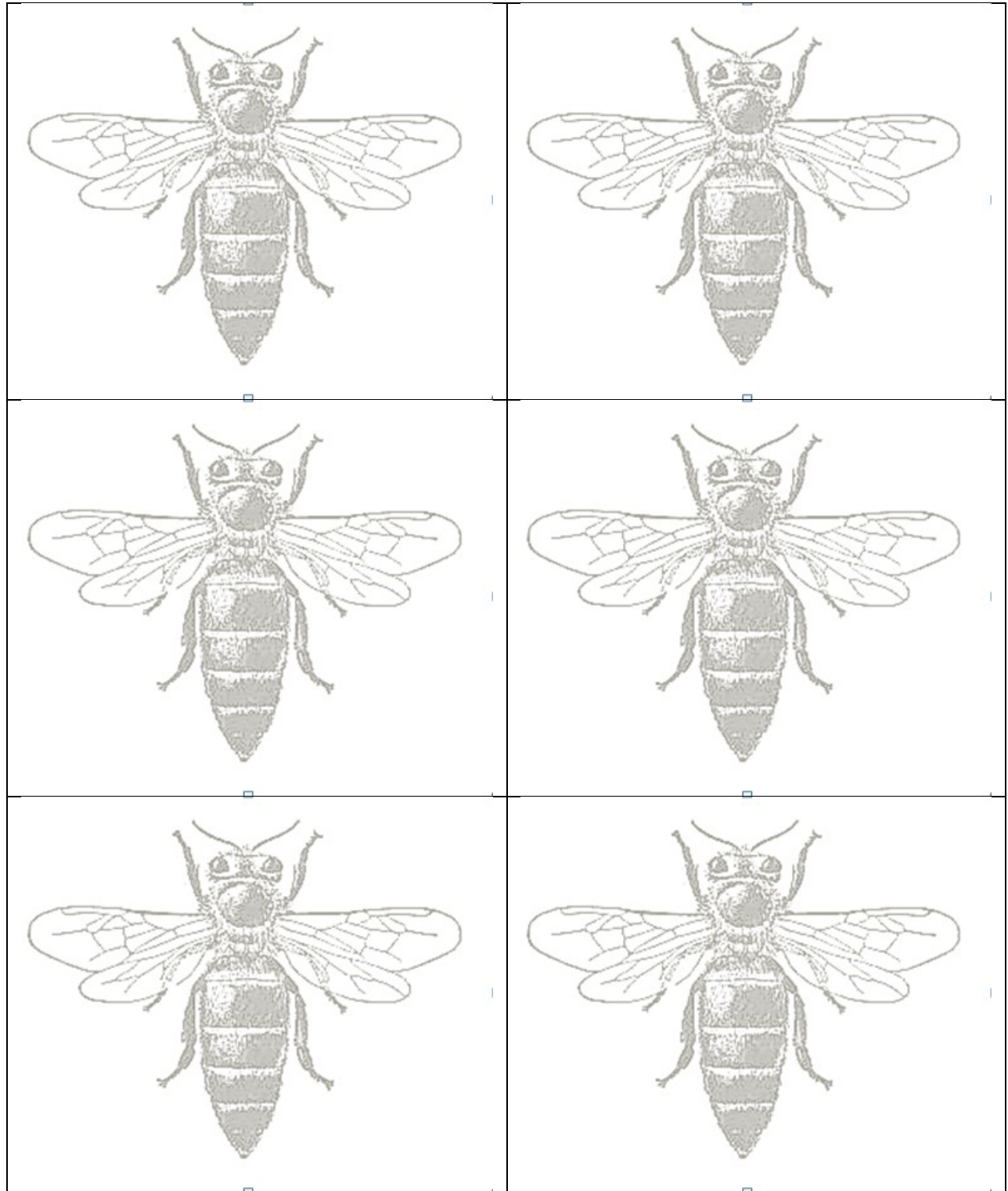
Naming the Parts of an Insect



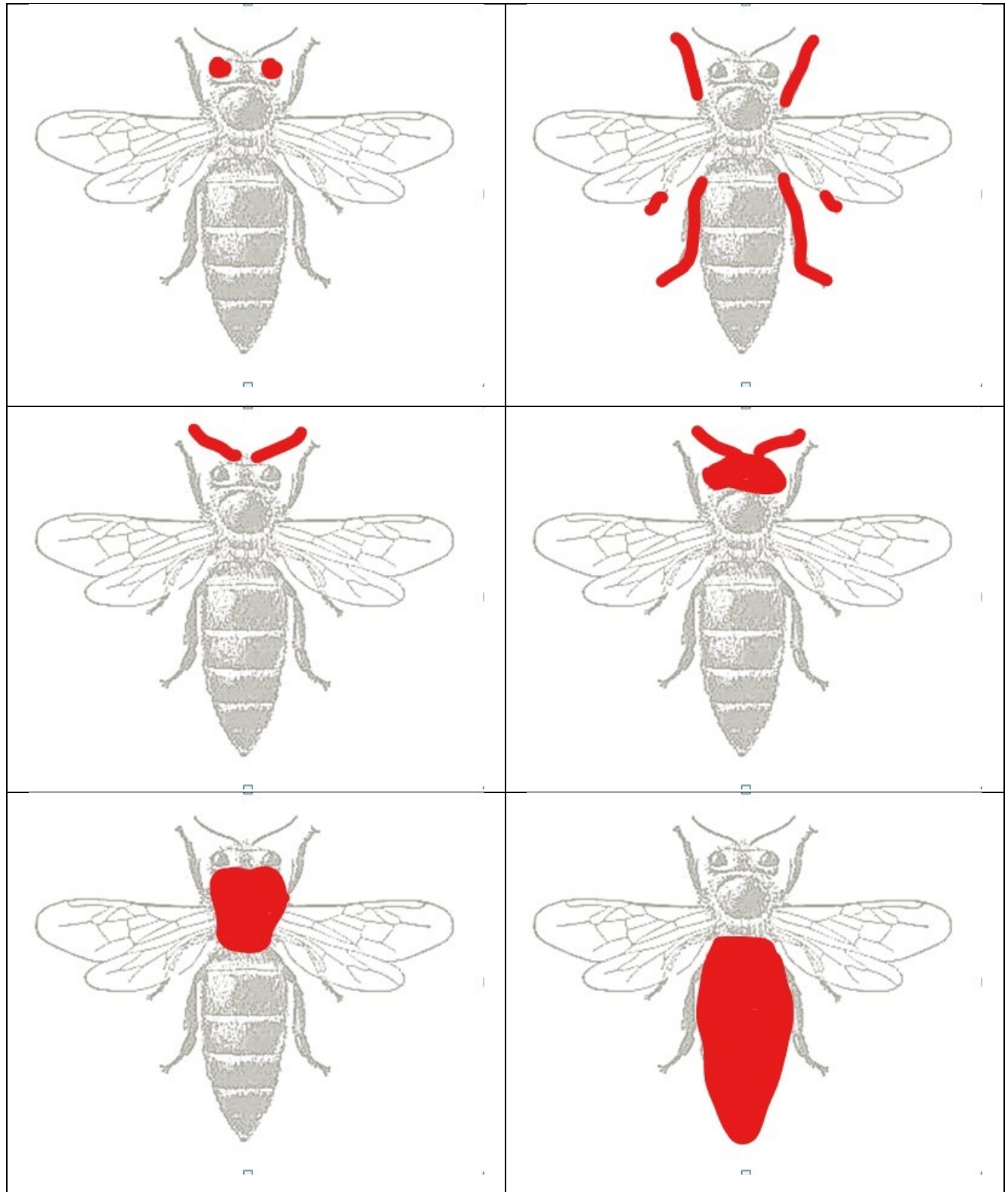
1. There are three main parts to an insect: the head, the abdomen and the thorax. Draw an arrow to the head of the insect labeled above and write the word “head” next to it.
2. What other parts are labeled in the above insect?
3. Can you name another body part that was not labeled?
4. Another name for the “feeler” is antenna.
5. Do you know the name for this insect?

