

I AM A SCIENTIST



PK



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**ALPHABET
emergent readers**

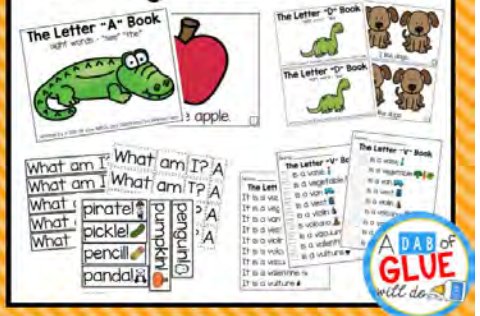


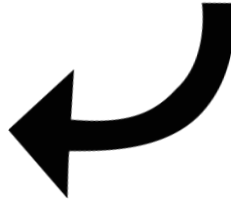
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with

Your students are going to love learning all about being a scientist through exploration with real world connections, and you are going to love all that is packed in this I am a Scientist Unit! This overview is set up to show you everything that is included and how it can be used best. Pick and choose what works for you and your students.

LESSON PLANS

These comprehensive lesson plans are ready for you to integrate learning about science and scientists into every aspect of your classroom. They are perfect for supplementing existing curriculum or pulling engaging activities when you're short on time.

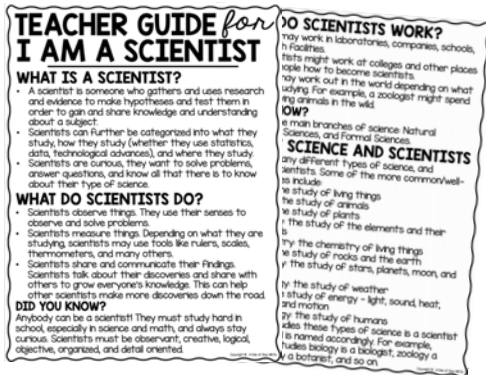


AT-HOME LETTER

Send home these notes and let families know what their children are learning about in science. This letter also includes ideas for families to extend the learning at home.

TEACHER GUIDE

Everything you need to know about teaching your students science and being a scientist is ready for you in this guide. You'll be able to keep your students' interest and deepen their knowledge.



SCIENCE CENTER

Use this guide for tips on how to set up your science center and keep students motivated to enter the science center each day to make new discoveries.



QUESTIONS

Encourage your students' natural curiosities with questions geared specifically around science and scientists. You may also print off the provided list of open-ended questions that can be used with any science lesson to encourage "science talk" with your class.



BOOKS LIST

To make planning easy, we have curated a list of our favorite science and scientist books that will engage your students while they learn new information.



VIDEOS LIST

To make planning easy, we have curated a list of our favorite science and scientist videos. Each picture is linked to the corresponding video.



SONGS LIST

Our song list is linked and ready to use with your students. You can show them the video with the song, or simply play the song in the background during center time, dismissal, clean-up, or any other transition during the day.



LESSON CONTENT

for I AM A SCIENTIST



I AM A SCIENTIST POWERPOINT

This includes a PowerPoint to project on a smartboard and printable posters to use as a big book or display in your science center.



WHAT IS A SCIENTIST EMERGENT READER

Students can practice reading while learning about scientists with this easy reader. After reading the book in whole group, copies can be put in the reading center or sent home for extra practice.



WHAT IS A SCIENTIST WORKSHEET

After discussing science and scientists, have students show one thing they learned from the PowerPoint with this activity.



PARTS OF A SCIENTIST ACTIVITY

Use the scientist poster and materials to label the different parts of a scientist with your class.

PARTS OF A SCIENTIST WORKSHEET

After discussing the different parts of a scientist, students can complete traceable worksheet.

TYPES OF SCIENTISTS POWERPOINT

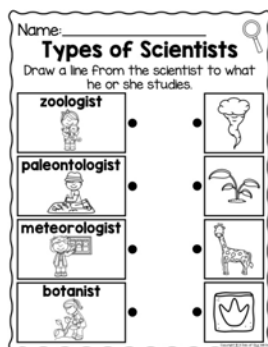
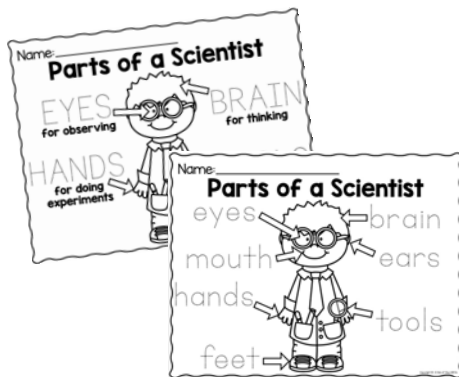
This includes a PowerPoint to project on a smartboard and printable posters to use as a big book or display in your science center.

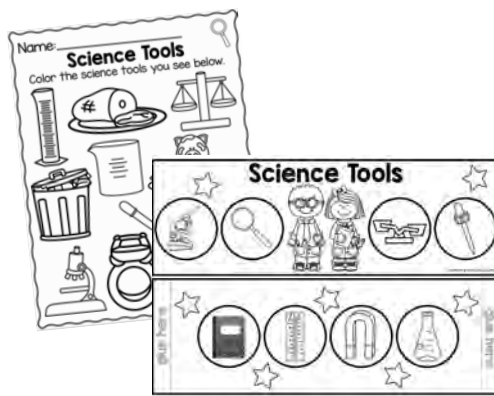
TYPES OF SCIENTISTS WORKSHEET

After discussing different types of scientists, students can look at the pictures and label each type of scientist on this worksheet.

SCIENCE TOOLS POWERPOINT

This includes a PowerPoint to project on a smartboard and printable posters to use as a big book or display in your science center.





SCIENCE TOOLS WORKSHEET/HAT

Students can show what they know about science tools by identifying different tools that are used by scientists with this worksheet and hat.



SCIENCE SAFETY POWERPOINT

This includes a PowerPoint to project on a smartboard and printable posters to use as a big book or display in your science center.

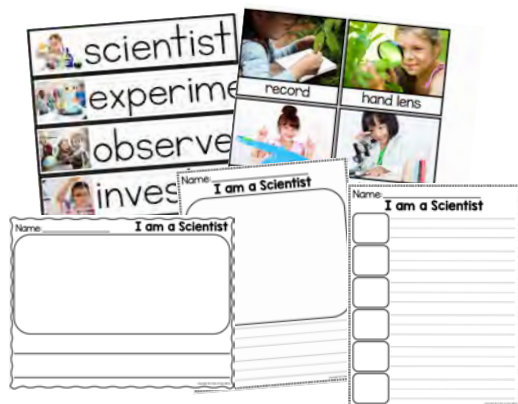


SCIENCE SAFETY WORKSHEET

After learning about science safety, students can show what they've learned with this activity.

BONUS MATERIALS

for I AM A SCIENTIST



WRITING CENTER

Set up your writing center with word cards and writing papers that meet the needs of your students. Need all uppercase letters or just lowercase? No writing lines or list writing paper? There is something for every learner.



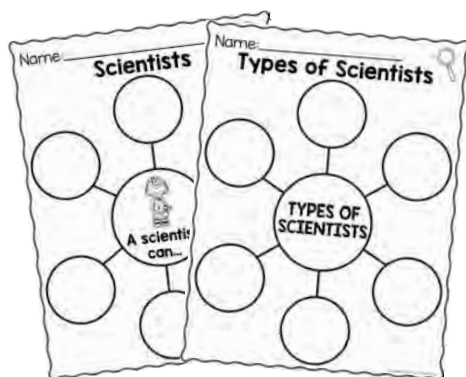
DEFINITION POSTERS

These posters use real-life pictures and simple definitions that are easy for students to understand. Hang them up in your science center, add new ones to your whole group area each day, or project on your smart board.



WORD WALL

Add the new vocabulary you are introducing to your students throughout the week to the word wall. Students can refer to these words throughout the year.



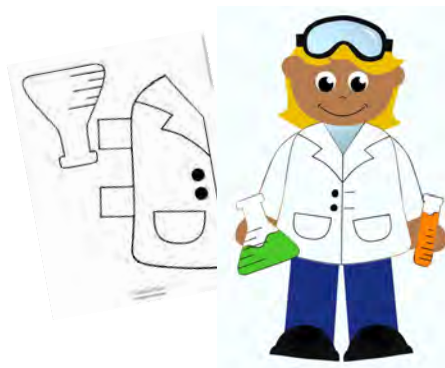
CIRCLE MAPS

Use these circle maps when introducing the different aspects of the unit to see what your students know, or after you teach each part for them to demonstrate their new knowledge. These can be used individually, as a graphic organizer, or as a whole group.



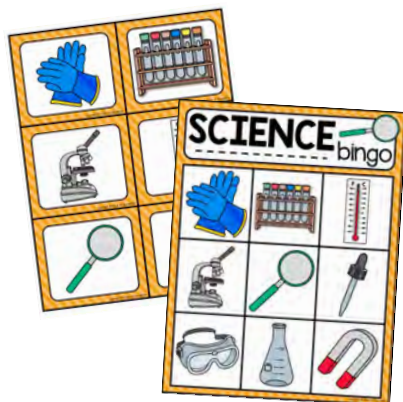
I CAN USE SCIENCE TOOLS EMERGENT READER

Students can practice reading while learning about scientists with this easy reader. After reading the book in whole group, copies can be put in the reading center or sent home for extra practice.



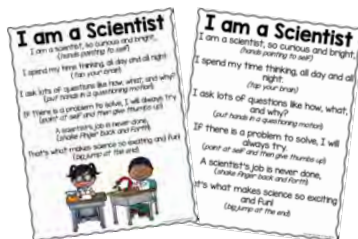
SCIENTIST CRAFT

Culminate this science unit with a fun craft for your students where they can make their own scientist. Use the optional writing add-on to have your students show what they know.



SCIENCE BINGO

Students will have a blast playing this bingo game, all while practicing science vocabulary! Perfect for a fun Friday activity or to culminate the unit, the bingo boards and calling cards are available in color and black & white.



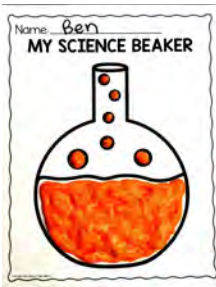
FINGERPLAY

Use this fingerplay to transition throughout the unit. Put a copy in the library center for students to practice.



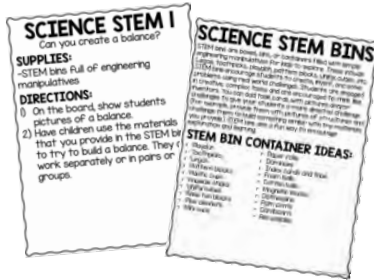
QUESTION OF THE WEEK

Use this question to introduce the unit and get your students talking about scientists!



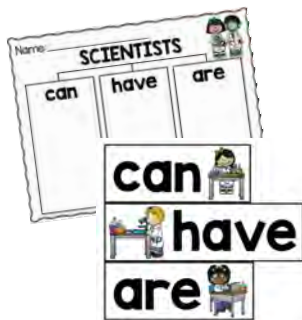
BEAKER CRAFT

Students can practice being a scientist by helping you make puffy paint that they can then use to fill their own science beakers.



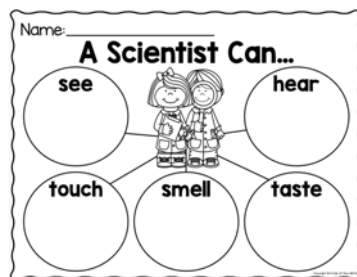
STEM ACTIVITIES

Use these ideas to create STEM bins and experiments that will engage your students and peak their curiosities about the topic.



SCIENTISTS CAN-HAVE-ARE ACTIVITY

Use this Can-Have-Are activity with your students when introducing and learning about scientists.



A SCIENTIST CAN WORKSHEET

Students can think about the different ways in which scientists may use their five senses.

I AM A SCIENTIST *science*

MATERIALS *needed*

- Science/scientist books (see list)
- Lab coat
- Miscellaneous science tools
- Scissors
- Glue
- Coloring tools
- Copy paper

M

monday

SCIENCE IS EVERYWHERE

HOOK: Dress up in a lab coat and have science tools on display, such as beakers, test tubes, magnifying glasses, microscopes, etc. Ask the students if they know what type of people use these tools and what they are used for.

-Make an anchor chart with the words "What is Science" at the top. Record students' answers.

-Read *What is Science?* or watch on [YouTube](#).

-Complete I am a Scientist PowerPoint.

-Complete What Is a Scientist emergent reader or activity.

Each day please see our selection of science/scientist songs, books, and videos!

T

tuesday

PARTS OF A SCIENTIST

-Review I am a Scientist PowerPoint.

-Label the Parts of a Scientist poster and discuss and record what a scientist uses each part for.

-Complete Parts of a Scientist worksheet.

W

wednesday

TYPES OF SCIENTISTS

-Review what a scientist does.

-Read *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* or watch on [YouTube](#).

-Complete Types of Scientists PowerPoint.

-Complete Scientist Match Up worksheet.

Th

thursday

SCIENCE TOOLS

-Read *I Use Science Tools* by Kelli Hicks.

-Complete Science Tools PowerPoint.

-Discuss which tools your students have seen before.

-Demonstrate using any tools that you have or put them in the science center for observation and discussion.

-Complete Science Tools worksheet or hat.

F

friday

SCIENCE SAFETY

-Read *Science Safety Rules* by Kelli Hicks.

-Complete Science Safety PowerPoint.

-Complete Safety Rules Worksheet or Scientist Craft.

science: **I AM A SCIENTIST**

Dear Families,

We are learning all about being a scientist in the classroom this week. A scientist's job is very important, as well as the tools they use. This week we will learn all about those tools, such as a microscope, hand lens, and balance, and how to be safe while using them. We also will be learning how to investigate, explore, and do experiments - just like real scientists!

At-Home Activity:

There are lots of ways to learn about scientists and science at home! This week, head to your collection of books or the local library and find some non-fiction science books to read together with your child. Talk about how science is everywhere and involve them in things like cooking and baking, or even search for a simple science experiment online to do together.

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science: **I AM A SCIENTIST**

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TEACHER GUIDE *for* I AM A SCIENTIST

WHAT IS A SCIENTIST?

- A scientist is someone who gathers and uses research and evidence to make hypotheses and test them in order to gain and share knowledge and understanding about a subject.
- Scientists can further be categorized into what they study, how they study (whether they use statistics, data, technological advances), and where they study.
- Scientists are curious, they want to solve problems, answer questions, and know all that there is to know about their type of science.

WHAT DO SCIENTISTS DO?

- Scientists observe things. They use their senses to observe and solve problems.
- Scientists measure things. Depending on what they are studying, scientists may use tools like rulers, scales, thermometers, and many others.
- Scientists share and communicate their findings. Scientists talk about their discoveries and share with others to grow everyone's knowledge. This can help other scientists make more discoveries down the road.

DID YOU KNOW?

Anybody can be a scientist! They must study hard in school, especially in science and math, and always stay curious. Scientists must be observant, creative, logical, objective, organized, and detail oriented.

WHERE DO SCIENTISTS WORK?

- Scientists may work in laboratories, companies, schools, or research facilities.
- Some scientists might work at colleges and other places to teach people how to become scientists.
- Scientists may work out in the world depending on what they are studying. For example, a zoologist might spend time observing animals in the wild.

DID YOU KNOW?

There are three main branches of science: Natural Sciences, Social Sciences, and Formal Sciences.

TYPES OF SCIENCE AND SCIENTISTS

- There are many different types of science, and therefore, scientists. Some of the more common/well-known sciences include:
 - Biology: the study of living things
 - Zoology: the study of animals
 - Botany: the study of plants
 - Chemistry: the study of the elements and their compounds
 - Biochemistry: the chemistry of living things
 - Geology: the study of rocks and the earth
 - Astronomy: the study of stars, planets, moon, and space
 - Meteorology: the study of weather
 - Physics: the study of energy - light, sound, heat, electricity, and motion
 - Anthropology: the study of humans
- Anyone who studies these types of science is a scientist in that field and is named accordingly. For example, someone who studies biology is a biologist, zoology a zoologist, botany a botanist, and so on.

FAMOUS SCIENTISTS

- Galileo Galilei was an astronomer, physicist, mathematician, and inventor. He invented the telescope, compass, and thermometer! He discovered four of Jupiter's moons with his telescope.
- Marie Curie was a French physicist and chemist. She was the only scientist to win the Nobel prize in two different fields. She discovered two new chemical elements and introduced the concept of radioactivity.
- Charles Darwin was an English naturalist. He is famous for his theory of evolution and the idea that all living things evolved from common ancestors over time.
- Albert Einstein was a German physicist, best known for his theory of relativity.
- Isaac Newton was an English physicist and mathematician, best known for his theory of gravitation, which he discovered with a falling apple! He also invented calculus.
- Rachel Carson was an American marine biologist and nature writer, bringing to light environmental problems and conservation to the general public.

DID YOU KNOW?

- The Nobel Prize is an award given to people in physics, chemistry, physiology, literature and peace who have discovered or done something that year to greatly benefit humankind.
- 962 scientists have received Nobel Prizes.
- The youngest scientist to win a Nobel Prize was 25 years old.

SCIENCE CENTER *for* I am a Scientist

GETTING STARTED

Fill your center with fun materials that your students can use to investigate and explore science and being a scientist. Some suggestions for materials include: magnifying glasses, beakers, test tubes, goggles, microscope, scale, etc. Also make sure to include things to use the science tools with such as beans, rice, water, or anything else they can use to explore with. Make sure to add vocabulary cards and science books too.

SHARING TIME

- Have the students who went to the science center that day tell the class what they discovered or observed and any questions they may have. We have a list of open-ended questions in this unit.
- If a child makes an exciting discovery in the science center, you can ask classmates to join you near the science center so your little scientist can share their findings and enthusiasm in just a short minute or two.
- Use a sign or chant that designates it is time for the kids to congratulate the scientist and return to their center. It can be as simple as a fist bump, high five, thumbs up, or a saying like, 'Good Job, Good Job, Hey!'
- Your student's enthusiasm in the science center will entice others to go there tomorrow.

QUESTIONS TO ASK

for **I AM A SCIENTIST**

1. What are some different kinds of scientists?
2. What are some of the tools scientists use? What do they use them for?
3. If you could be a scientist for a day, what type of scientist would you be? Why?
4. What are some examples of ways you can be safe while using science tools?
5. What is the difference between a zoologist and a marine biologist? Can you compare and contrast the two?
6. Do you think being a scientist is a fun job? A hard job? Why or why not?
7. What kinds of problems do scientists try to solve? What kinds of things do they study?
8. Why is science so important? Why do we need scientists?

SCIENCE *talk*

How would you know _____?

Why do you think that _____?

What else might have caused _____?

How can you explain your findings? Recall in your own words.

How was it different than _____?

How will you know if _____?

Do you think you could _____?

How did you decide _____?

Can you tell me about that?

How does that work?

Can you draw me a picture of your findings?

What will happen if _____?

What do you think is most important?

What happened when _____?

What would you change if _____?

How is this similar to something else you know?

Can you think of another way _____?

