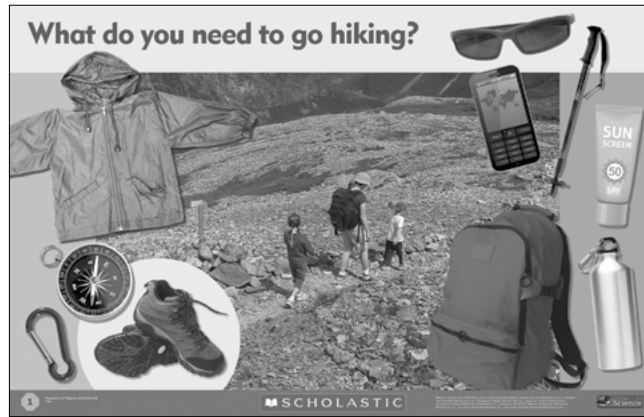


What Are Objects?



Focus: Students will be actively engaged in exploring various objects and the purpose for which these objects are used.

Specific Curriculum Outcomes

Students will be expected to:

- 25.0 identify objects, how they are used, and for what purpose they are used [GCO 1/3]

Performance Indicators

Students who achieve these outcomes will be able to:

- identify familiar objects and communicate the purpose for which the objects are used

NOTES:

Attitude Outcome Statements

Encourage students to:

- show interest in and curiosity about objects and events within the immediate environment [GCO 4]
- work with others in exploring and investigating [GCO 4]

Cross-Curricular Connections

English Language Arts

Students will be expected to:

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences [GCO 1]
- communicate information and ideas effectively and clearly, and to respond personally and critically [GCO 2]
- select, read, and view with understanding a range of literature, information, media, and visual text [GCO 4]

Getting Organized

Components	Materials	Before You Begin	Vocabulary
• IWB Activity 1 • Anchor Video: <i>Properties of Objects and Materials</i> • Science Card 1 • BLM <i>Draw Objects</i> • IWB Activity 2 Literacy Place: • <i>Making Things</i> (Guided Reading, Level A)	• mystery object of choice • assortment of familiar objects for students to explore • digital camera (optional) • students' Science Journals	• Find an object that will be unfamiliar to students.	• human-made • material • natural • object

Science Background

- Objects are made from one or more materials and can be natural or human-made.
- Objects are things we use for a purpose.
- Some objects have a single purpose; others have multiple purposes.
- Many different objects can have the same purpose.

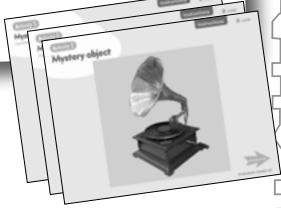
Possible Misconceptions

- Students may not think that articles of clothing, or soft items, are objects. In this unit, they will discover that an object can be anything that is constructed and has a purpose.

ACTIVATE

IWB Activity:

- If you can't find an unusual object, use
- Activity 1: *Mystery object* (see the
- Teacher's Website)
- and display one of the photographs (phonograph, tri-lens camera, door knocker) for students to identify.



Mystery Object

Bring in an unusual object to intrigue students. It could be something they haven't seen before or an old version of something they know. It should be something that engages them and prompts their thinking about what it is and what it does. Remind students that an object is anything that can be seen or touched and that a material is what objects are made of.

When showing the mystery object, ask students:

- What do you think the object is?
- How would you describe it?
- What do you think it does?

Have students talk to a partner before sharing in the large group.

Anchor Video

Play the Anchor Video: *Properties of Objects and Materials* which can be found on the Teacher's Website. Provide a focus for viewing. Say:

- Watch the video and look for at least five different objects.

Have students list the objects viewed on the video and create a class list of the objects and their purposes. Revisit the I Wonder Wall as a place to capture questions about objects and materials. Encourage students who are able, to record their own questions on the I Wonder Wall.

Model questions prompted by viewing the video. For example:

- What materials would I use to make a toy?
- The video mentioned that wood, metal, and wool are materials. What other materials are used to make objects?



Literacy Place Connection:

Making Things (Guided Reading, Level A) shows different objects students can make using different materials. Discuss with the students the different objects in the book and what materials were used to make them. Ask:

- Which of the things in this book have you made?
- Did you use the same or different materials?

CONNECT

Curiosity Centre

Provide an assortment of familiar objects for students to explore. Observe students during their exploration and prompt discussion by asking questions:

- What object is that?
- What is it used for?



Identifying Objects

Show students Science Card 1 and read the title question: *What do you need to go hiking?* Invite students to identify the objects in the image of Gros Morne National Park as well as the smaller inset photos. Ask:

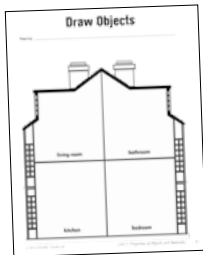
- What object(s) do you see?
- What is [the object] used for?
- How do you use it?
- Have you seen this object anywhere else?
- What materials is it made from? (Accept all suggestions for this question.)

Further the discussion by asking students to think of other objects they would need to go hiking.

What Is It?

Use riddles to have students identify a specific object in the classroom (e.g., I sit on this object. It is made of wood. What is it?) In pairs, students can create their own riddles to solve.

CONSOLIDATE



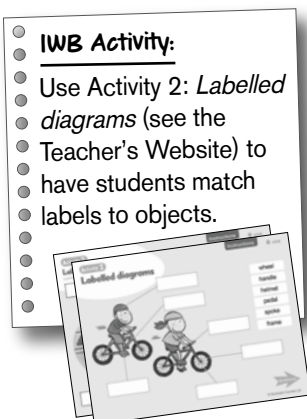
Where Do I Belong?

Encourage students to brainstorm a list of objects found in certain rooms of their home. Hand out BLM *Draw Objects*. Have students work in pairs or in small groups, discussing objects to include and where to place them. Have each student complete a BLM with drawings.

Hunt for Objects

Have students go on a scavenger hunt for objects used for a specific purpose (e.g., to write with or sit on) in the classroom. They can draw or take digital images of what they find. In pairs, students can name the objects and discuss what the objects are used for. Encourage students to record their findings in their Science Journals.

EXPLORE MORE



What do you need to go _____ ?

Students could design and draw their own “science card” of a different scene (e.g., camping, fishing, skiing, etc.) and include some of the objects they would need.

Draw Objects

Name: _____