Answers will vary. Possible answers for question #2= feeler and leg, #3=eyes and 5=mosquito

Create Your Own Cards



Montessori 3-Part Cards-Queen Bee

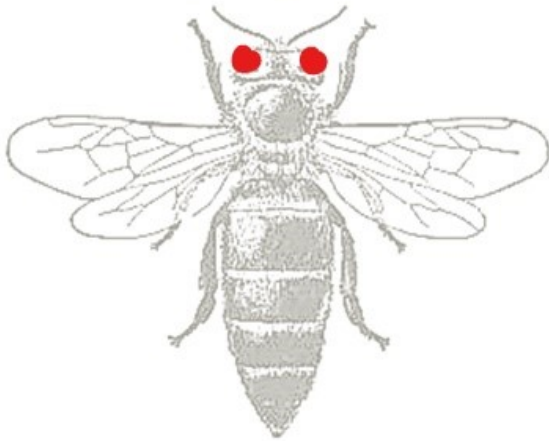




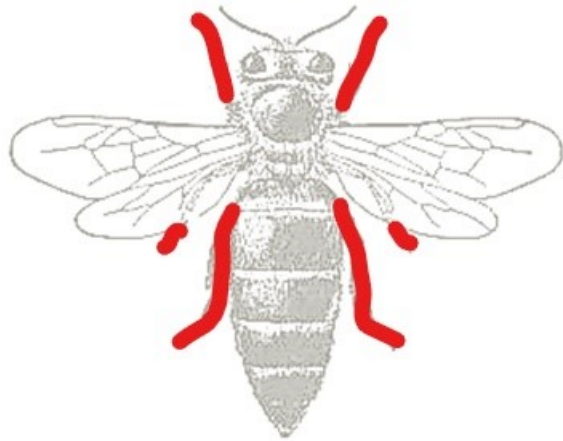
Labels

wings	legs	antenna
abdomen	thorax	head
eyes		

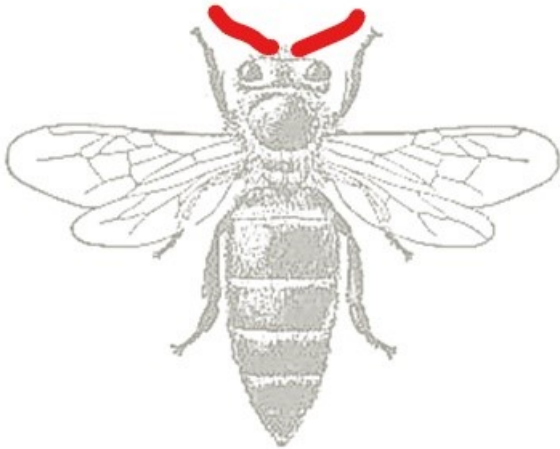
Control Cards



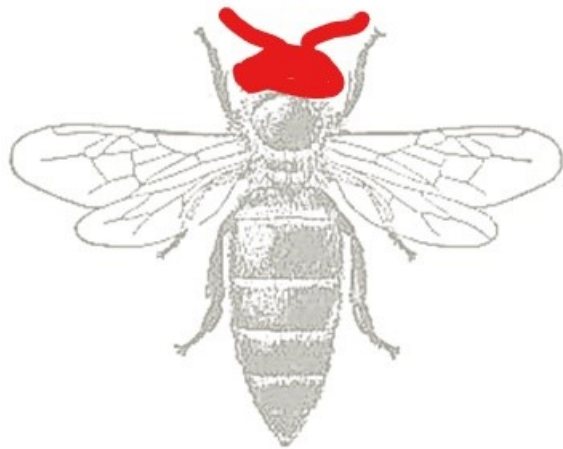
eyes



legs



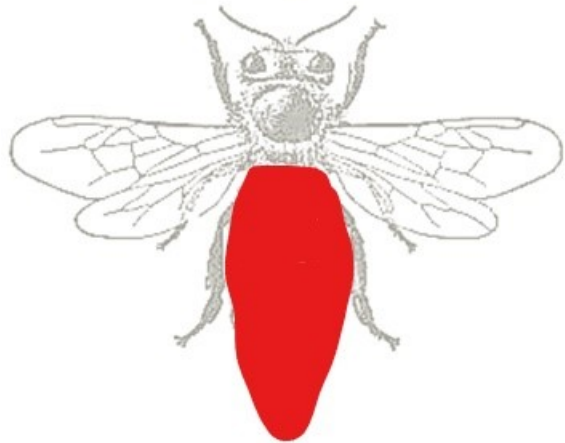
antenna



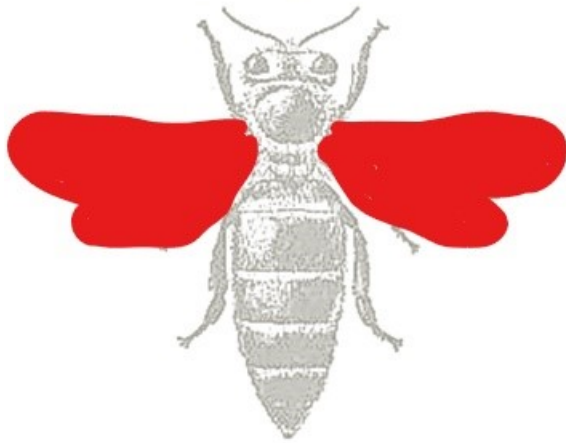
head



thorax



abdomen



wings

What is it?