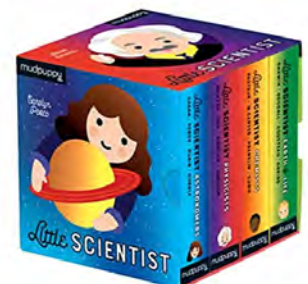
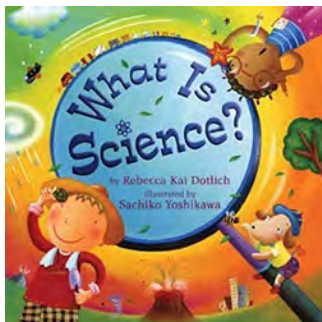
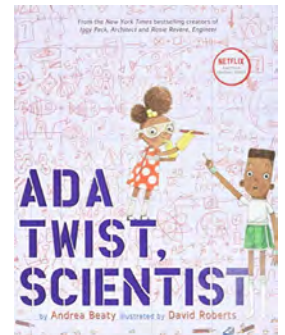
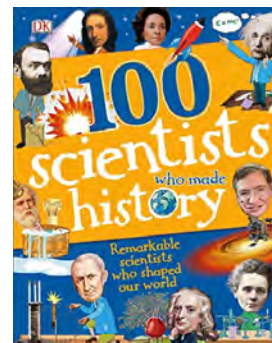
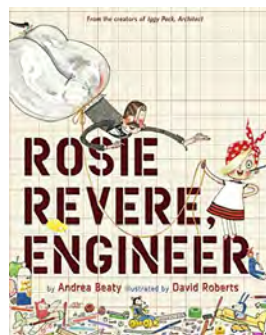
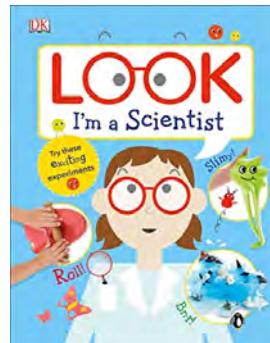
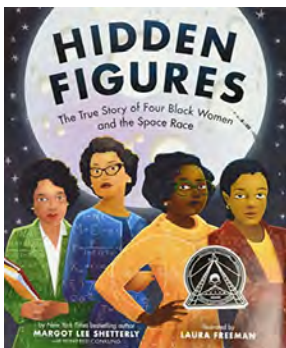
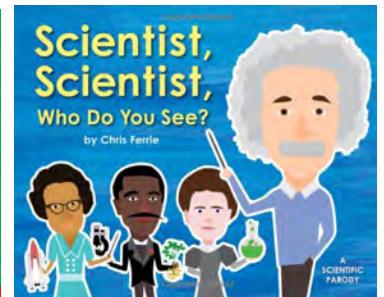
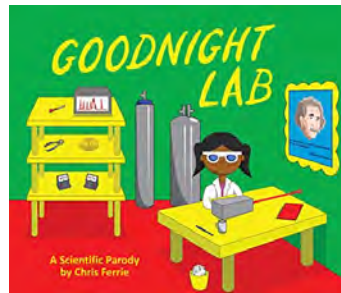
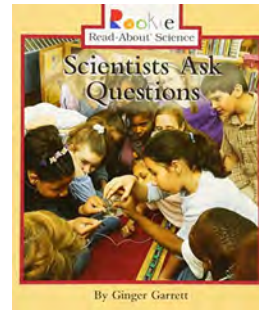
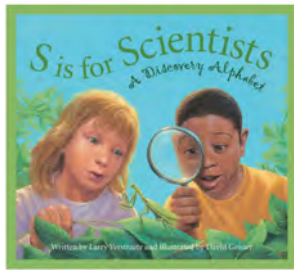
Create a new solution.

How would you handle this problem/challenge/question?

I AM A SCIENTIST BOOKS

To help with the planning of your Scientist Unit, we have curated a list of our favorite science **BOOKS!**

Click anywhere on the page to be taken to our Amazon Favorites.



I AM A SCIENTIST VIDEOS

To help with the planning of your Scientist Unit, we have curated a list of our favorite science **VIDEOS!!**



The Scientific Method by GoNoodle



What is a Scientist? by Maddie Moate



**Sid the Science Kid - s01e05
by Super Science Tools**



General Lab Safety by Amoeba Sisters



**I Want To Be A Meteorologist
by RADICAL JR.**



**I Want To Be An Entomologist
by RADICAL JR.**



**How to Be a Scientist
by Smithsonian Education**

I AM A SCIENTIST SONGS

To help with the planning of your Scientist Unit, we have curated a list of our favorite science **SONGS!**



Let's Be Scientists!
by Planet Nutshell



The Science SONG
by GenerationGenius



The Scientific Method
by GoNoodle



World of Wonder by Jack
Hartmann Kids Music Channel



I Want To Be A Scientist Song
by Crocamole TEN

I am a Scientist



Scientists are curious people
who like to study and solve
problems.



A

Scientist

Can...

Explore the World



Ask Questions



Use Tools



Do Experiments



Record Findings



Discover New Things



Share and Listen To Ideas



You can be a scientist too!



What is a Scientist?



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What is a Scientist?



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A scientist observes.

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A scientist observes.

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A scientist records.

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A scientist records.

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A scientist experiments.

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A scientist experiments.

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A scientist uses tools.

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A scientist uses tools.

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A scientist shares.

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A scientist shares.

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A scientist explores.

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A scientist explores.

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What is a Scientist?

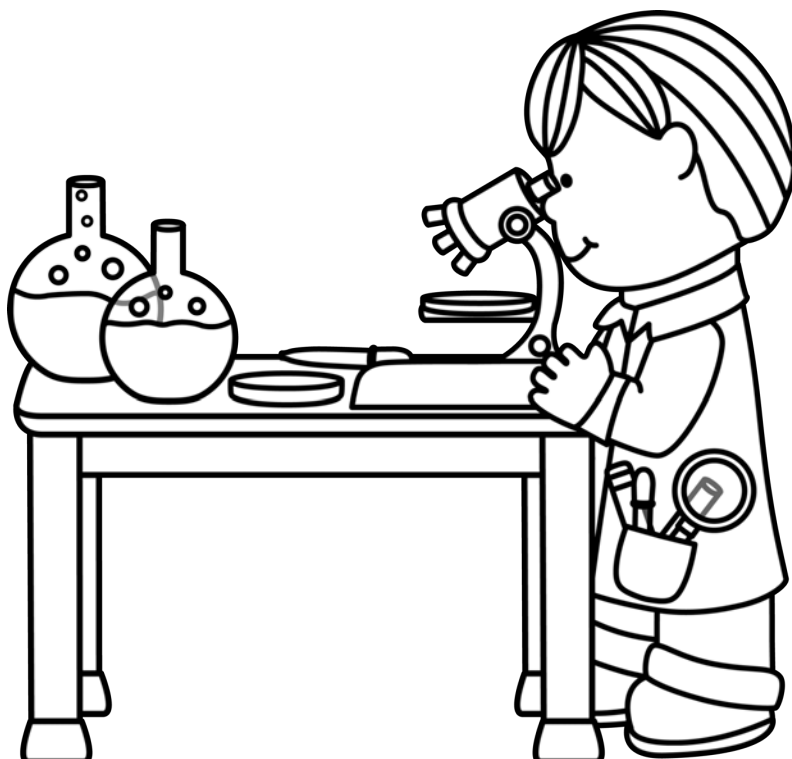


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What is a Scientist?



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A scientist observes.

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A scientist observes.

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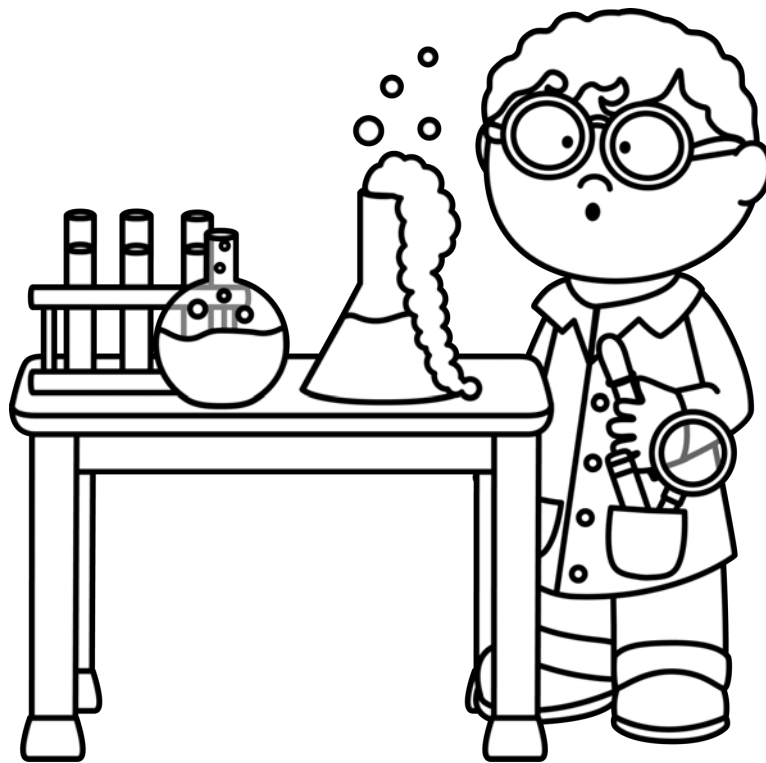
A scientist records.

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A scientist records.

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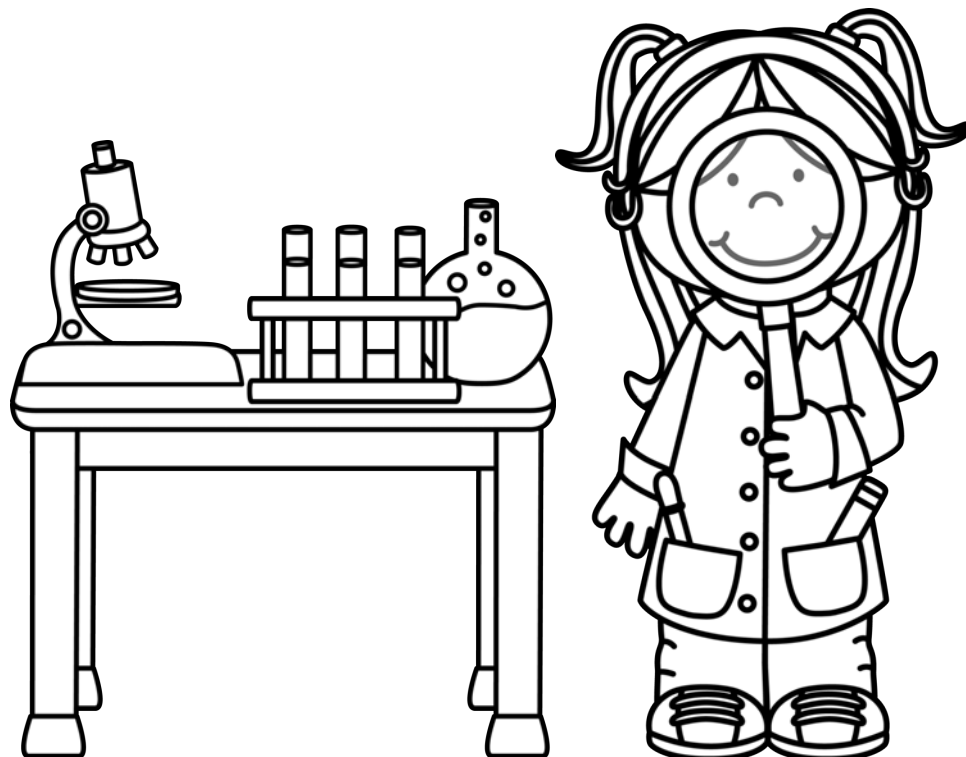
A scientist experiments.

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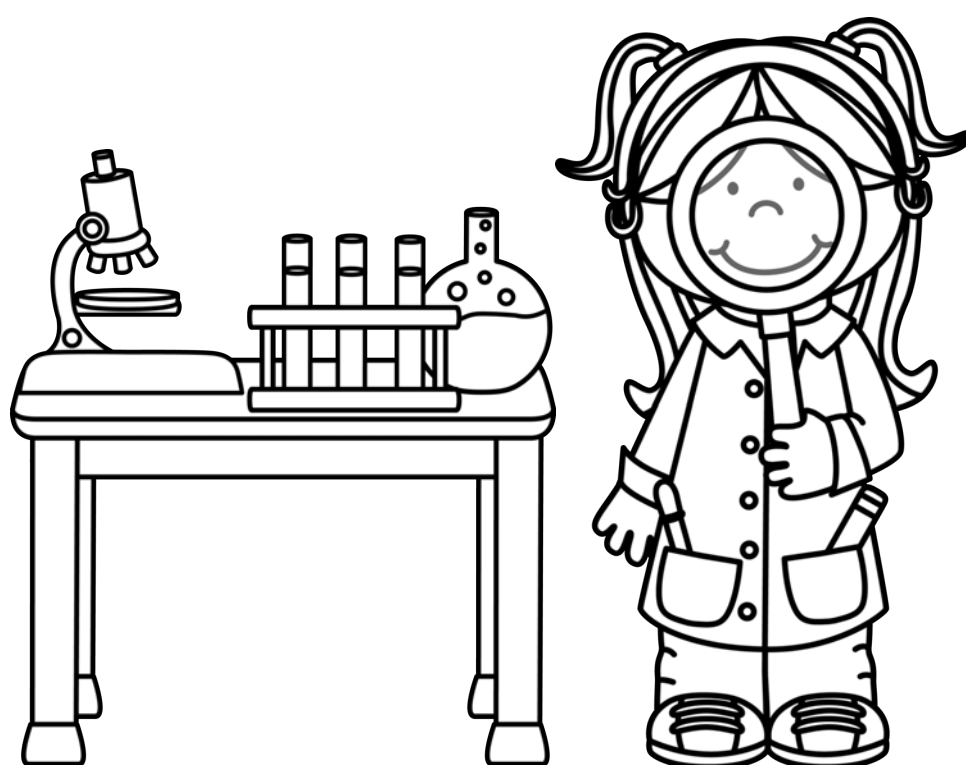
A scientist experiments.

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A scientist uses tools.

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A scientist uses tools.

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A scientist shares.

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A scientist shares.

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A scientist explores.

Copyright © A Dab of Glue Will Do



A scientist explores.

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Name: _____



What is a Scientist?

Draw a picture of what a scientist does.

A large, empty rectangular box with a black border, occupying the majority of the page below the title and instructions, intended for a child to draw a picture of what a scientist does.

PARTS OF A SCIENTIST

SUPPLIES

- Parts of a Scientist poster
- Markers, dry erase markers, or sticky notes
- Parts of a Scientist worksheet

DIRECTIONS

- 1) Display the Parts of a Scientist poster on the board. As a class, label each part of the scientist.
- 2) Discuss with students what scientists might use each part for.
- 3) Record their answers on the board under each part either with a marker, dry erase marker, or sticky notes, depending on where you have the poster displayed.
- 4) Have the students complete the worksheet at the same time or after to show what they know.

