

# Interactive Notebooks

# K

# SCIENCE



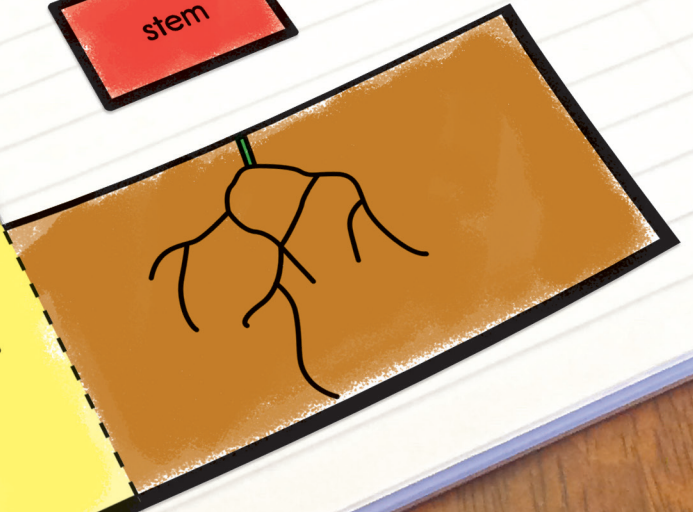
Parts of a Flower



Flower:

stem

Label the



- Ideal for organizing information and applying learning
- Perfect for addressing the needs of individual learners
- Includes step-by-step instructions for each page
- Great for introducing new science topics

# My Body's Five Senses

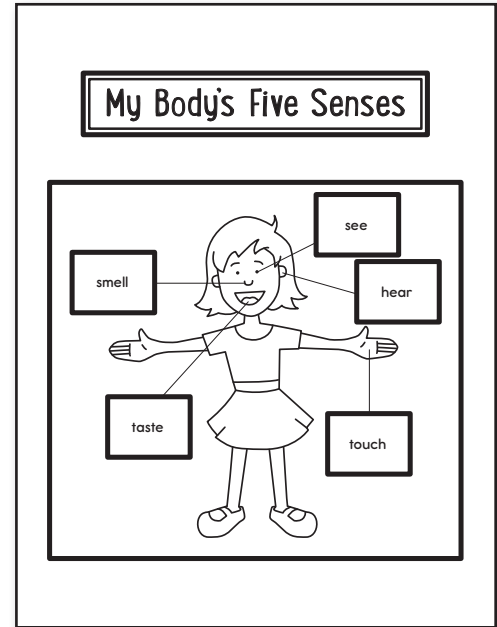
## Introduction

Review the basic body parts and discuss each of the five senses. Ask students to provide examples of how we use certain body parts for the five senses, such as how we use our ears to hear. Explain that more than one sense can be used at a time to observe the world around us. Then, display a flower. Ask students to use their senses to describe the flower by the way it looks, smells, and feels. Have a volunteer explain why you would not need to use your ears or mouth to observe the flower.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