Sorting Mat 1

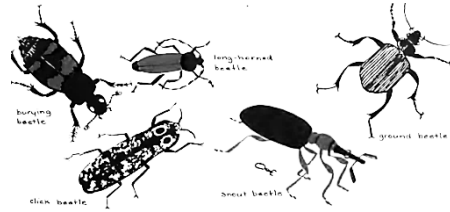
Insect

Spider



Tell all you know about insects. Tell all you know about spiders.

What is it?



Sorting Mat 2




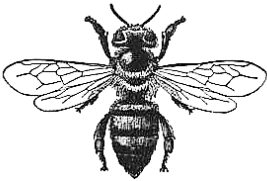
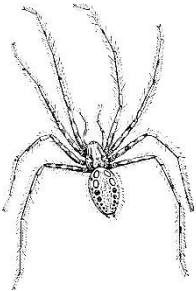


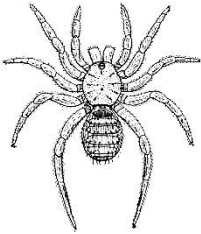
Insect

Bug




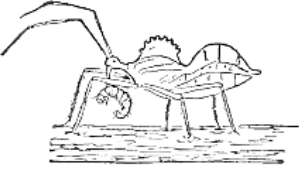

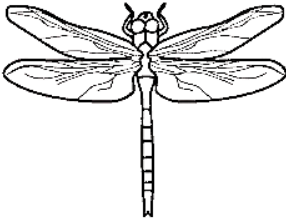




Tell all you know about insects. Tell all you know about bugs.

What is it? Printable Cards for Sorting Mat 1

 <p>A</p>	 <p>B</p>
 <p>C</p>	 <p>D</p>
 <p>E</p>	 <p>F</p>
 <p>G</p>	 <p>H</p>

What is it? Printable Cards for Sorting Mat 2

 <p>A</p>	 <p>B</p>
 <p>C</p>	 <p>D</p>
 <p>E</p>	 <p>F</p>
 <p>G</p>	 <p>H</p>

Teacher Key for Sorting Mat 1:

A=Wolf Spider; B=Butterfly; C=Fly; D=Honey Bee; E=House Spider; F=Dragonfly; G=Stink Bug;
H=Malaysian Trap-Door Spider

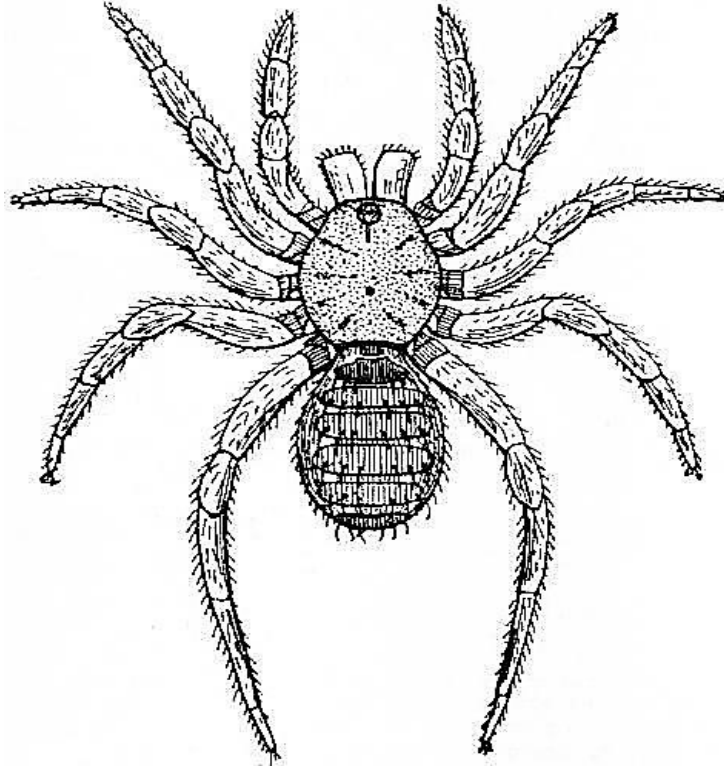
Spiders=A, E and H; Insects=B, C, D, F and G