Parts of a Scientist





Parts of a Scientist

EYES

for observing

BRAIN

for thinking and wondering

MOUTH

for sharing ideas and asking questions

EARS

for listening to ideas from other scientists

HANDS

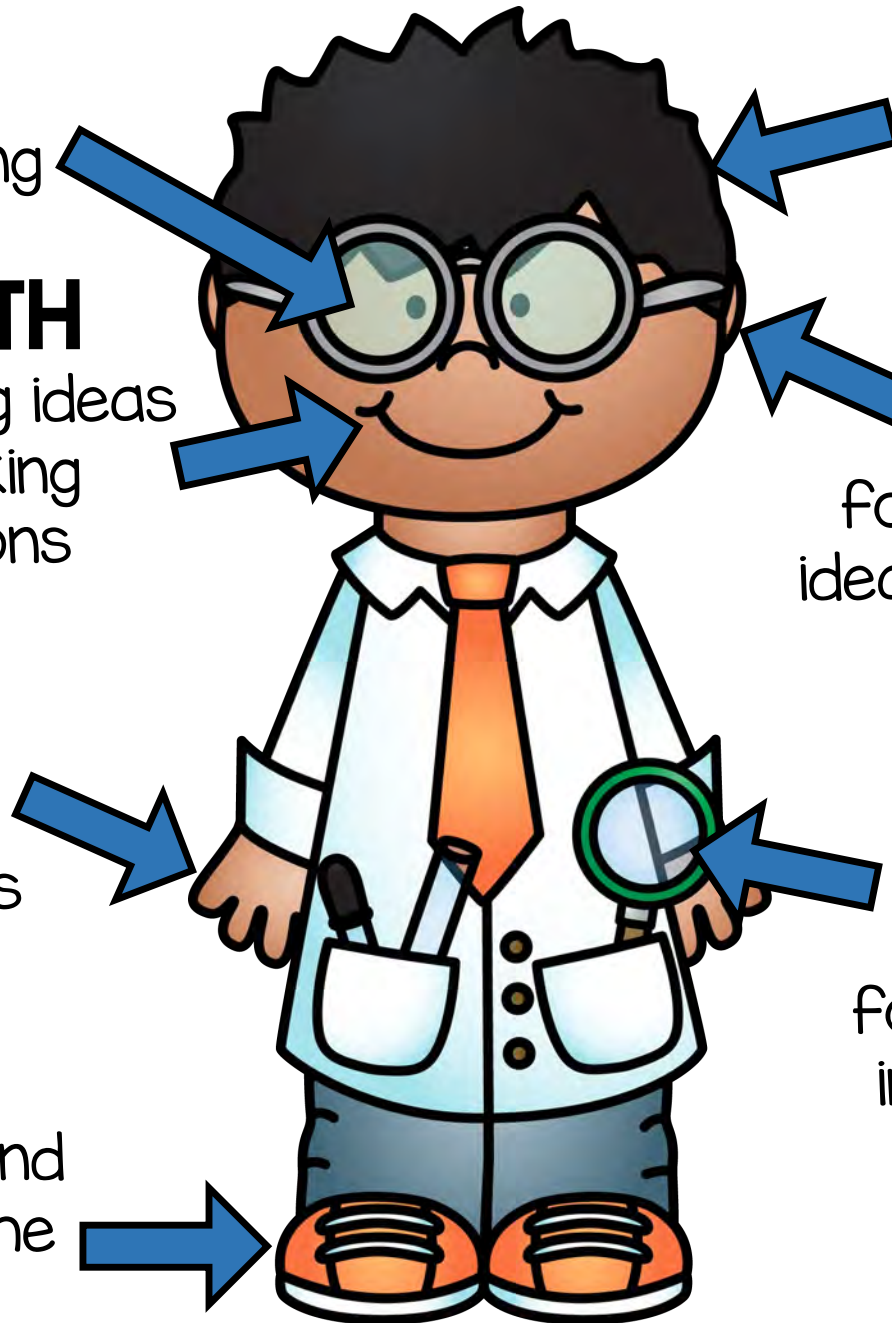
for doing experiments

TOOLS

for gathering information

FEET

for exploring and investigating the world



Parts of a Scientist

EYES

for observing

BRAIN

for thinking and wondering

MOUTH

for sharing ideas and asking questions

EARS

for listening to ideas from other scientists

HANDS

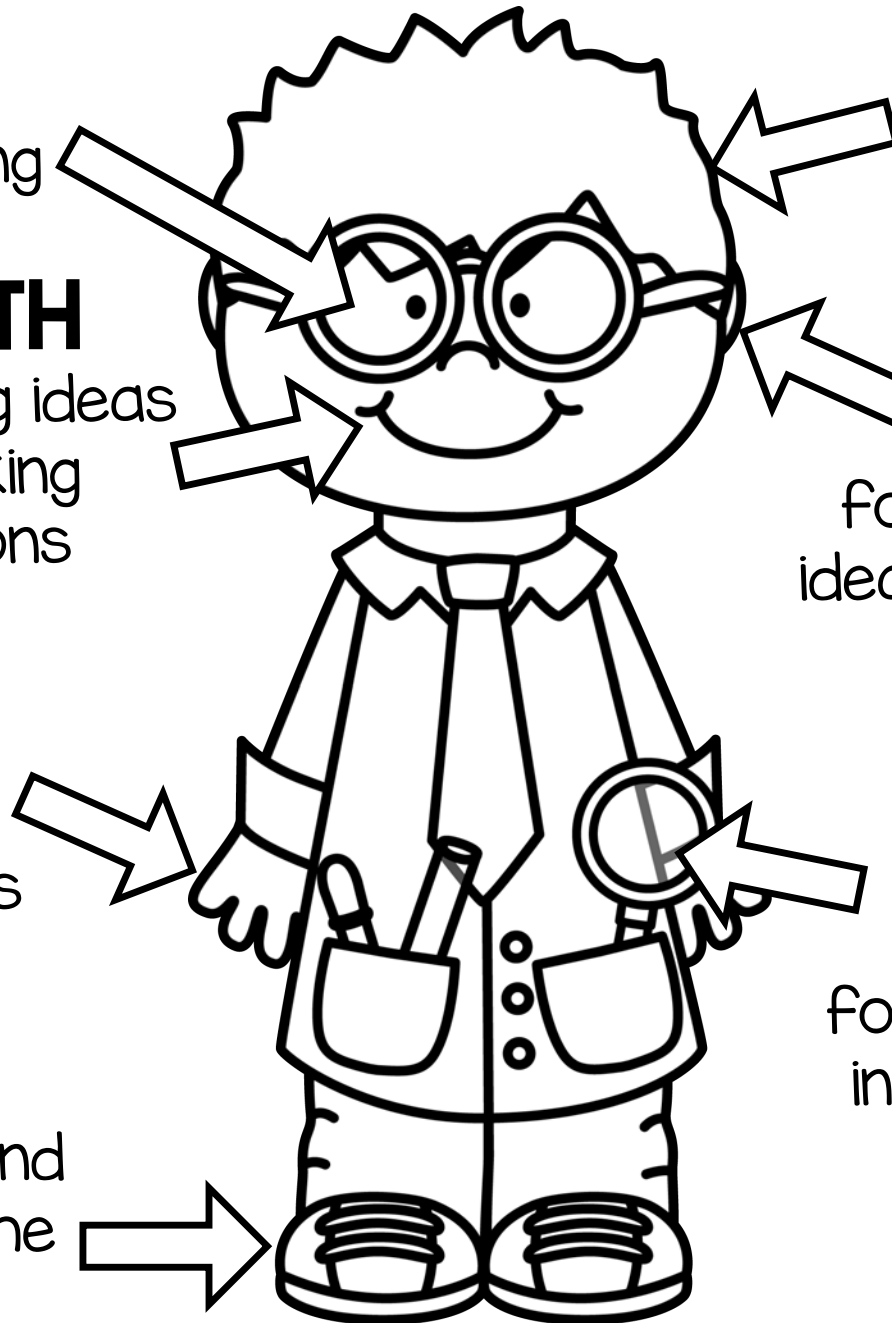
for doing experiments

TOOLS

for gathering information

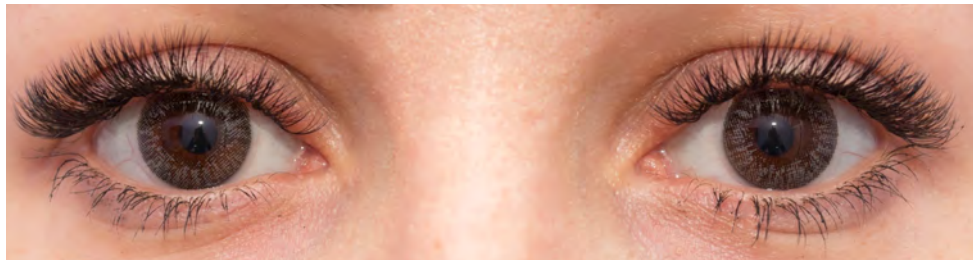
FEET

for exploring and investigating the world



Parts of a Scientist

Eyes



Ears



Mouth



Hands



Feet



Brain



Tools



EYES



EARS



MOUTH



HANDS



FEET



BRAIN

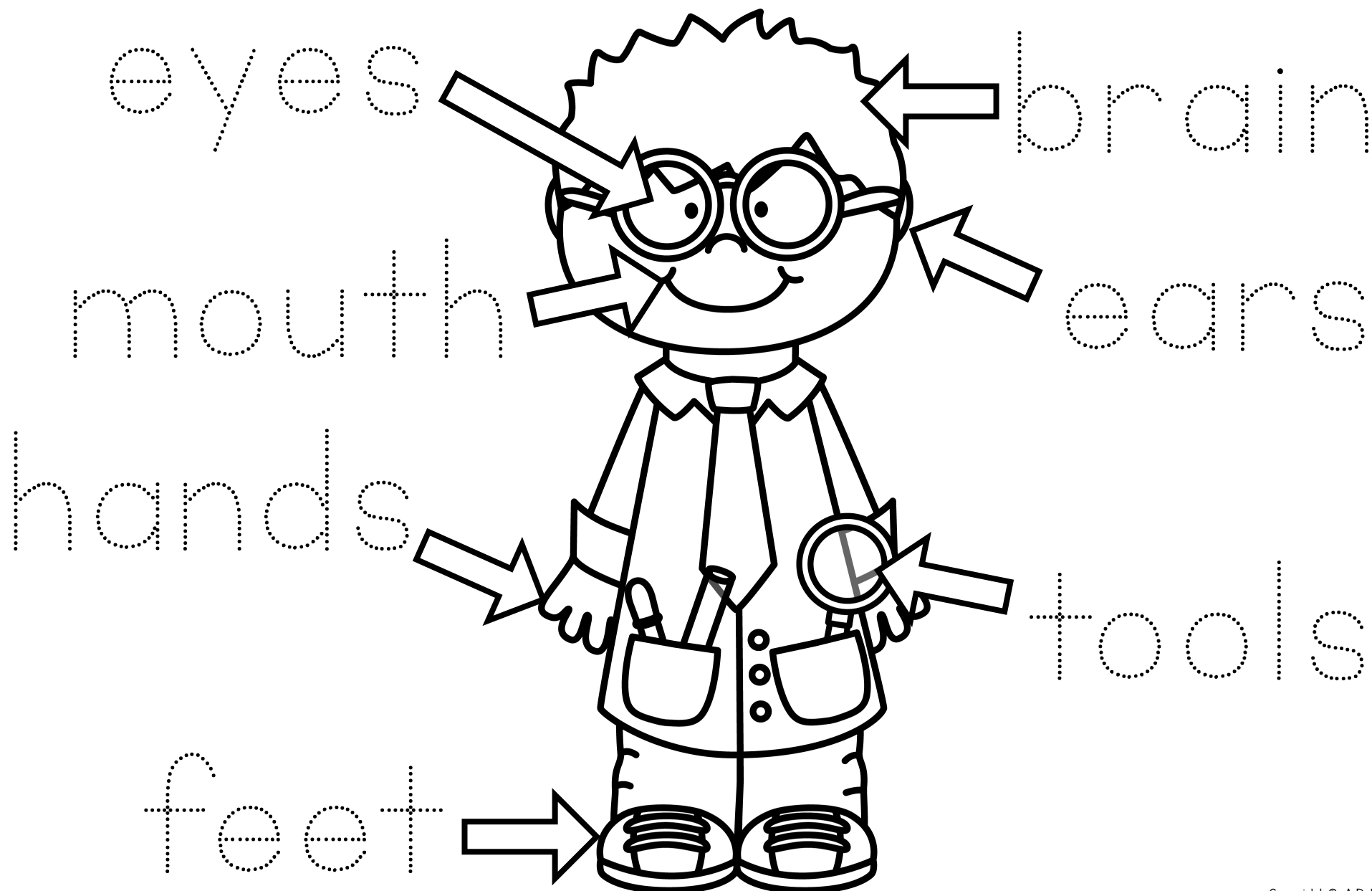


TOOLS



Name: _____

Parts of a Scientist

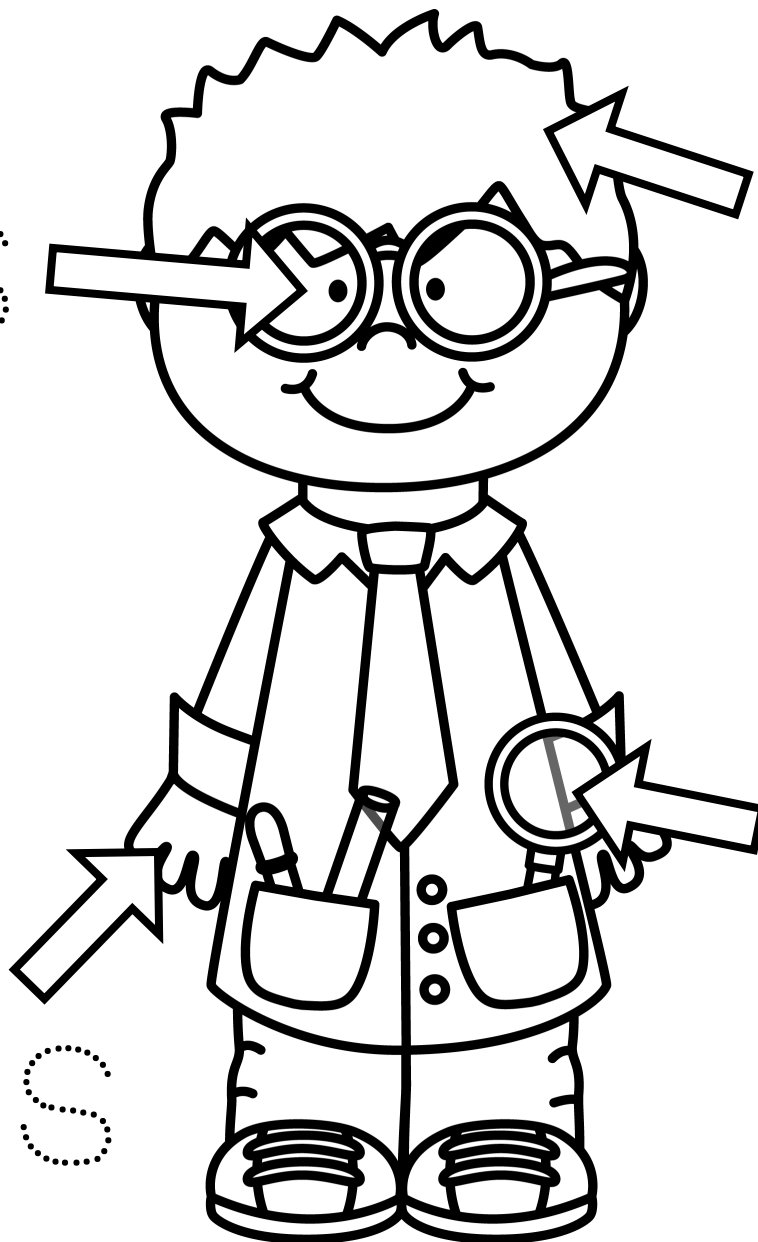


Name: _____

Parts of a Scientist

eyes

brain

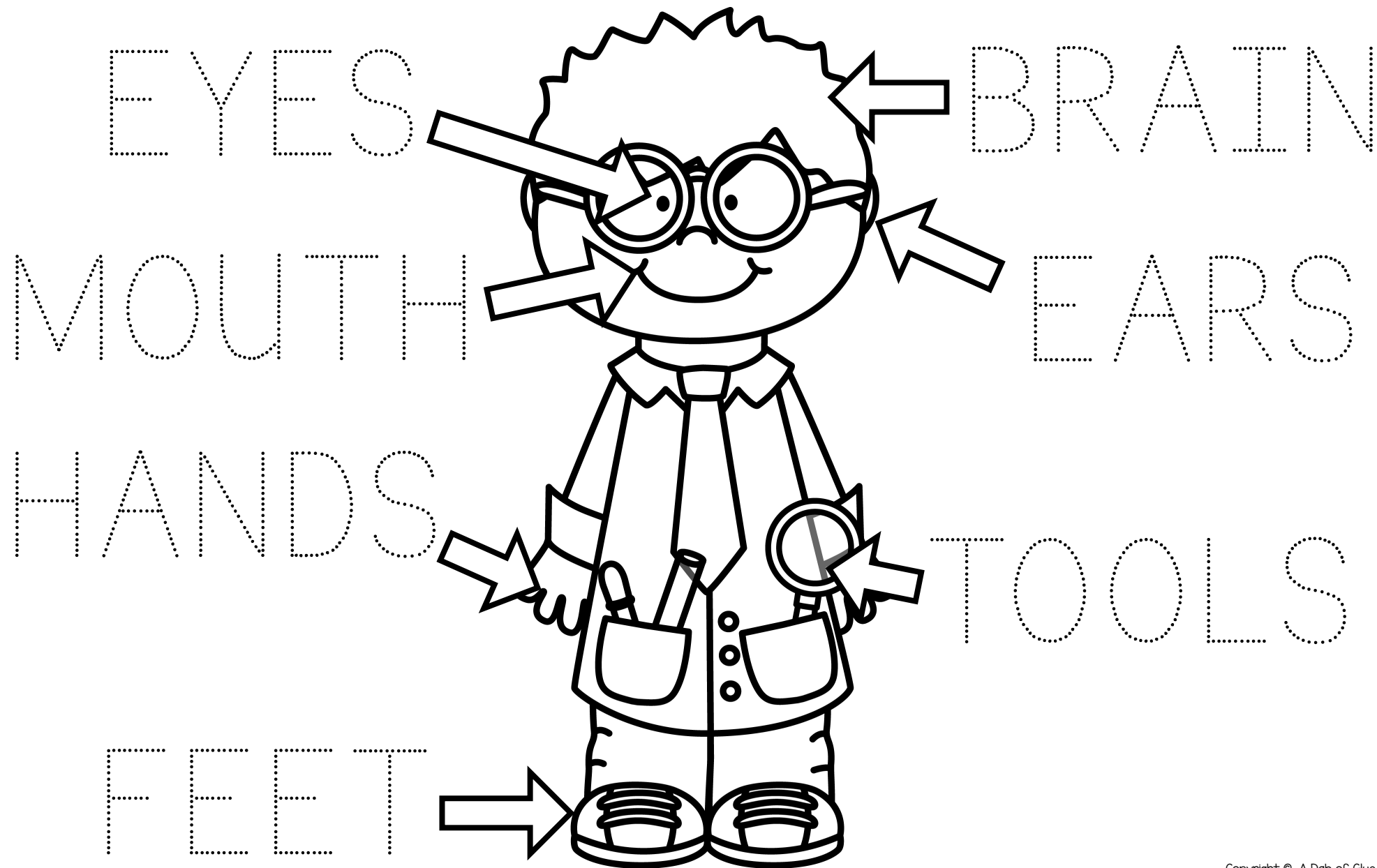


hands

tools

Name: _____

Parts of a Scientist



Name: _____

Parts of a Scientist

EYES

for observing

BRAIN

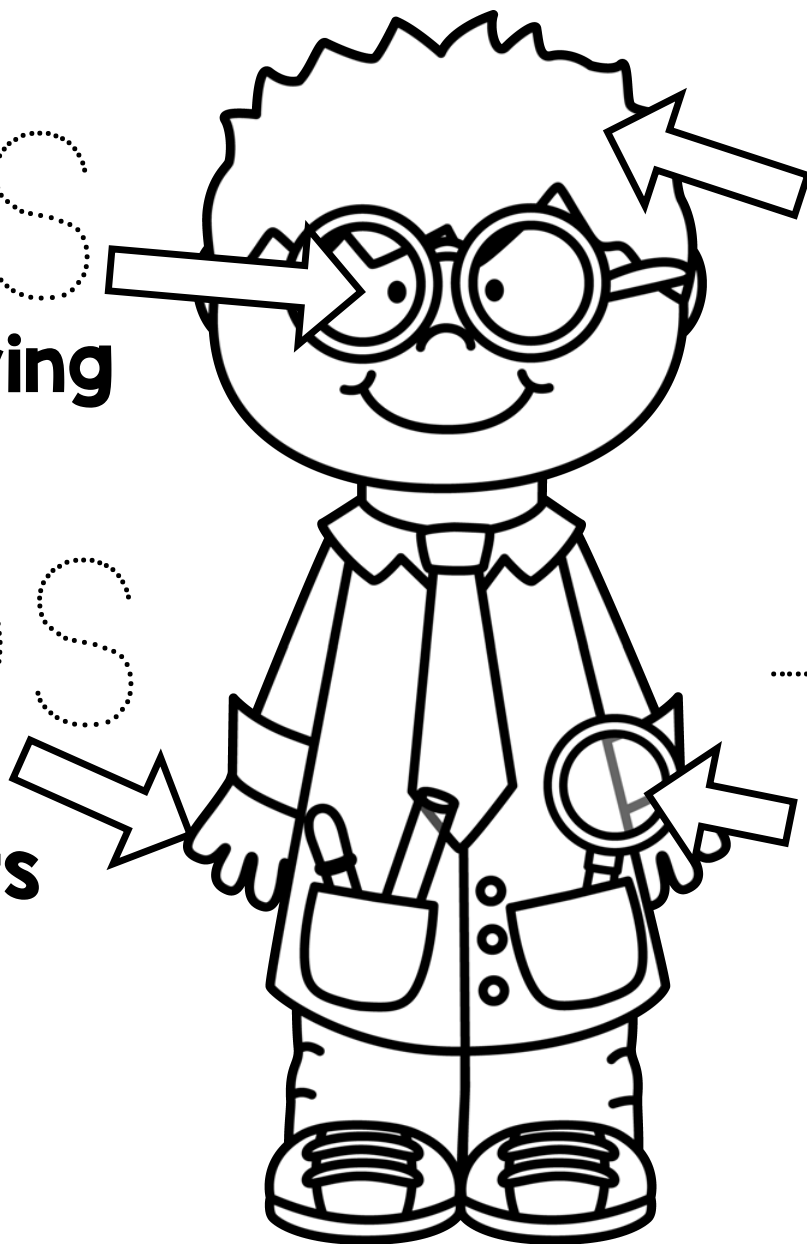
for thinking

HANDS

for doing
experiments

TOOLS

for gathering
information



Types of Scientists



There are many kinds of scientists in our world.



**Here are
some
examples of
scientists...**

A **METEOROLOGIST** studies
the weather.



An **ASTRONOMER** studies
outer space.



A MARINE BIOLOGIST
studies plants and animals
that live n the ocean.



A **GEOLOGIST** studies the surface of the earth and what it's made from.



A **BOTANIST** studies plants.



A **PALEONTOLOGIST** studies plants and animals that lived a long time ago.



A **ZOOLOGIST** studies animals.



If you were a scientist, what type would you be?



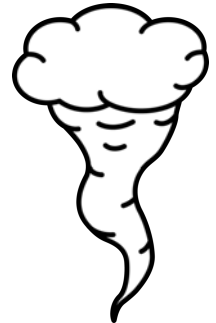
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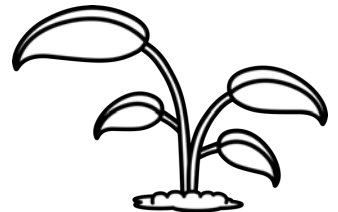
Types of Scientists

Draw a line from the scientist to what he or she studies.

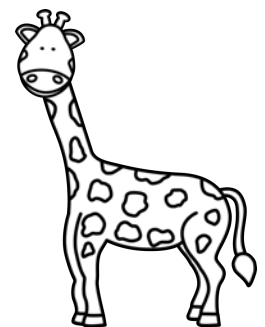
zoologist



paleontologist



meteorologist



botanist



Science Tools



Scientists use tools to help them investigate.