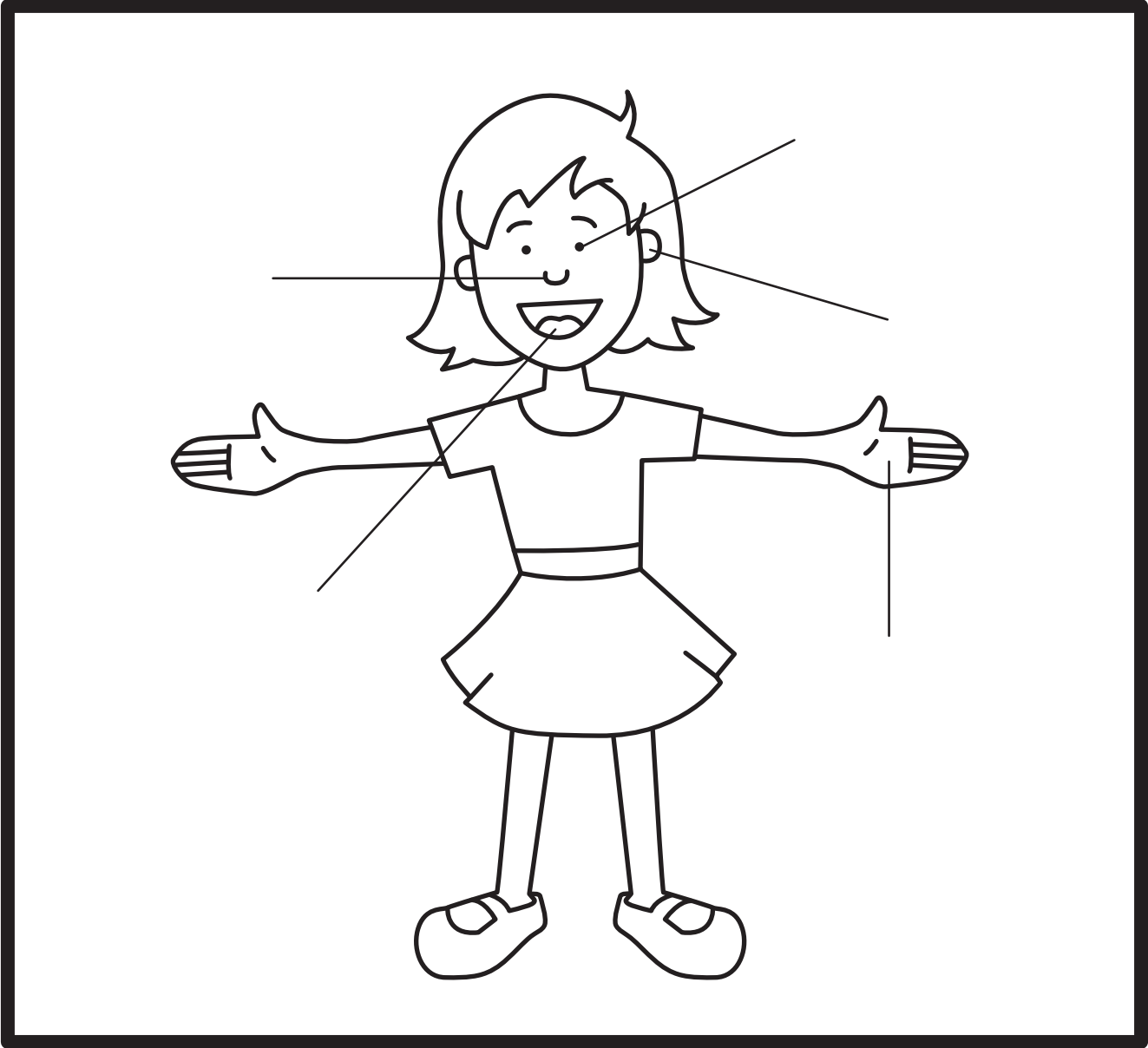
1. Add a Table of Contents entry for the My Body's Five Senses pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the body piece and glue it to the page.
4. Cut out each sense word and glue it to the matching body part.
5. With a partner, discuss the five senses and which body parts you use for each one.



## Reflect on Learning

To complete the left-hand page, have students draw five large boxes and label each with one of the five senses. Students should draw a simple object in each box that would require the use of the matching sense.

# My Body's Five Senses



see	taste	smell	touch	hear
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# Hear and Smell

## Introduction

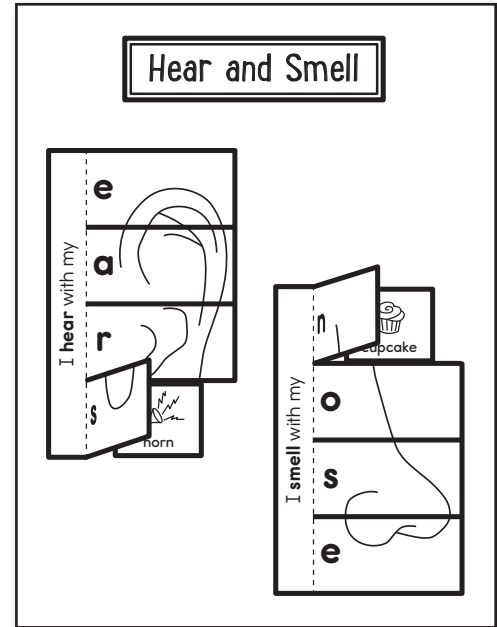
Ask students which body parts they use to smell with and to hear with. Pass around an object with a strong smell, such as an empty cinnamon spice container. Have students use their noses to smell the container. Ask students to describe the smell. Then, ask students to close their eyes and listen quietly for one minute. Discuss what sounds were heard during that time.