Teacher Key for Sorting Card 2:

A=Water Bug; B=Butterfly; C=Fly; D=Assassin Bug; E=Ladybird; F=Dragonfly; G=Stink Bug; H=Beetle

Bugs=A, D and G; Insects=B, C, E, F and H

Naming the Parts of the Spider



Label the following parts of this spider, writing the word next to a line which points to its:

___abdomen

___eyes

___pedipalps

___spinnerets

___head

___legs

Check off each part after you have labeled it by placing a mark on the line in front of the word. Feel free to add more labeled parts if you wish.

Be prepared to tell all you know about the spider and its parts.



Insect Scavenger Hunt

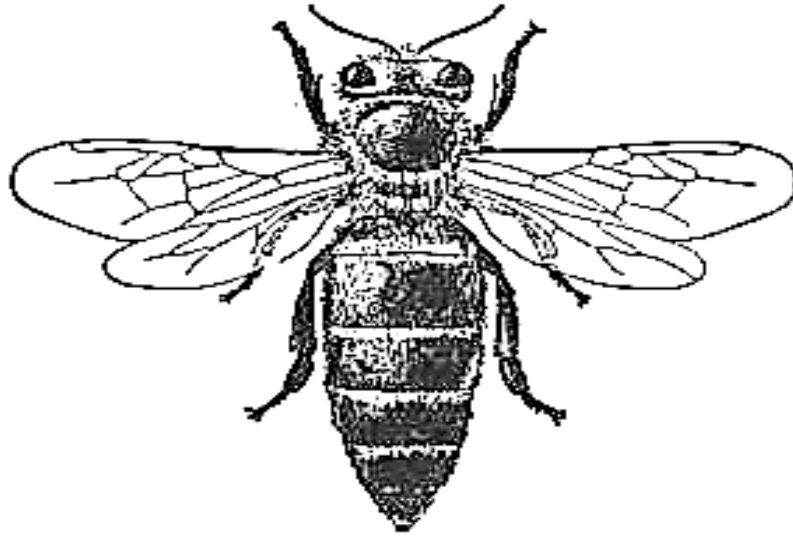


Insect Type	How Many?	Notes
		Where did I find it? What did it look like?
Ladybird or Ladybug		
Butterfly		
Caterpillar		
Ant		
Bee		
Cricket		
Spider		
Dragonfly		



Notes: Your child can mark the number of insects they find in the 2nd column with a short line such as used in a tally mark. Your student can dictate the notes portion of this chart to you. Single words and short phrases are all that would be needed for the notes section. Of which insect did they find more?

Naming the Parts of a Bee



Label the following parts of this queen bee, writing the word next to a line which points to its:

___abdomen

___compound eyes

___thorax

___antenna

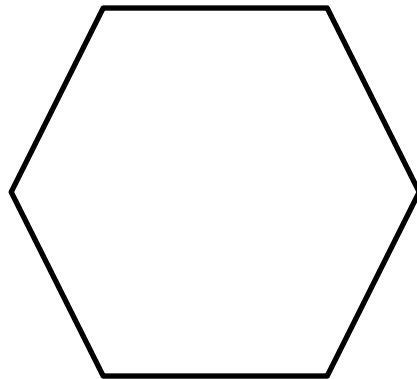
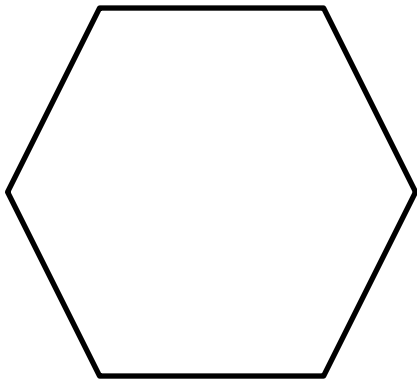
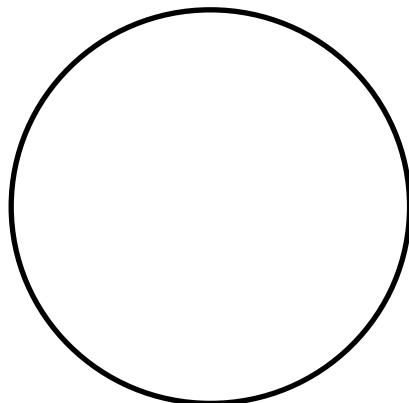
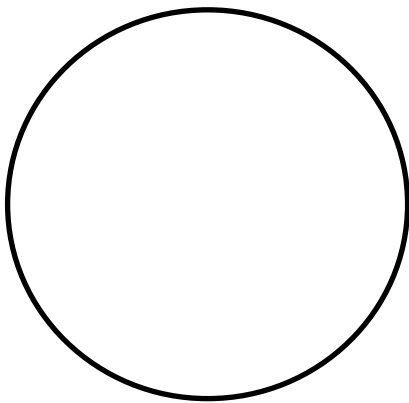
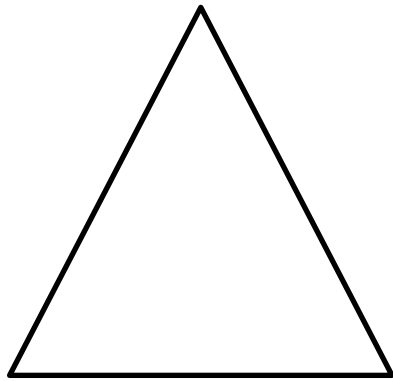
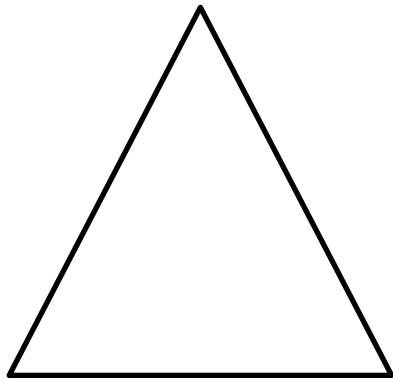
___head

___legs

___wings

Check off each part after you have labeled it by placing a mark on the line in front of the word. Feel free to add more labeled parts if you wish.

Be prepared to tell all you know about the bee and its parts.



Which Color Does a Bee Like Best?

Flower Color	Number of Bee Visitors	Other Visitors? What Kind?
Red		
Yellow		
Blue		
Purple/Violet		
Orange		
Green		
White		
Black		



Notes: Your child can mark the number of bees that visit a certain color in the 2nd column with a short line such as used in a tally mark. If the 3rd column is needed, the teacher can write in the name of the visitor and your child can use tally marks to keep track of its visits.

Poems for Recitation

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

by Christina Rossetti

The Caterpillar

Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.

by Christina Rossetti

Trees

The Oak is called the king of trees,
The Aspen quivers in the breeze,
The Poplar grows up straight and tall,
The Peach tree spreads along the wall,
The Sycamore gives pleasant shade,
The Willow droops in watery glade,
The Fir tree useful in timber gives,
The Beech amid the forest lives.

by Sara Coleridge

The Months

January brings the snow,
makes our feet and fingers glow.

February brings the rain,
thaws the frozen lake again.

March brings breezes loud and shrill,
stirs the dancing daffodil.

April brings the primrose sweet,
scatters daisies at our feet.

May brings flocks of pretty lambs,
skipping by their fleecy dams.

June brings tulips, lilies, roses,
fills the children's hand with posies.

Hot July brings cooling showers,
apricots and gillyflowers.

August brings the sheaves of corn,
then the harvest home is born.

Warm September brings the fruit,
sportsmen then begin to shoot.

Fresh October brings the pheasants,
then to gather nuts is pleasant.

Dull November brings the blast,
then the leaves are whirling fast.

Chill December brings the sleet,
blazing fire, and Christmas treat.

by Sara Coleridge

The Canary

Mary had a little bird,
With feathers bright and yellow,
Slender legs-upon my word,
He was a pretty fellow!

Sweetest notes he always sung,
Which much delighted Mary;
Often where his cage was hung,
She sat to hear Canary.

Crumbs of bread and dainty seeds
She carried to him daily,
Seeking for the early weeds,
She decked his palace gaily.

This, my little readers, learn,
And ever practice duly;
Songs and smiles of love return
To friends who love you truly.

by Elizabeth Turner