**Here are
some
examples of
tools scientists
use...**

Balance

- A tool used for weighing objects



Hand Lens



- A small magnifying glass used to make an image look bigger

Dropper



- A tube used to measure and move liquids by drops

Magnet

- A piece of metal (iron or steel) that can attract certain metals



Measuring Cup



- Utensil used to measure the volume of liquids and some solids

Microscope



- A tool that allows you to look up close at tiny things

Thermometer



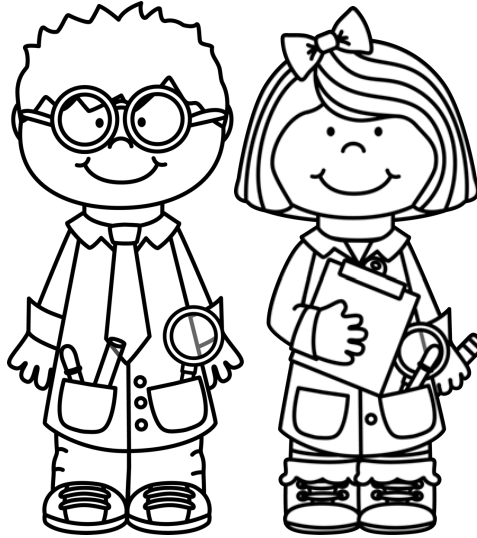
- A tool used for measuring temperature

Notebook

- A place for scientists to write and draw what they observe



Science Tools

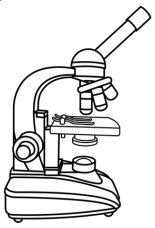


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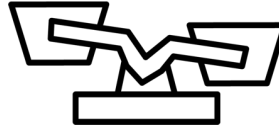
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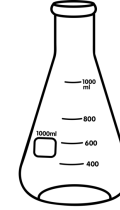
microscope



hand lens



balance



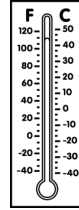
**measuring
cup**



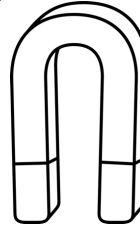
dropper



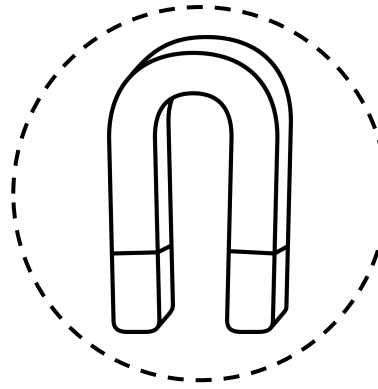
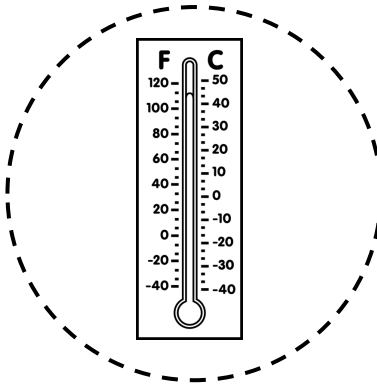
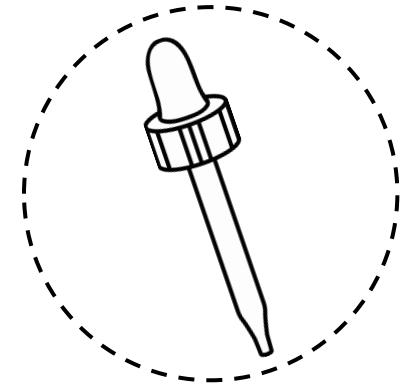
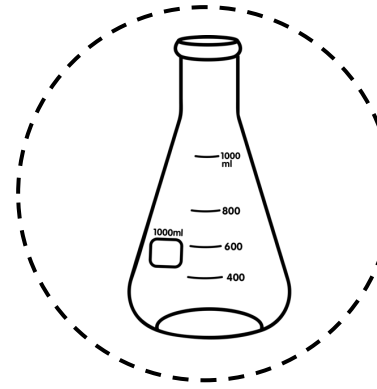
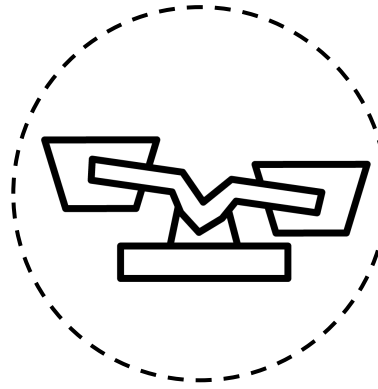
notebook



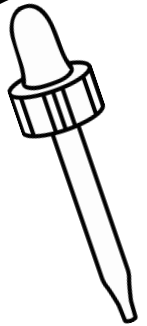
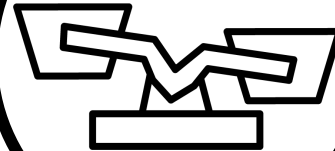
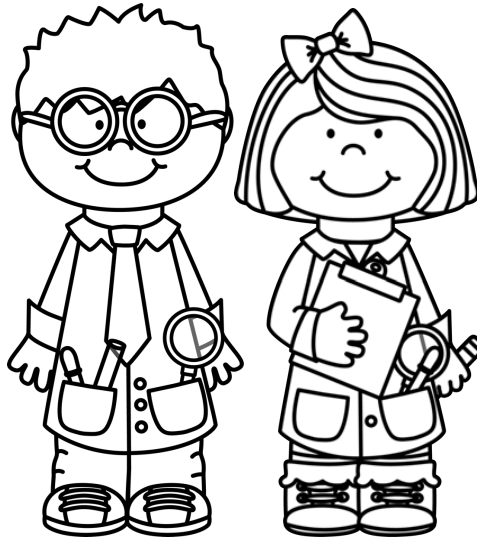
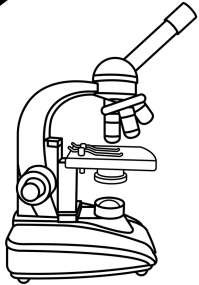
thermometer



magnet

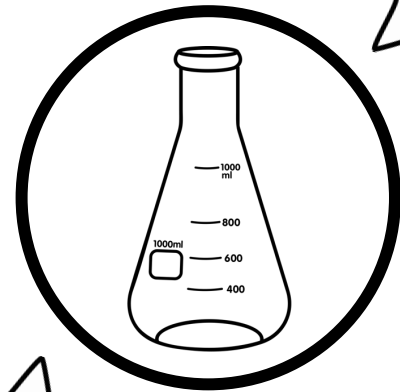
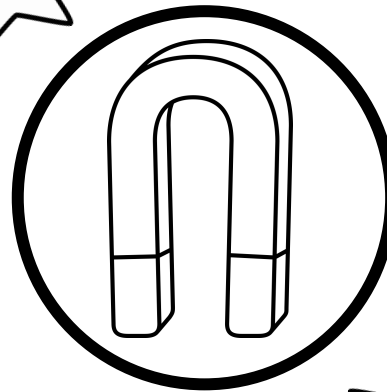
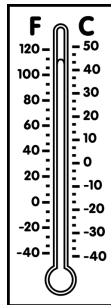


Science Tools



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glue here



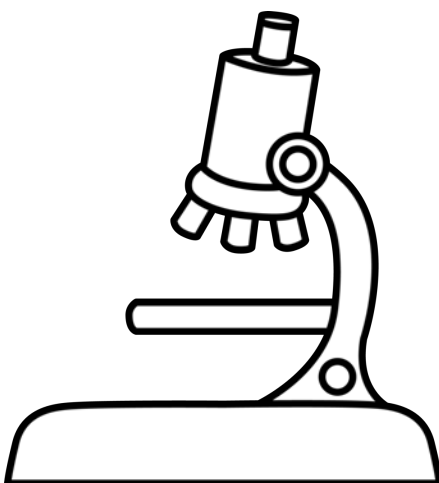
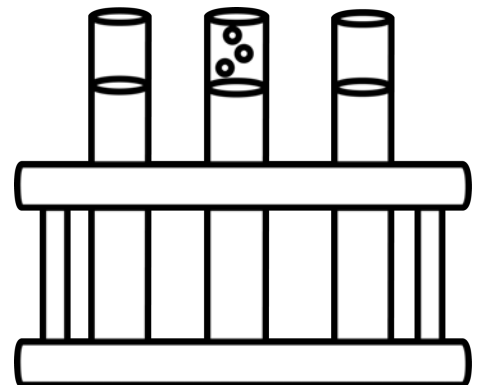
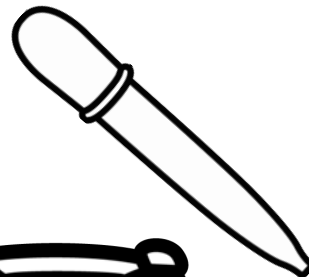
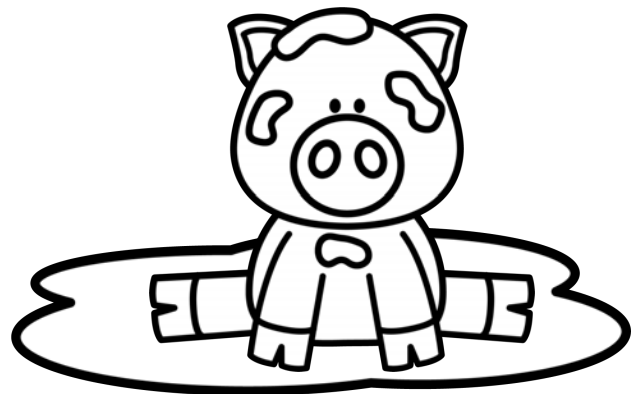
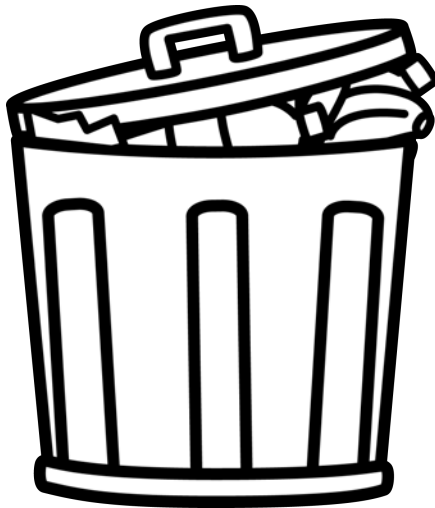
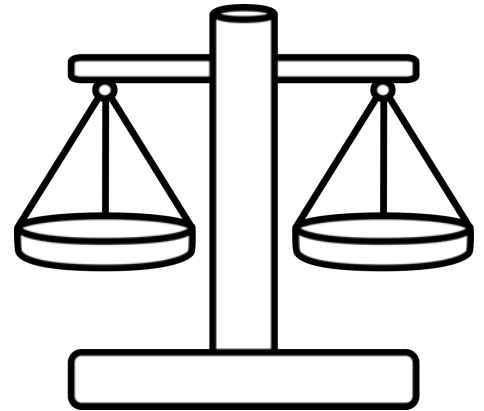
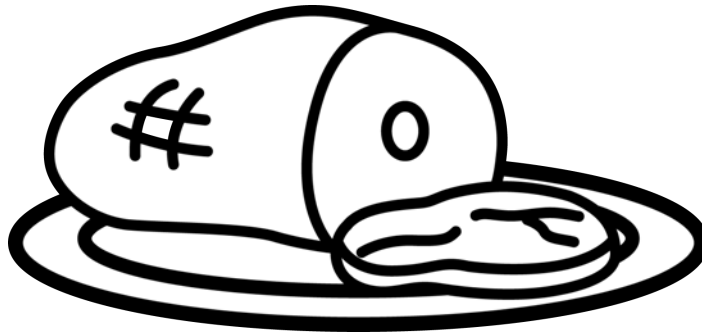
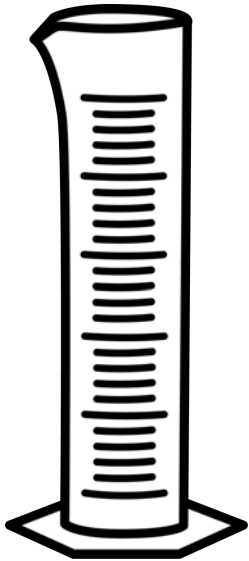
glue here

Name: _____



Science Tools

Color the science tools you see below.



Science Safety



Science safety is important for everyone.



**Here are
some rules
that help
scientists stay
safe.**

RULE ONE: Follow all instructions.



RULE TWO: Use safety goggles, gloves, and lab coat when needed.



RULE THREE: Never touch, taste, or smell without permission.



RULE FOUR: Treat materials kindly.



RULE FIVE: Wash your hands after every experiment.



RULE SIX: Clean up when finished.



**Here are some
examples of
things
scientists use
to stay safe.**

Goggles



- Close fitting eyeglasses that protect your eyes

Gloves



- A covering used to protect your hands

Lab Coat



- A coat worn by scientists to protect their clothes and body

Which scientist is putting safety first?



Can you name what is **right** and **wrong** in this picture?



What is **wrong** with this picture?



Name: _____

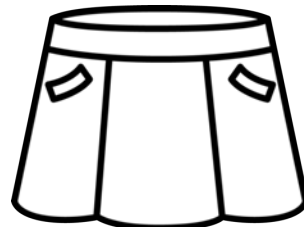
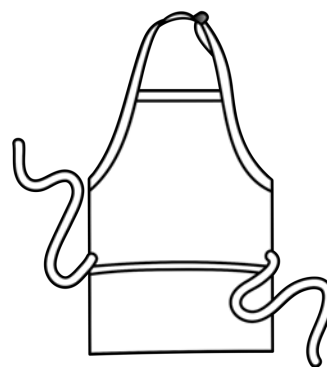
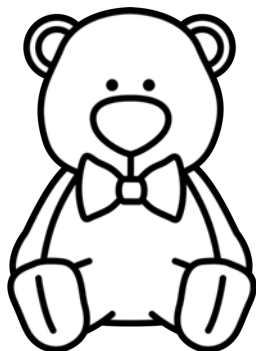
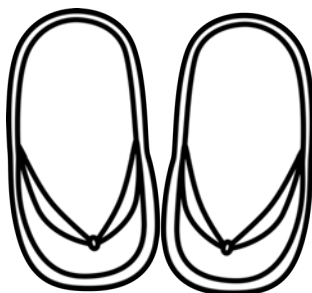
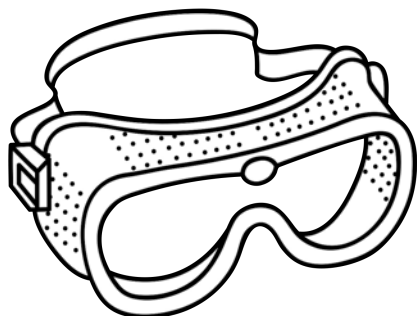


Science Safety

Draw a picture of a science lab rule you learned about.

A large, empty rectangular box with a black border, intended for a child to draw a picture of a science lab rule.

Color the picture in each box that shows what scientists can use to stay safe.





scientist



experiment



observe

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investigate



record



hand lens



balance

Copyright © A Dab of Glue Will Do



microscope



magnet



goggles



SCIENTIST



EXPERIMENT



OBSERVE



INVESTIGATE



RECORD



HAND LENS



BALANCE



MICROSCOPE



MAGNET



GOGGLES



scientist



experiment



observe



investigate



record



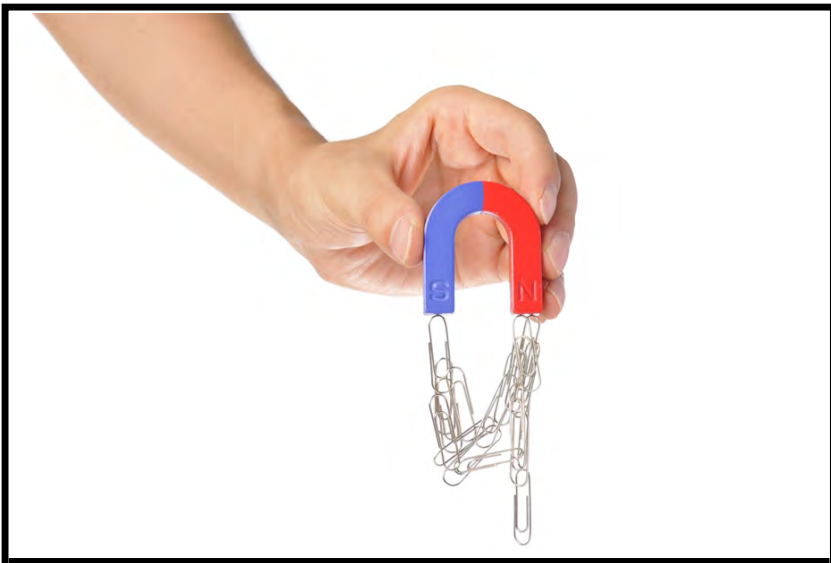
hand lens



balance



microscope




magnet



goggles

Name: _____

I am a Scientist



Name: _____

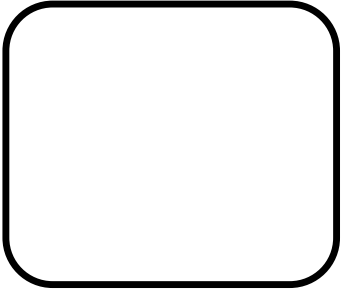
I am a Scientist

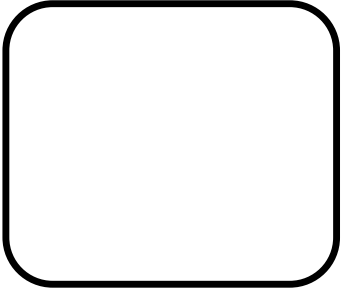
Name: _____

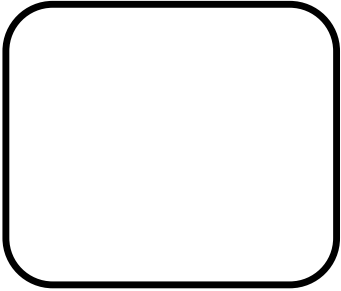
I am a Scientist

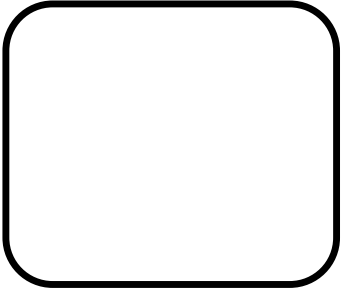
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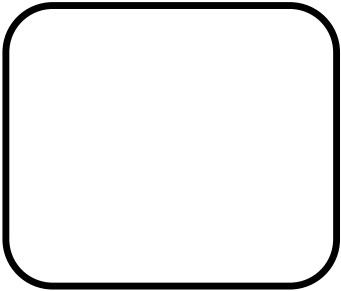
I am a Scientist