*Caution: Before beginning this activity, ask families' permission and inquire about students' skin or scent sensitivities and/or allergies.*

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Hear and Smell pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *I hear with my ears* flap book. Cut on the solid lines to create four flaps. Apply glue to the back of the left section and attach it to the left side of the page.
4. Repeat step 3 with the *I smell with my nose* flap book and attach it next to the *I hear with my ears* flap book.
5. Cut out the picture cards. Look at each picture and decide which sense you would use most to observe the object. Glue it under the correct flap.



## Reflect on Learning

To complete the left-hand page, have students draw lines to divide their pages into two sections. In the first section, each student should draw an ear and label the section *hear*. Have students write or draw objects that require a sense of hearing to describe. In the second section, each student should draw a nose and label the section *smell*. Students should write or draw objects that require the sense of smell to describe.









# Hear and Smell

I hear with my

e  
a  
r  
s

I smell with my

n  
o  
s  
e

 waterfall	 horn	 bird	 popcorn
 cupcake	 whistle	 candy	 trash

# Touch and Taste

## Introduction

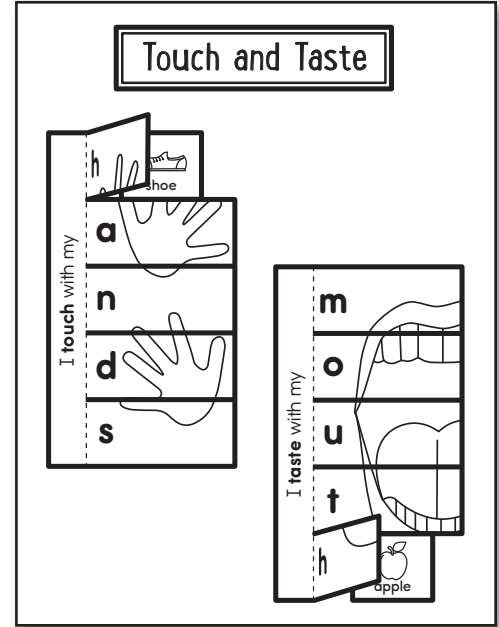
Ask students which body parts they use to touch with and to taste with. Place a few items in a paper bag, such as a rock, a feather, a piece of sand paper, etc. Have students take turns placing their hands in the bag and touching one of the items. Ask students to describe how the objects feel and guess what the objects might be. Then, distribute a piece of fruit to each student. Have them use their sense of taste to describe the fruit.

*Caution: Before beginning any food activity, ask families' permission and inquire about students' food allergies and religious or other food restrictions.*

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Touch and Taste pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *I touch with my hands* flap book. Cut on the solid lines to create five flaps. Apply glue to the back of the left section and attach it to the page.
4. Repeat step 3 for the *I taste with my mouth* flap and attach it next to the *I touch with my hands* flap book.
5. Cut out the picture cards. Look at each picture and decide which sense you would use most to observe the object. Glue it under the correct flap.




## Reflect on Learning

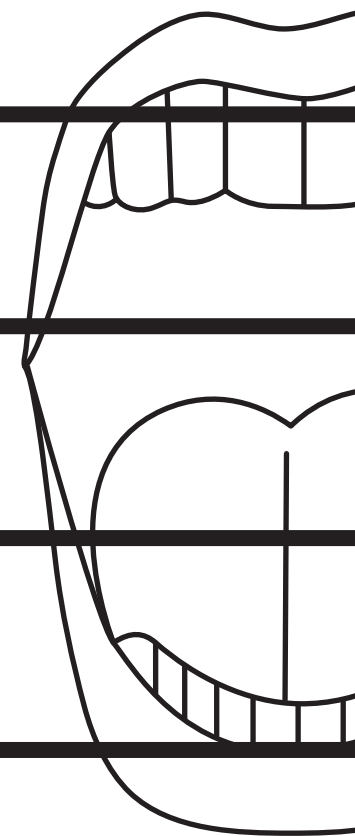
To complete the left-hand page, have students use the picture clues from the right-hand page to write *I can* statements such as *I can touch a rabbit* and *I can taste milk*.