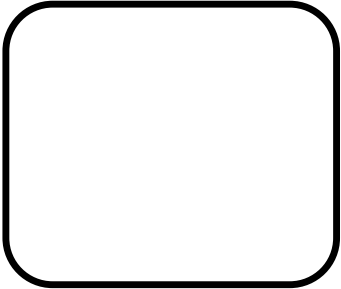






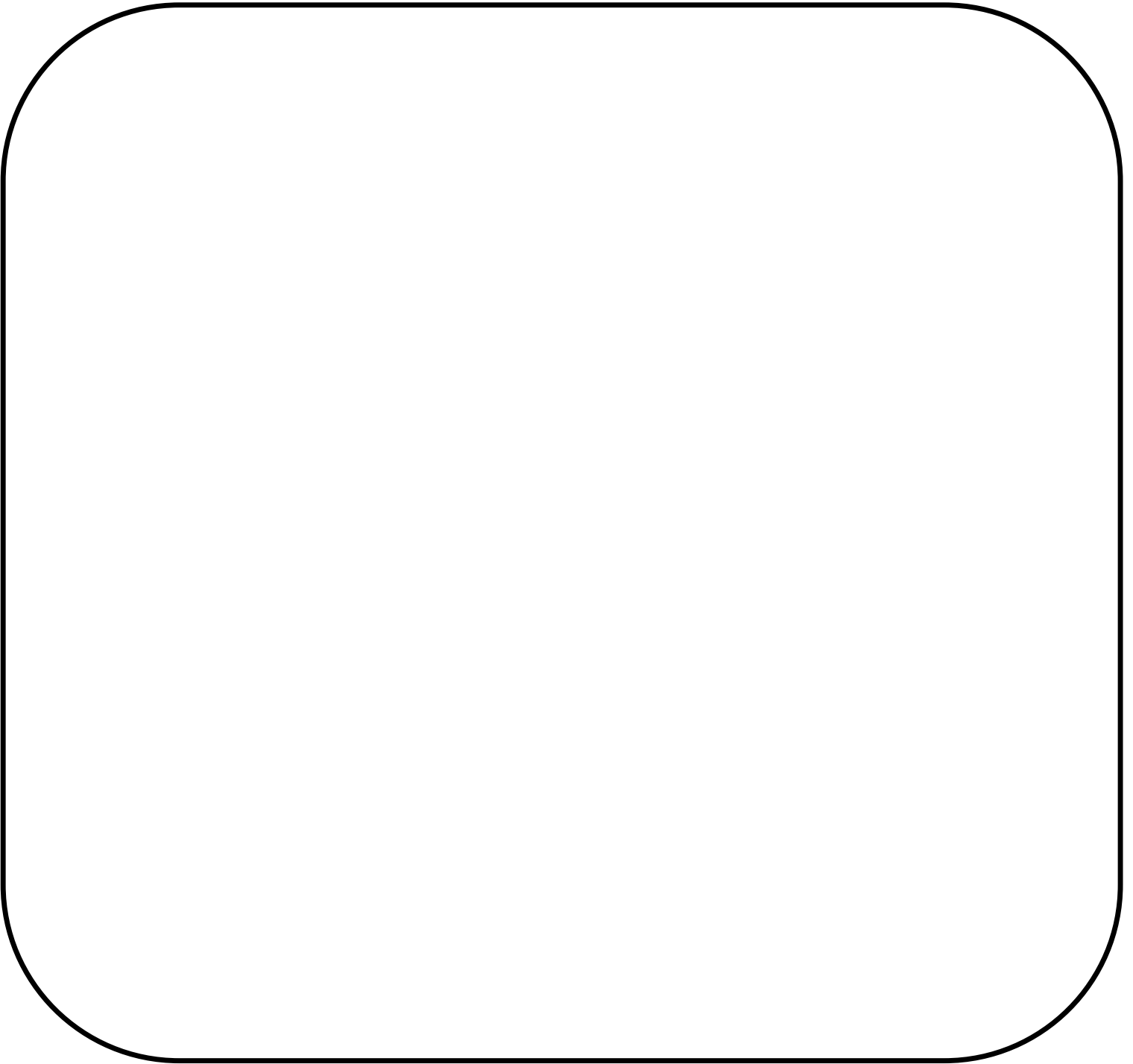






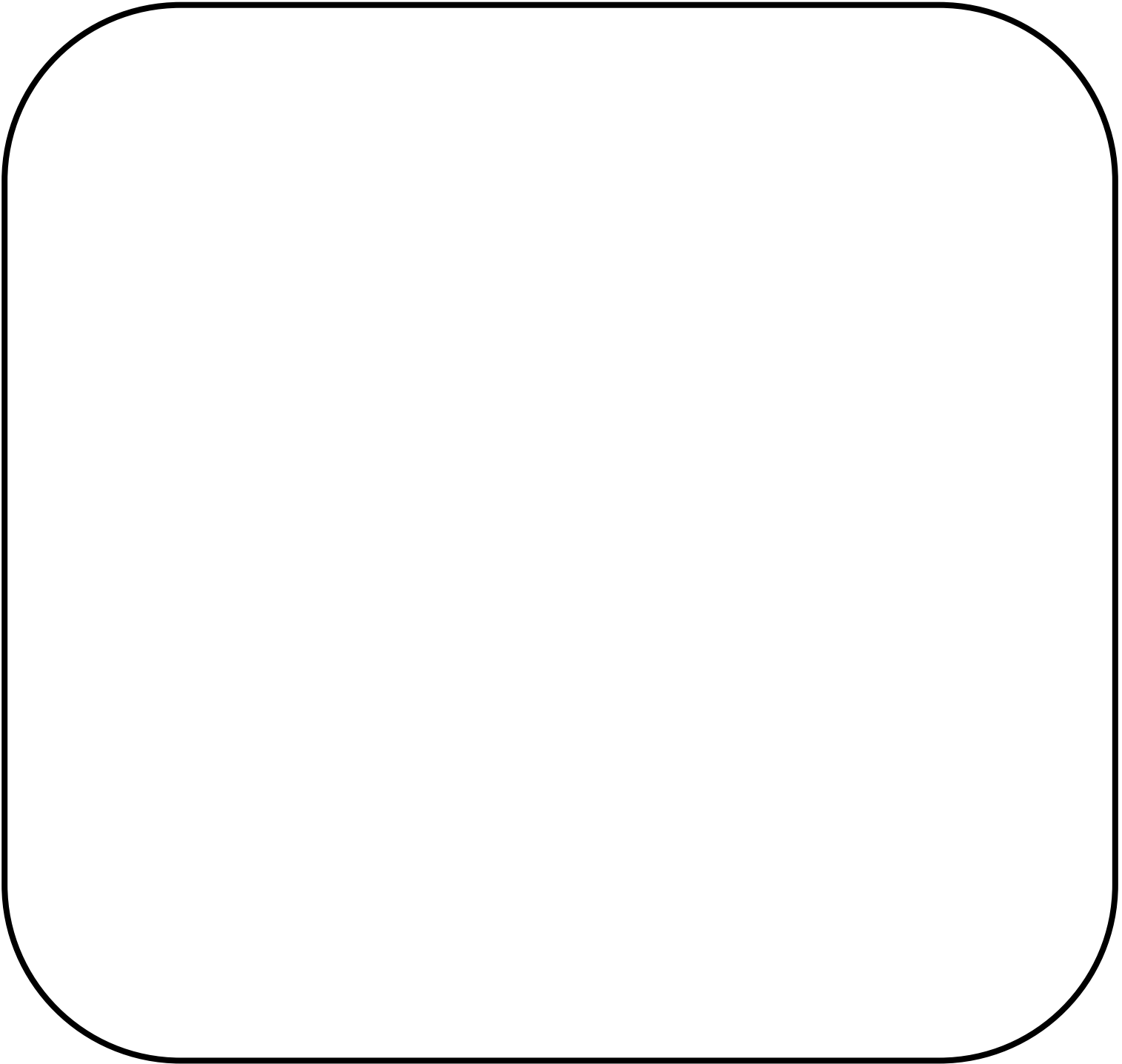
Name: _____

I am a Scientist



Name: _____

I am a Scientist



Name: _____

I am a Scientist

A large, empty rounded rectangle with a black border, intended for a child to draw or write about their science project.

Name: _____

I am a Scientist

SCIENTIST

A person who is studying one or more of the sciences.



EXPERIMENT

A test done to learn or find out about something.



OBSERVE

To watch carefully and notice things.



INVESTIGATE

An attempt to learn facts about something.



RECORD

To write down and keep track of observations and findings.



HAND LENS

A small magnifying glass that makes objects appear larger.



BALANCE

A tool used to weigh objects or compare weights.



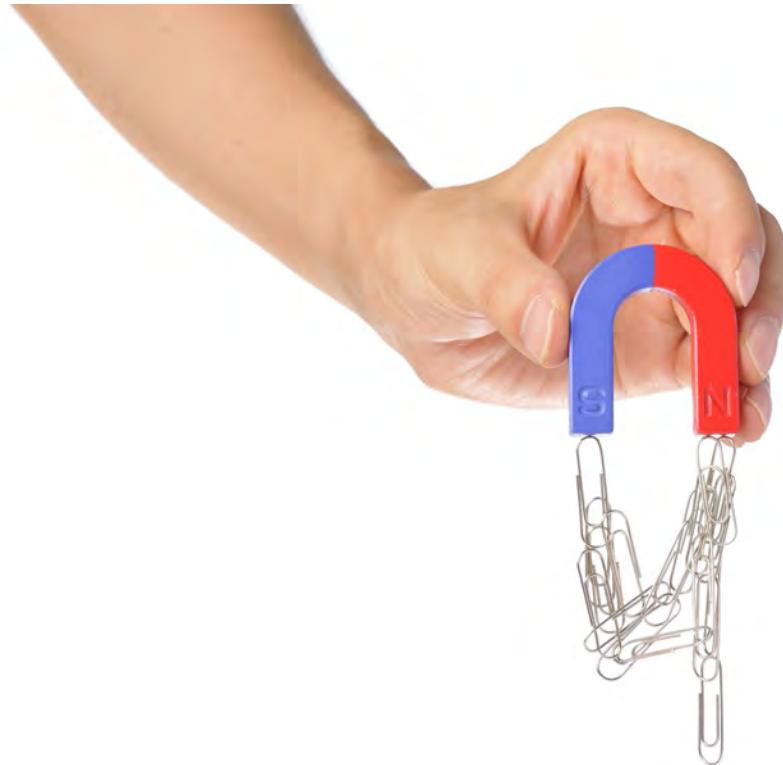
MICROSCOPE

Equipment used to magnify
tiny things.



MAGNET

A piece of metal (iron or steel)
that can attract certain
metals.



GOGGLES

Thick, plastic glasses worn by scientists to protect their eyes during experiments and tests.



scientist



experiment



observe



investigate



record



hand lens



balance



microscope



magnet



goggles



SCIENTIST



EXPERIMENT



OBSERVE



INVESTIGATE



RECORD



HAND LENS



BALANCE



MICROSCOPE



MAGNET



GOGGLES



Name: _____



Types of Scientists

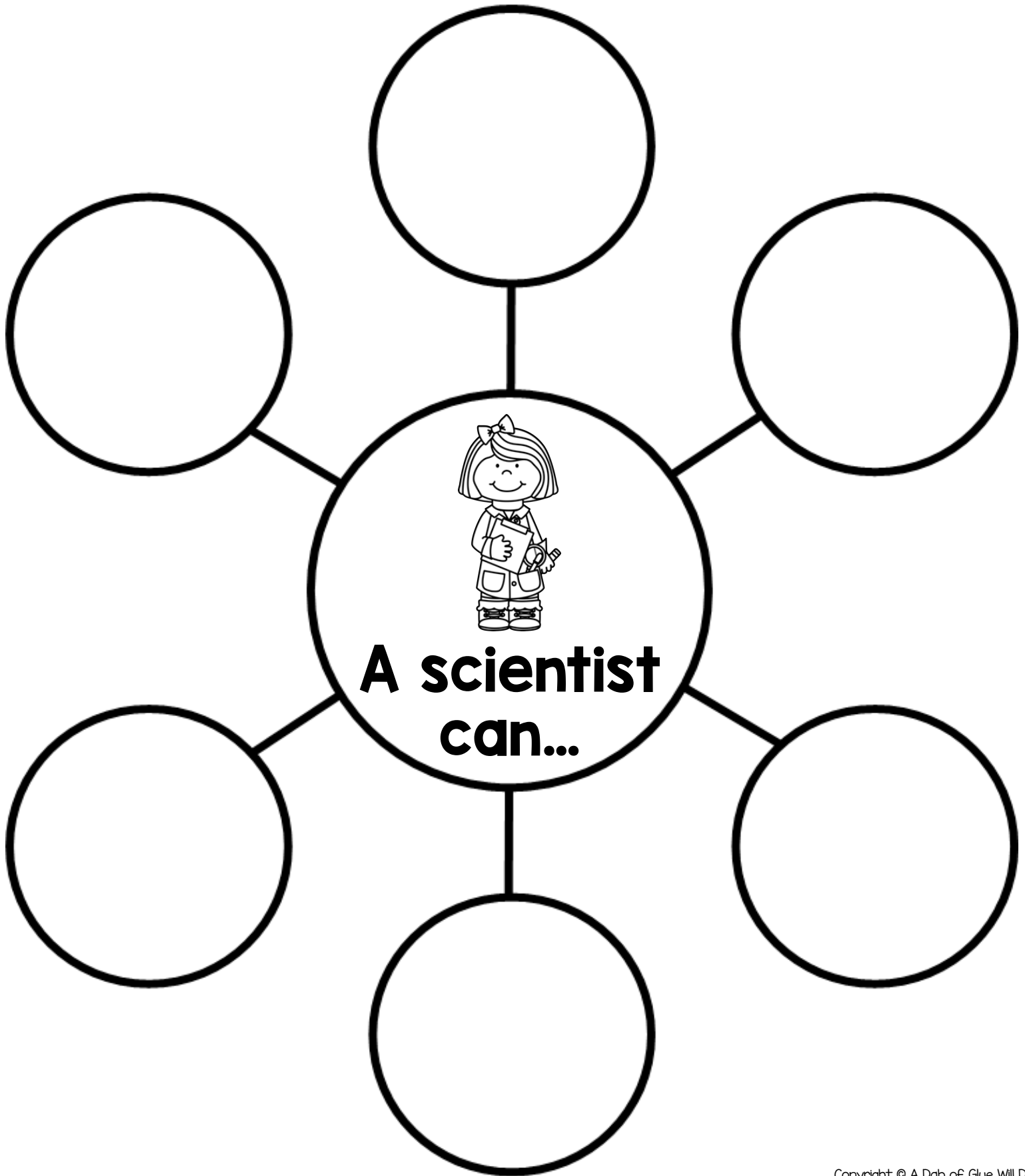
**TYPES OF
SCIENTISTS**

A mind map diagram with a central circle containing the text 'TYPES OF SCIENTISTS'. Six lines radiate from this central circle to six surrounding empty circles, arranged in a hexagonal pattern. These outer circles are intended for students to write down different types of scientists.

Name: _____



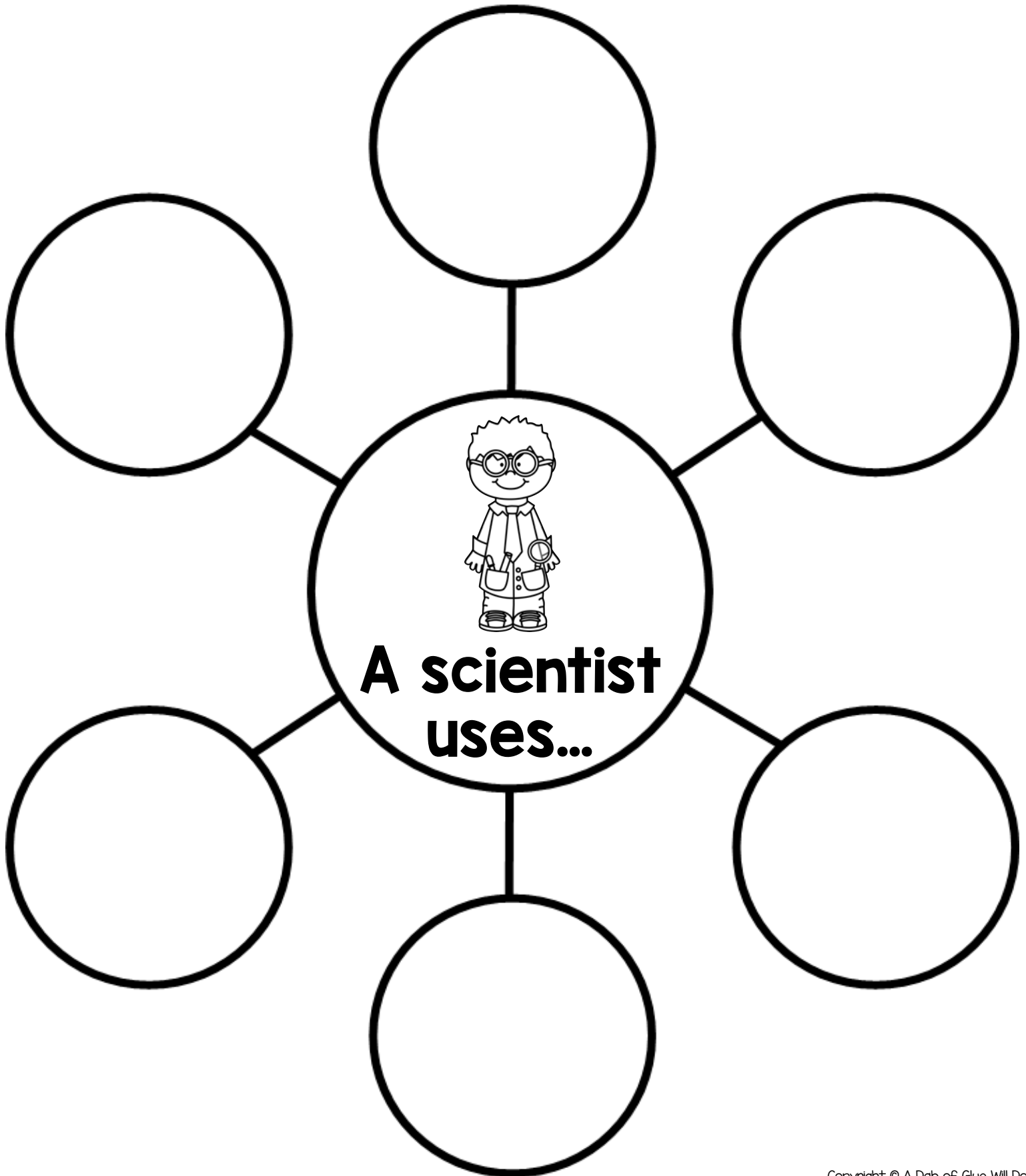
Scientists



Name: _____



Science Tools



I can use science tools!



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I can use science tools!



Copyright © A Dab of Glue Will Do



I can use a hand lens.

Copyright © A Dab of Glue Will Do



I can use a hand lens.

Copyright © A Dab of Glue Will Do



I can use a balance.

Copyright © A Dab of Glue Will Do



I can use a balance.

Copyright © A Dab of Glue Will Do



I can use a microscope.

Copyright © A Dab of Glue Will Do



I can use a microscope.

Copyright © A Dab of Glue Will Do



I can use a magnet.

Copyright © A Dab of Glue Will Do



I can use a magnet.

Copyright © A Dab of Glue Will Do



I can use a dropper.

Copyright © A Dab of Glue Will Do



I can use a dropper.

Copyright © A Dab of Glue Will Do



I can use all of these
science tools safely.

Copyright © A Dab of Glue Will Do



I can use all of these
science tools safely.

Copyright © A Dab of Glue Will Do

I AM A SCIENTIST CRAFT

Make this scientist craft to culminate the I am a Scientist unit.

SUPPLIES (depending on how craft is completed)

- copy paper
- colored copy paper
- scissors
- glue
- crayons/markers

DIRECTIONS

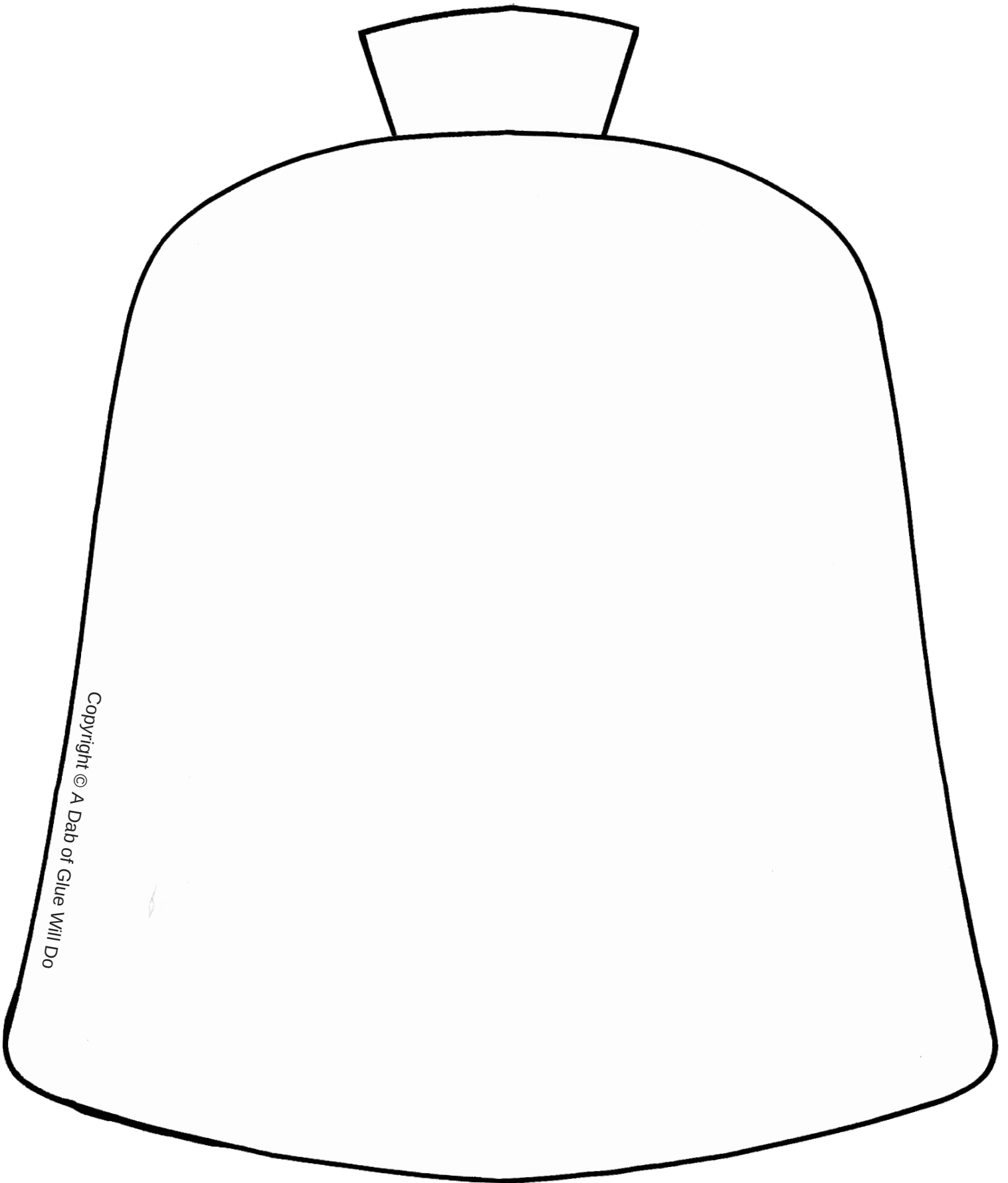
3 Ways to Complete:

- 1) Print on white copy paper, then have students color in each piece, cut, and glue together.
- 2) Make templates on file folders, then have students trace templates, color and cut out their pieces, and assemble with glue.
- 3) Print pages on colored copy paper and give each student the pieces they need. Students will cut out pieces and glue the craft together.

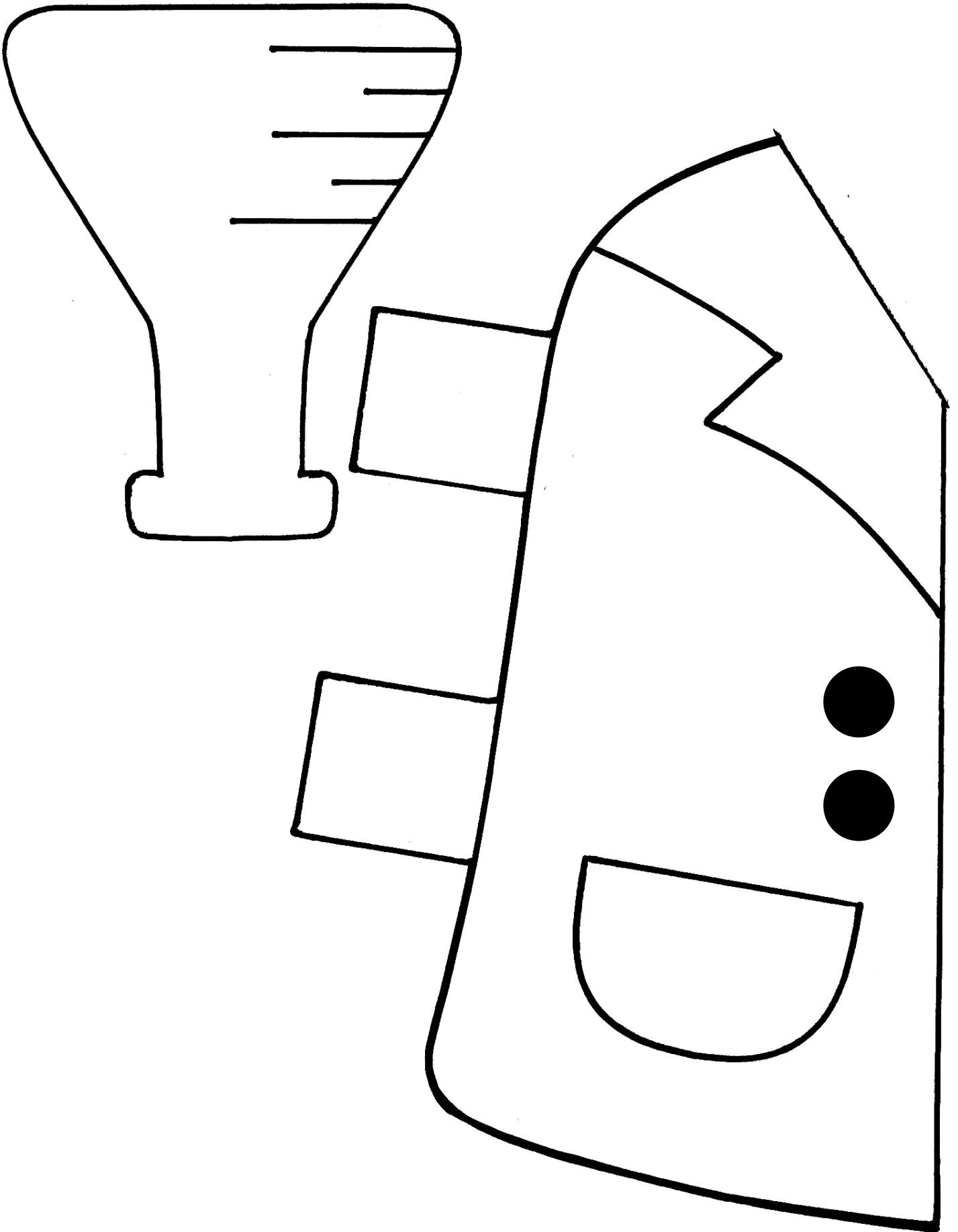
Optional: Have students draw something they learned about being a scientist inside the lab coat.

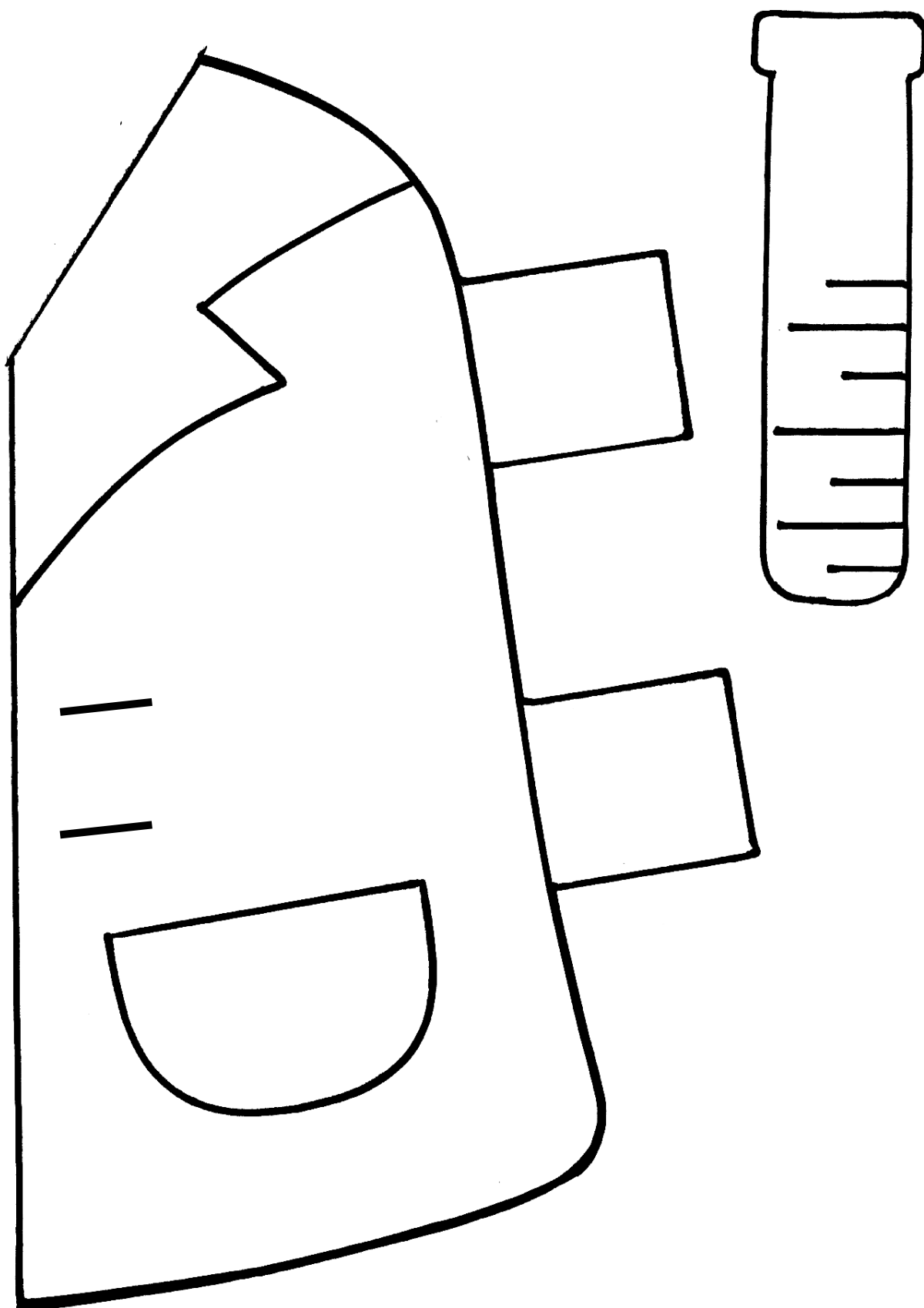


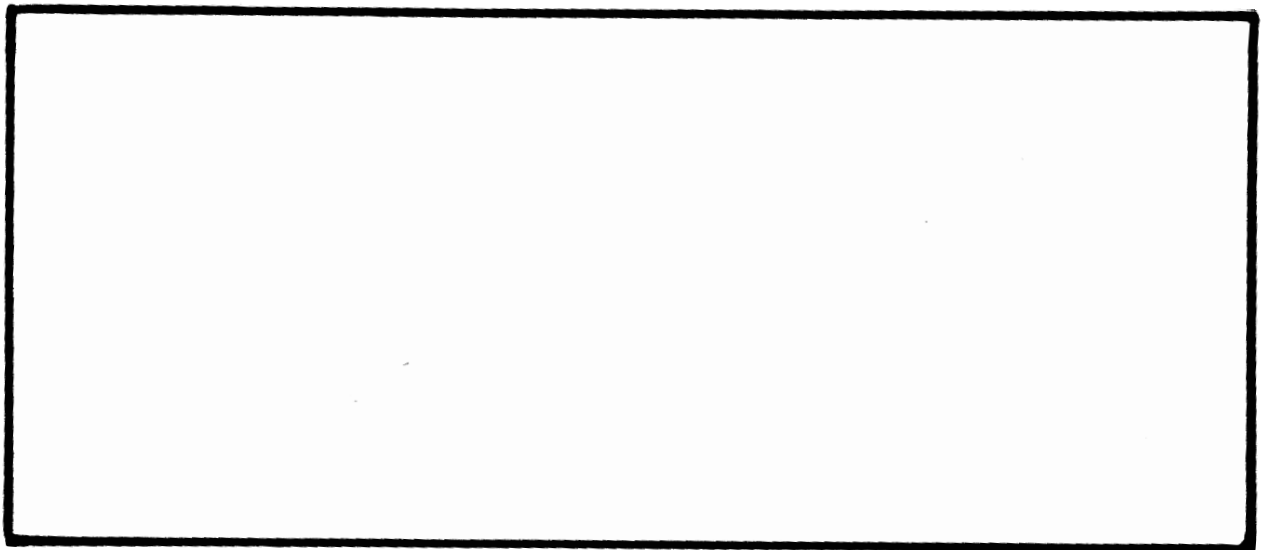
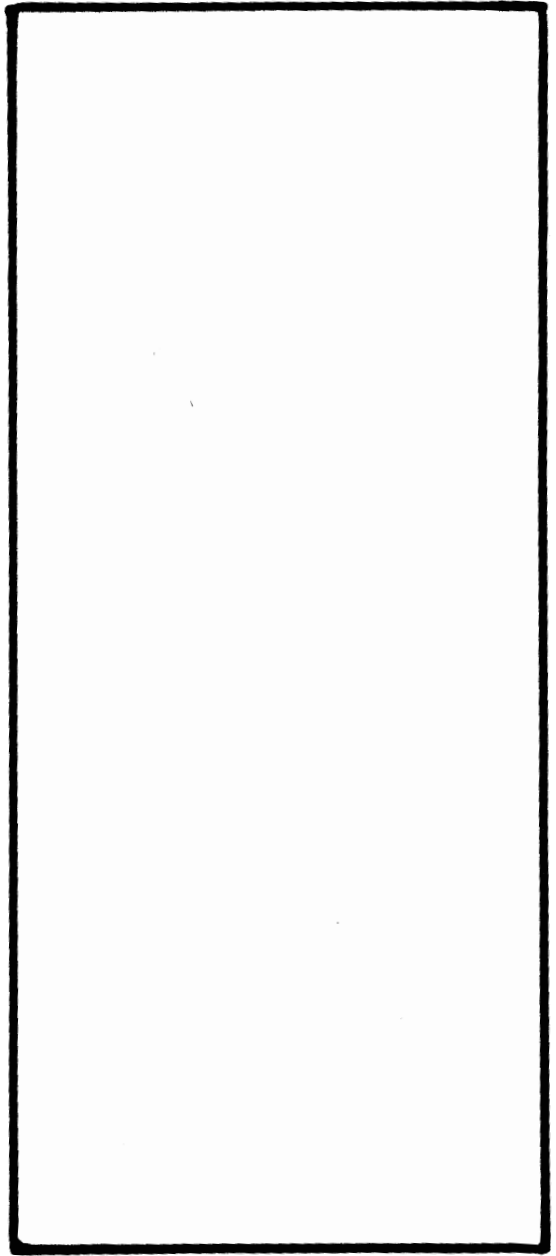
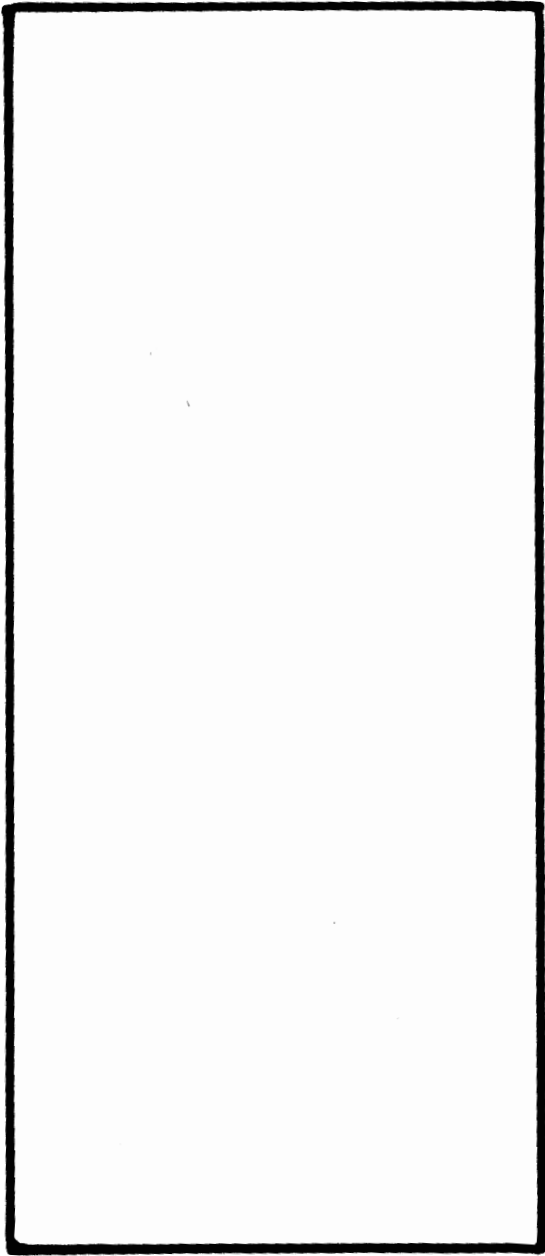
**template
provided**



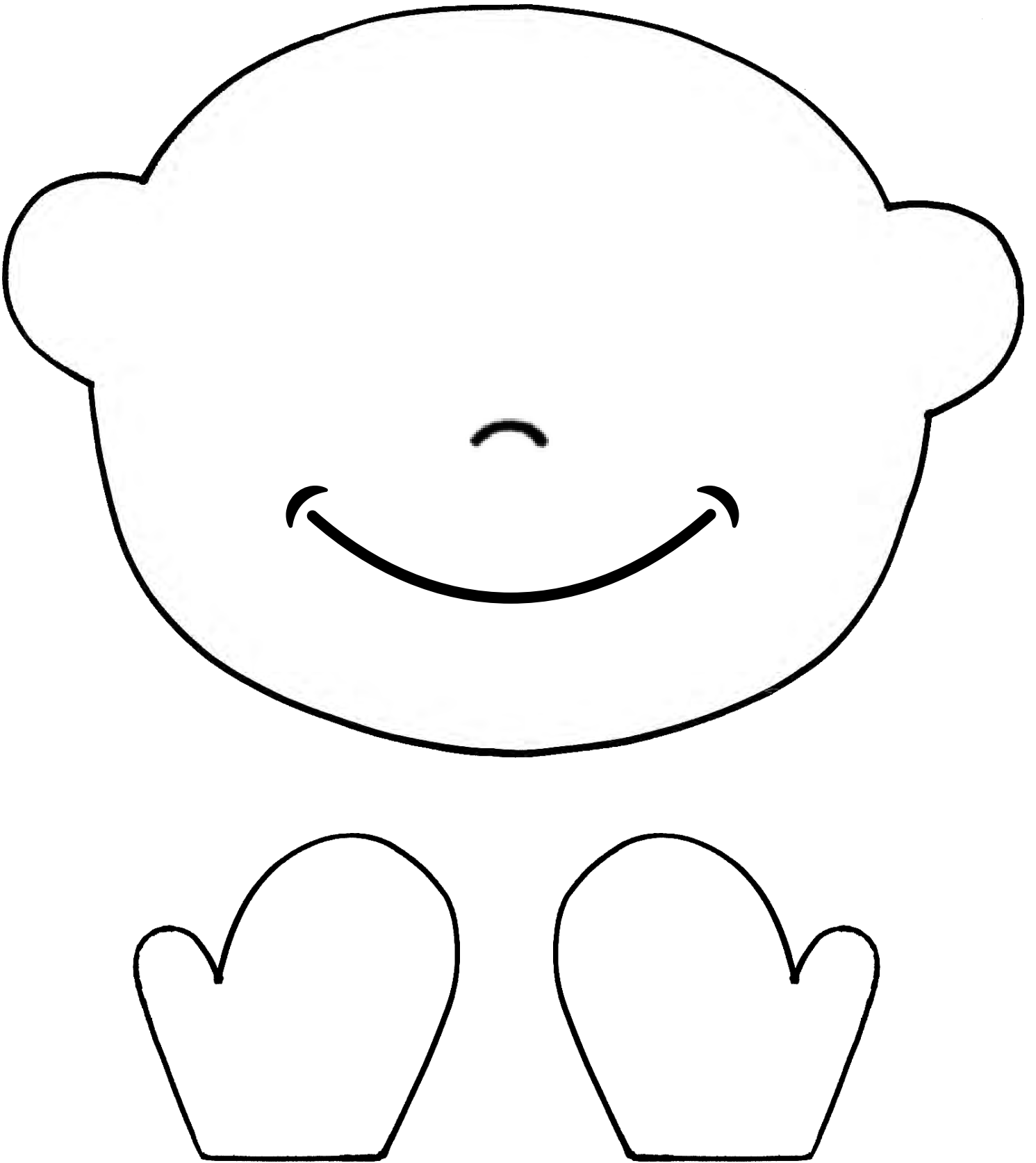
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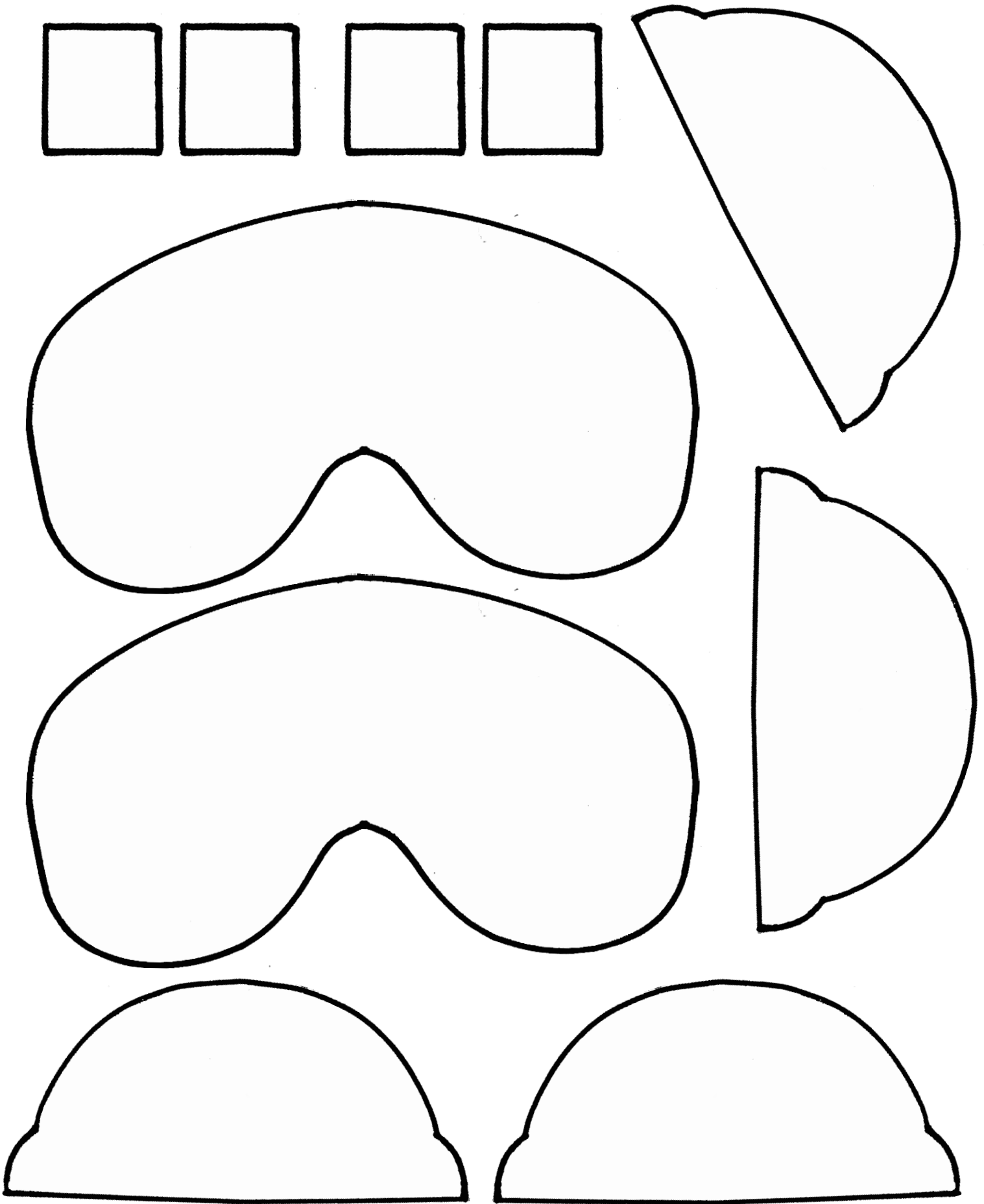