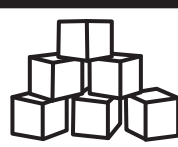








# Touch and Taste

I touch with my

h	
a	
n	
d	
s	

I taste with my

m	
o	
u	
t	
h	

 lollipop	 blocks	 rabbit	 apple	 sand
 shoe	 milk	 ball	 ice cream	 pretzel

# Alive vs. Not Alive

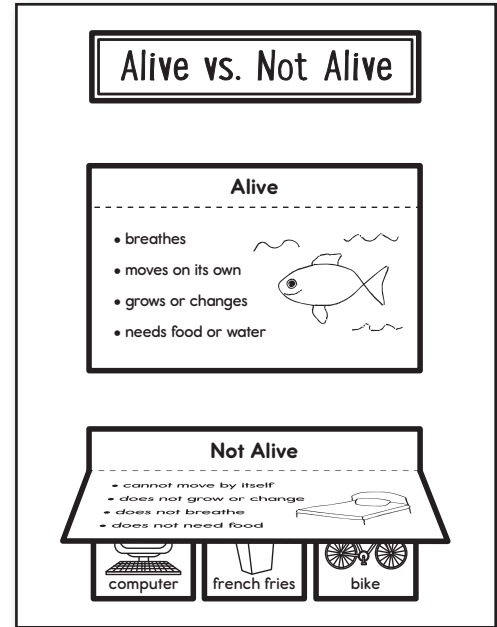
## Introduction

Draw a T-chart on the board labeled *Alive* and *Not Alive*. Ask students what characteristics living objects have that nonliving objects do not. List their ideas on the board. Use picture cards of objects that are alive and objects that are not alive. Have students explain the characteristics they observe in the pictures. Discuss how living things breathe, move, grow, or change and need food and water.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Alive vs. Not Alive pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Alive* and *Not Alive* flaps. Apply glue to the back of the top section of each and attach them to the page.
4. Draw a living object and a nonliving object on top of the corresponding flaps.
5. Cut out the picture cards. Look at each picture and decide if it represents a living object or a nonliving object. Glue it under the correct flap.



## Reflect on Learning

To complete the left-hand page, have each student draw a T-chart labeled *Alive* and *Not Alive*. Provide students with magazines and newspapers. Have students cut out pictures of objects that are alive or not alive and glue them into the correct columns.



# Alive vs. Not Alive

## Alive

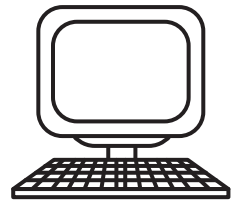
- breathes
- moves on its own
- grows or changes
- needs food or water

## Not Alive

- cannot move by itself
- does not grow or change
- does not breathe
- does not need food



sunflower



computer



butterfly



dog



french fries



bike

# Plant Needs

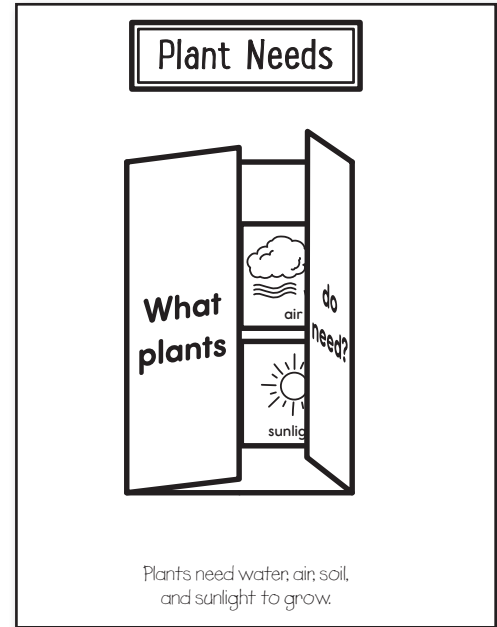
## Introduction

Read a story or show a video about plants. Discuss what plants need to have in order to grow. Ask students whether plants could grow without one or all of the necessities such as water, sun, soil, or air. Discuss the importance of clean air and clean water to a plant's overall health. If possible, have students grow their own plants from seeds.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Plant Needs pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *What do plants need?* shutter fold. Flip the piece over so the blank side is faceup. Fold each flap in on the dashed lines. Flip the piece back over and apply glue to the gray glue section. Attach the shutter fold to the page.
4. Cut out the picture cards. With a partner, discuss how the objects on the cards help plants to grow. Glue the pictures under the flaps.
5. Write a sentence to answer the question *What do plants need?* below the shutter fold.



## Reflect on Learning

To complete the left-hand page, have students answer this question: *Can plants survive without water, sun, soil, or air?* Students should draw pictures to illustrate what they think would happen to plants without these essential needs being met.

# Plant Needs

<p><b>do need?</b></p>	<p>glue</p>	<p><b>What plants</b></p>
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