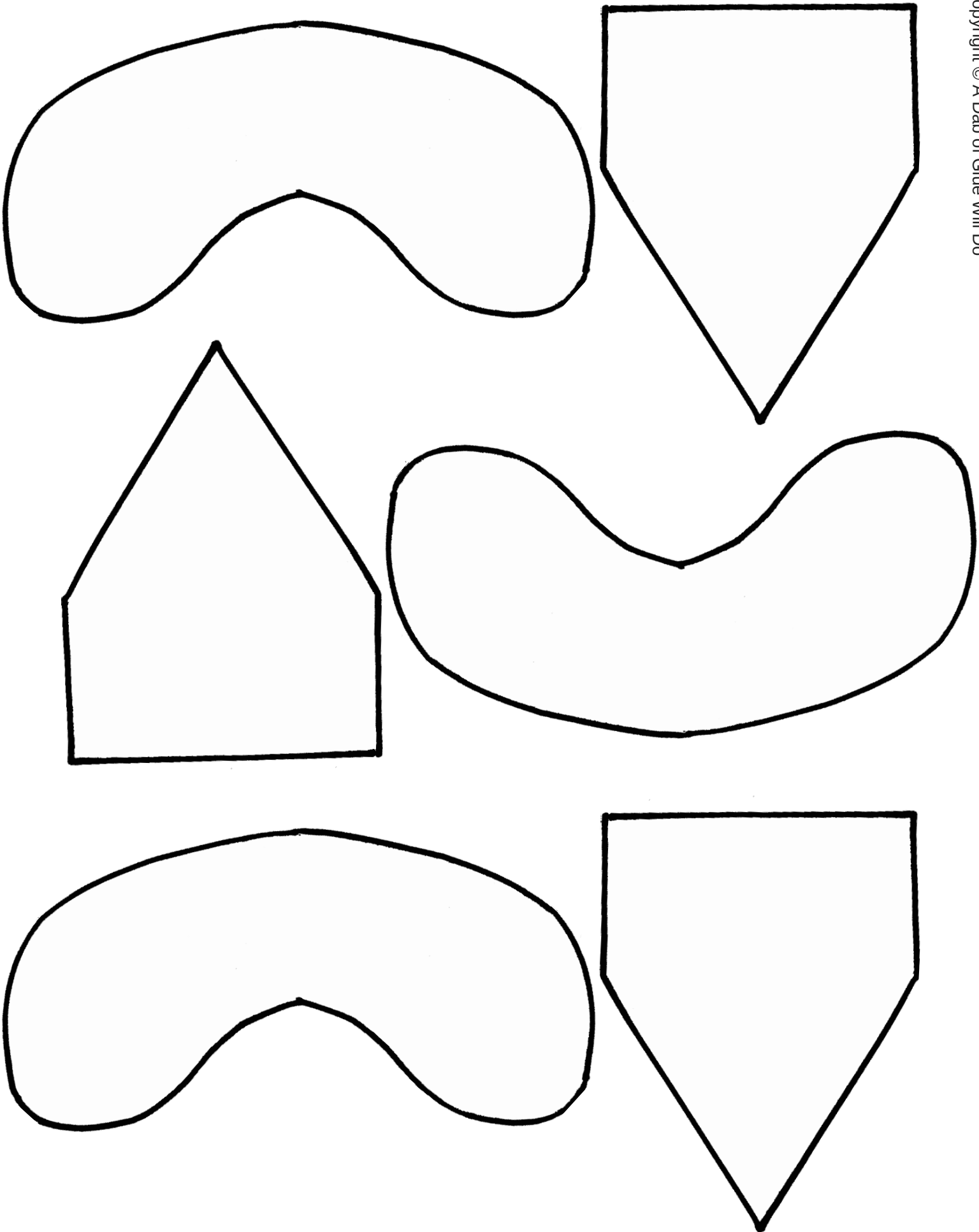
Pants
2 per student



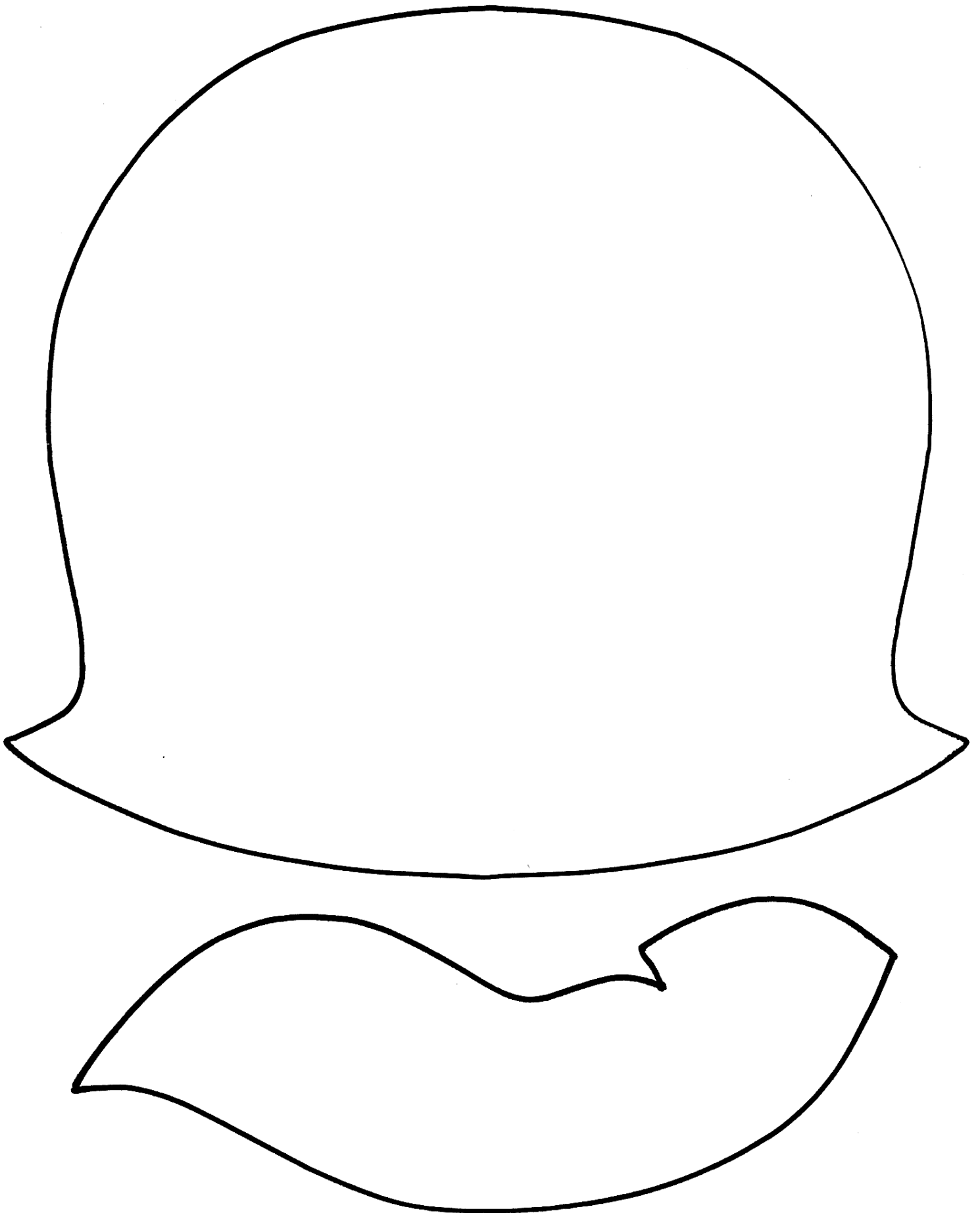


Goggles and Shoes

2 Shoes per student, 2 Squares per student, 1 Goggles per student

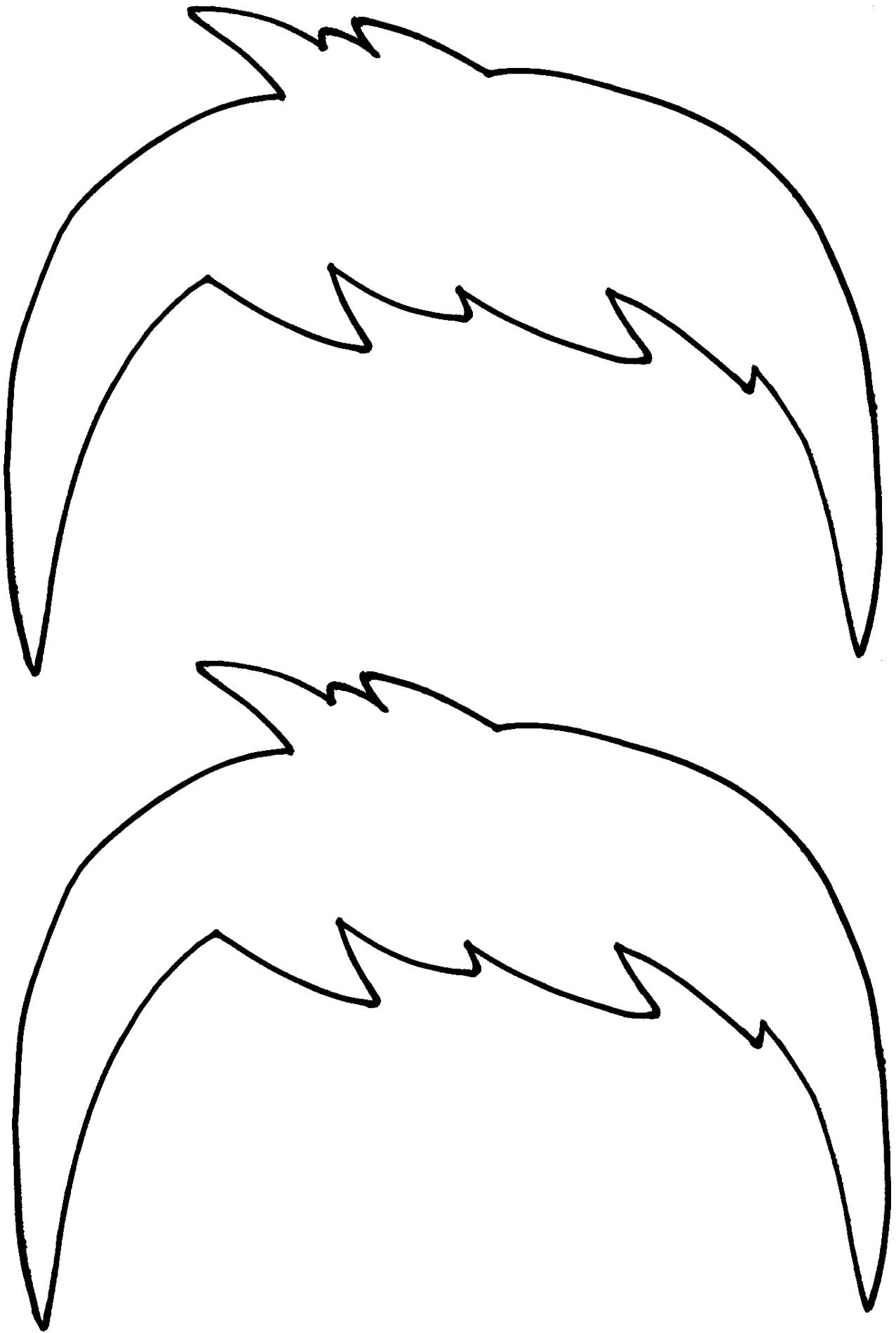


Inside of Goggles and Shirt
1 item per student

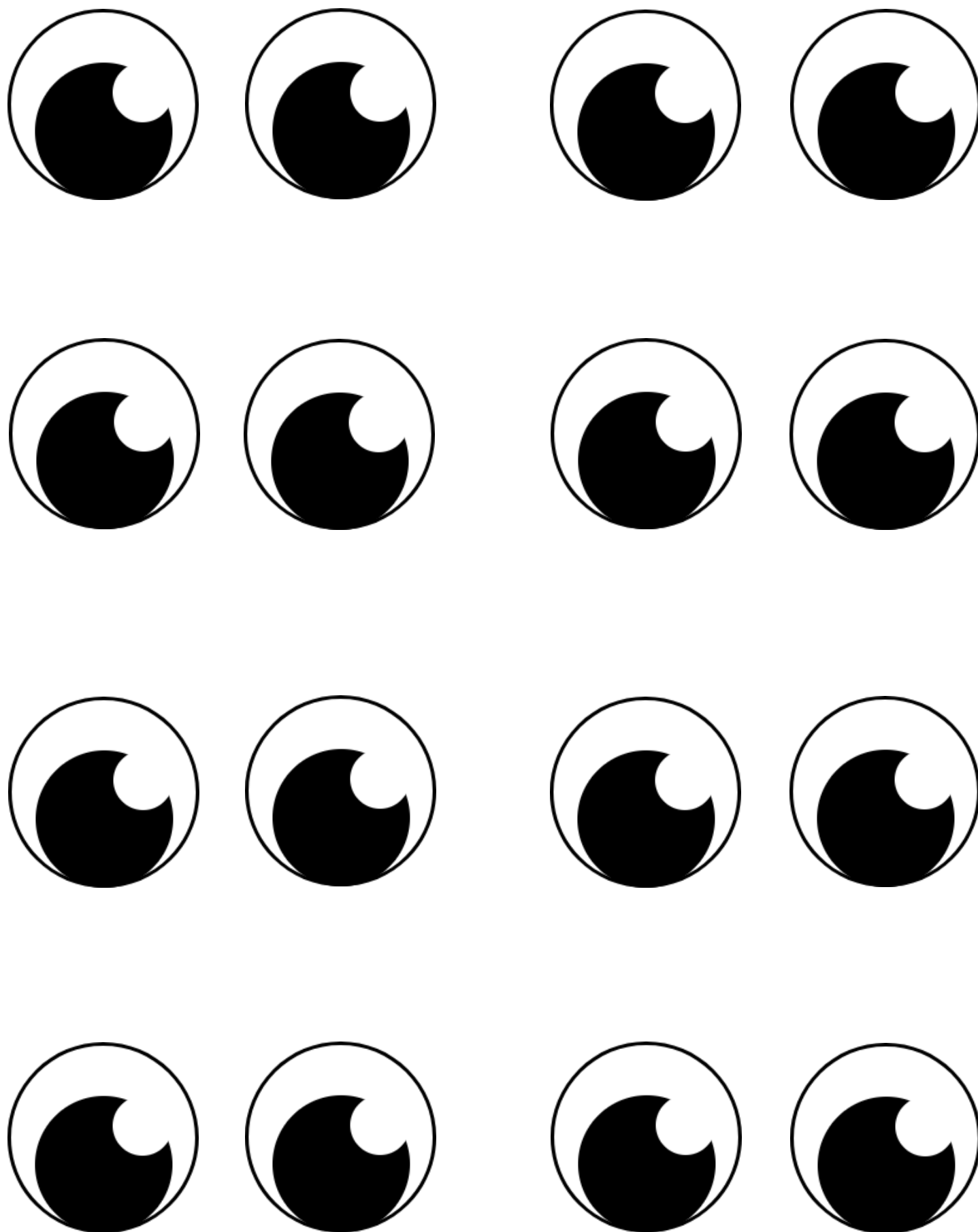


Hair

1 page per student



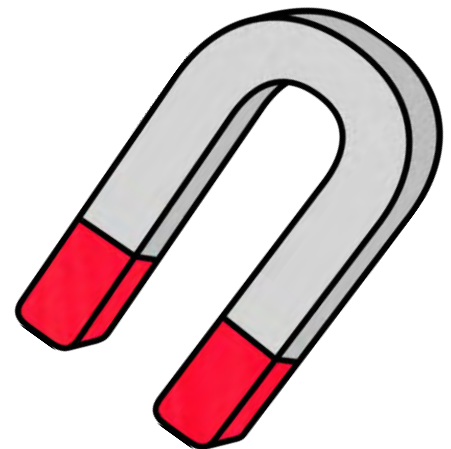
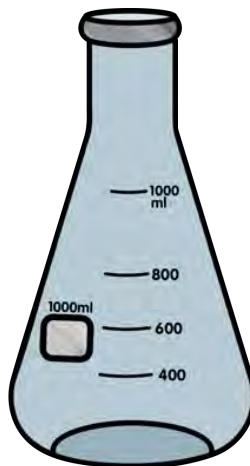
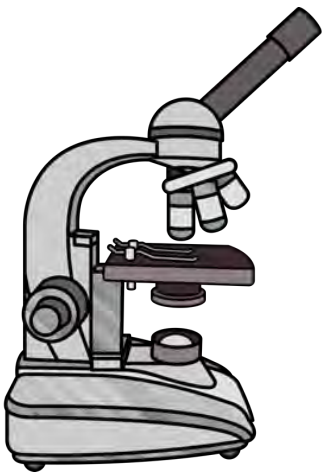
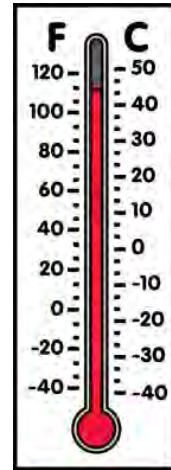
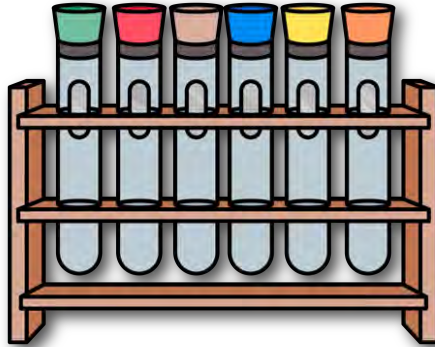
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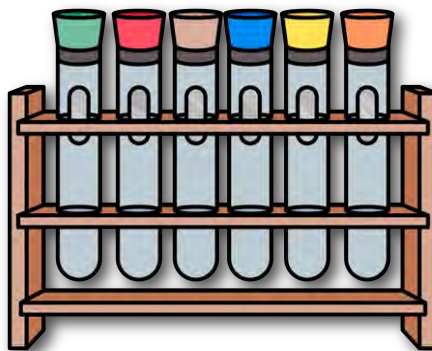
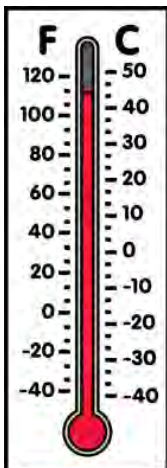
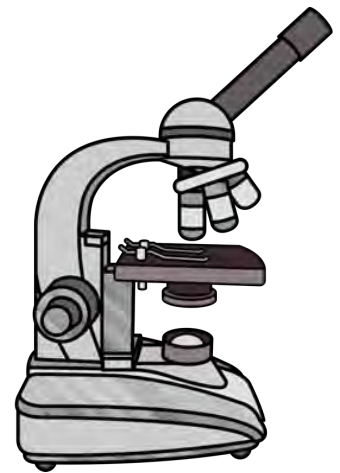
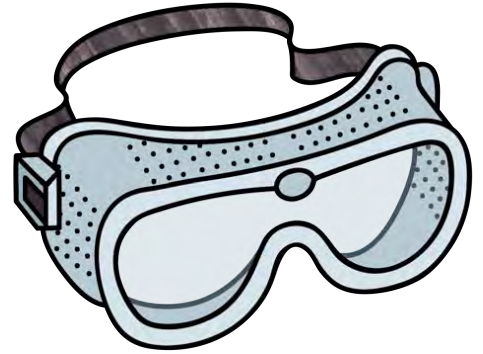
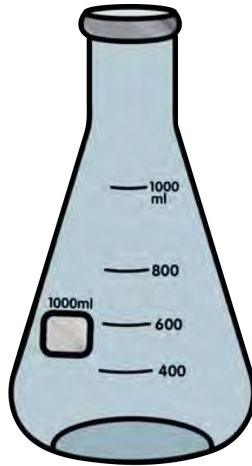
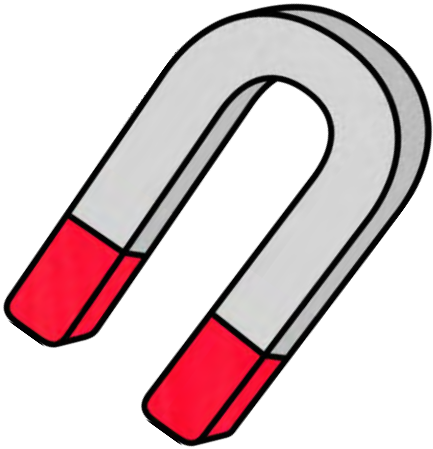
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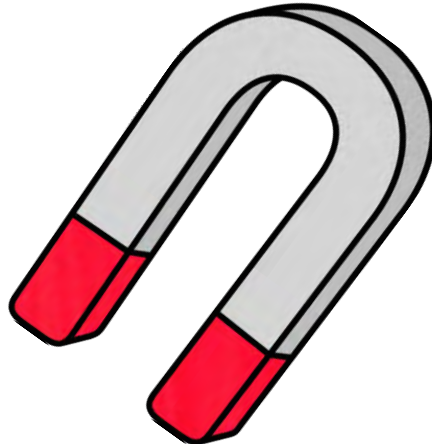
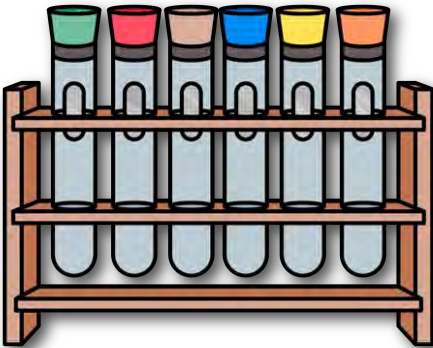
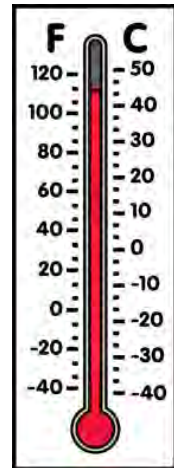
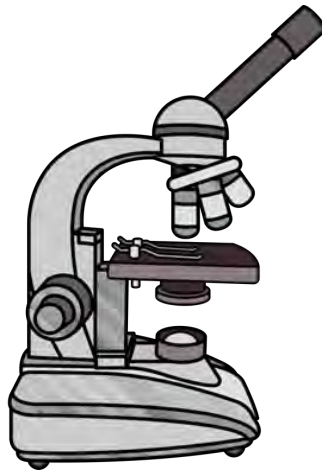
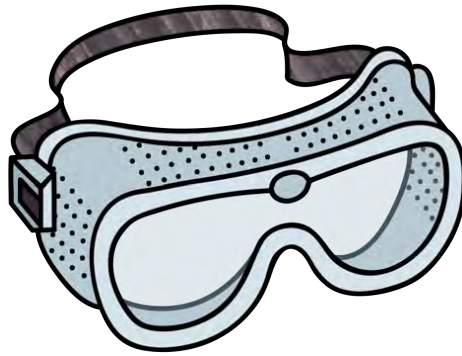
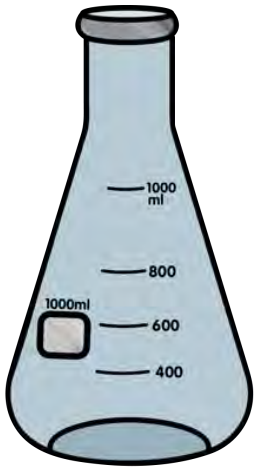
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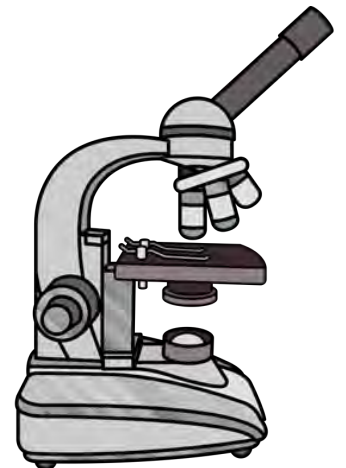
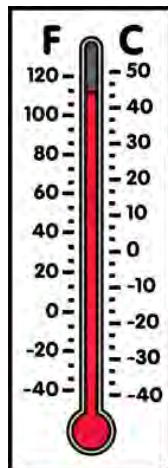
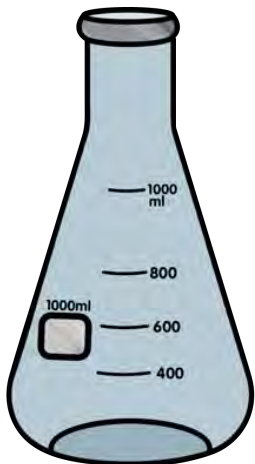
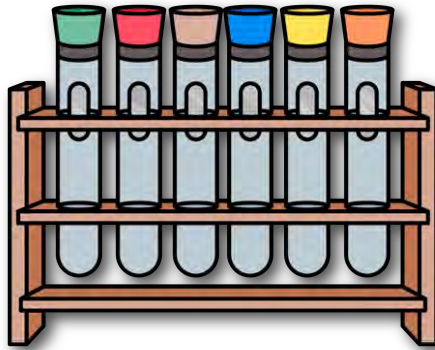
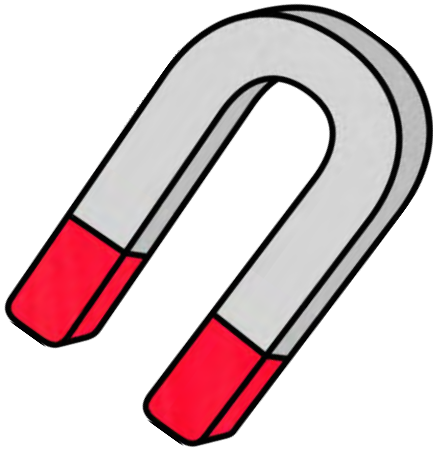
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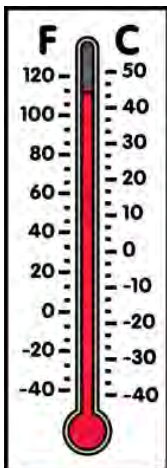
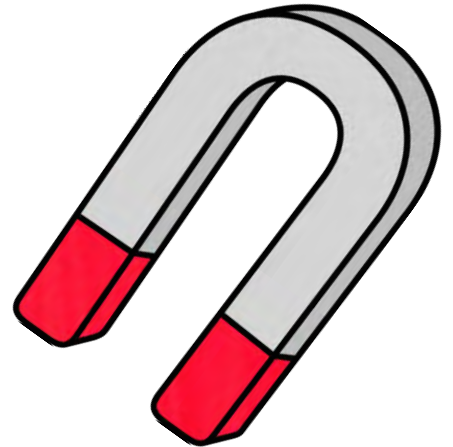
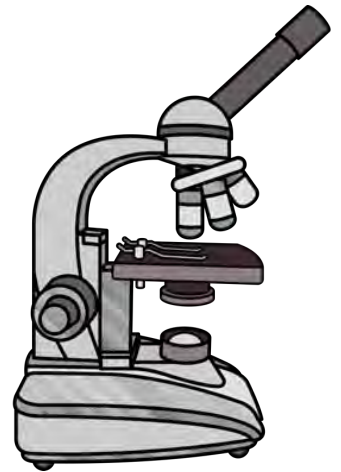
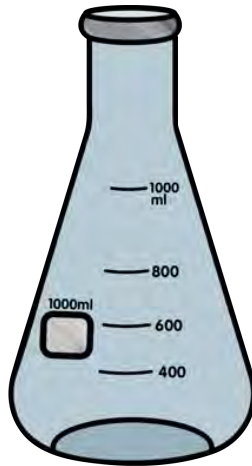
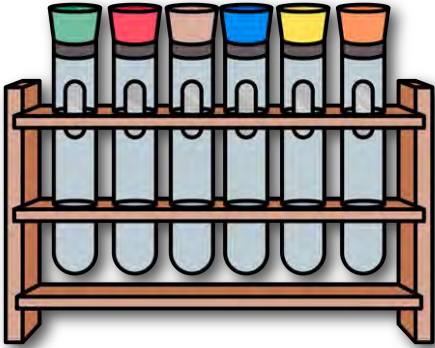
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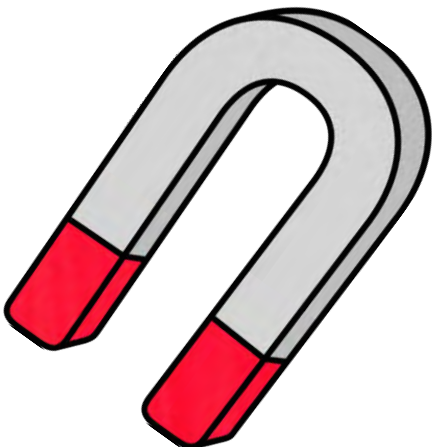
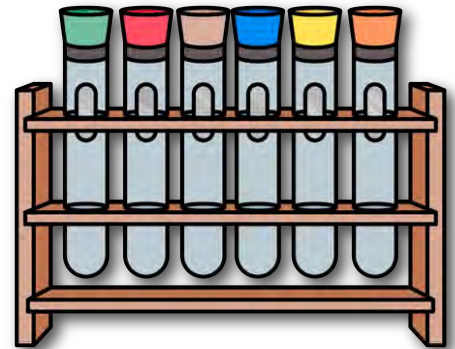
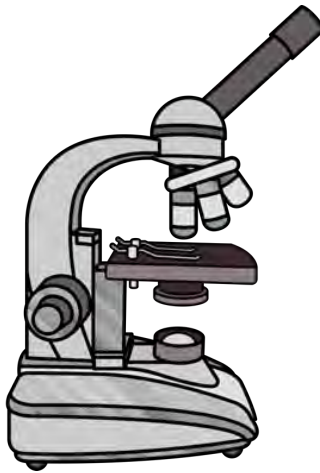
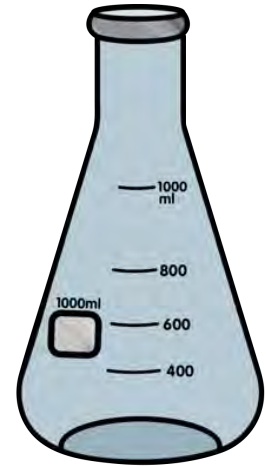
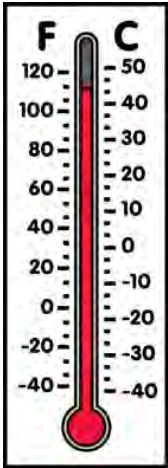
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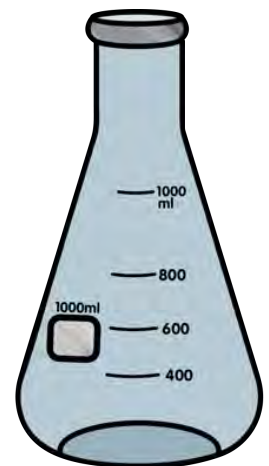
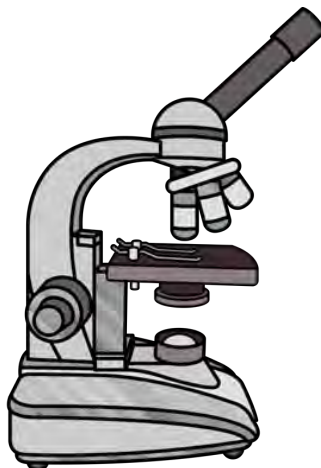
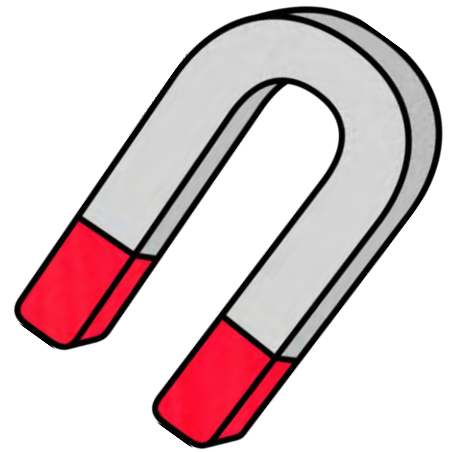
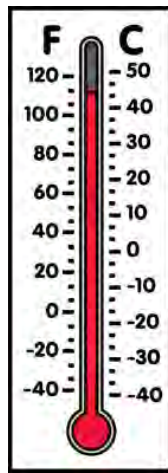
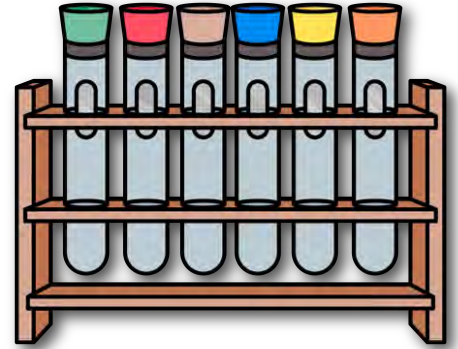
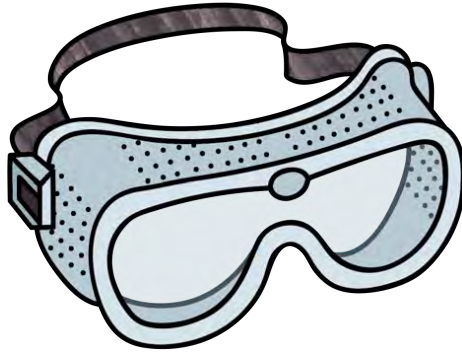
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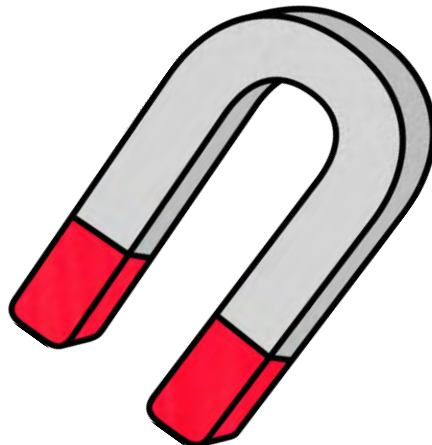
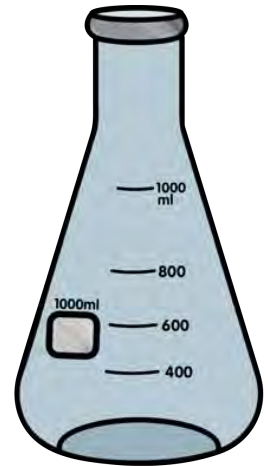
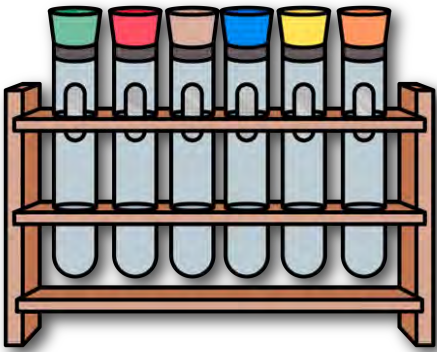
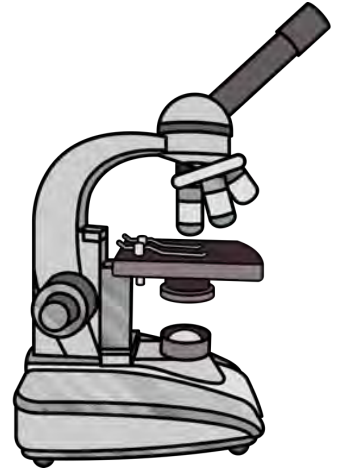
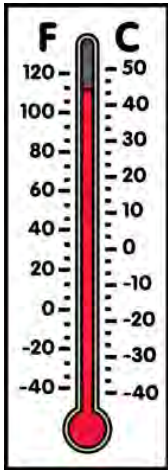
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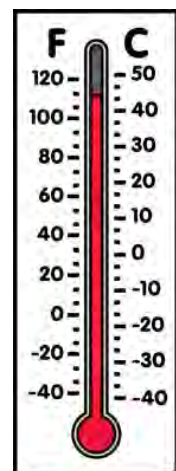
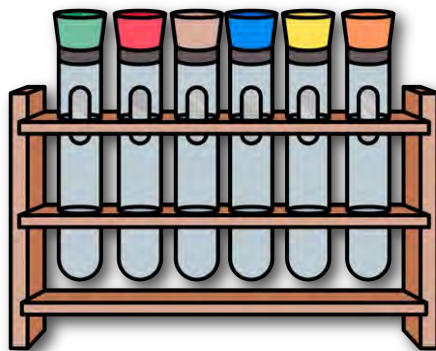
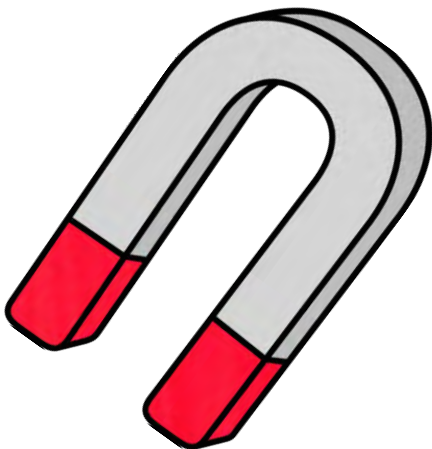
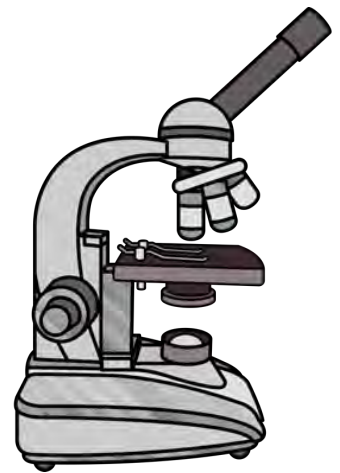
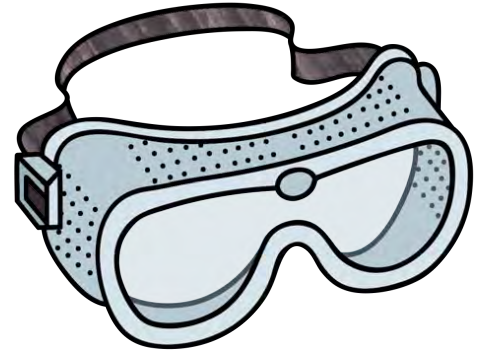
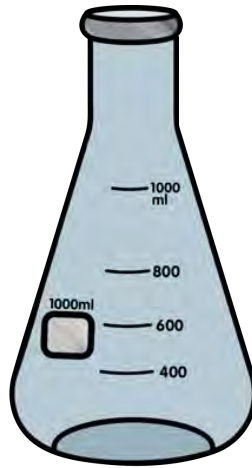
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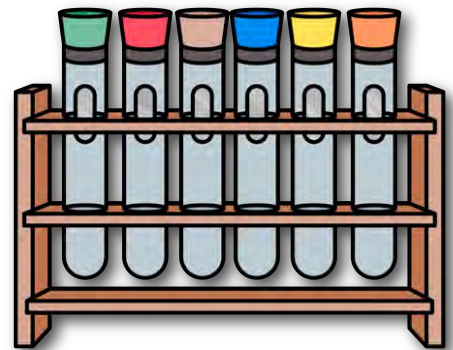
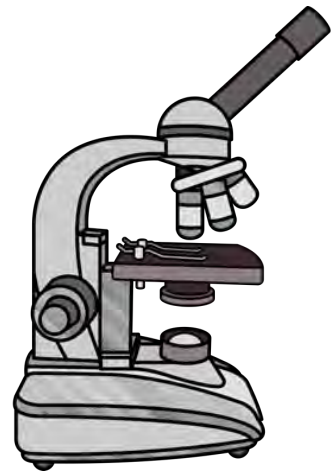
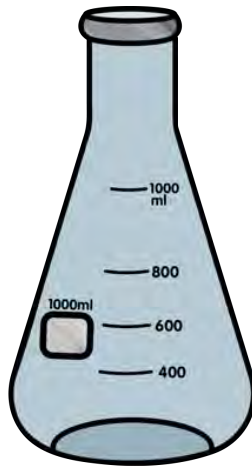
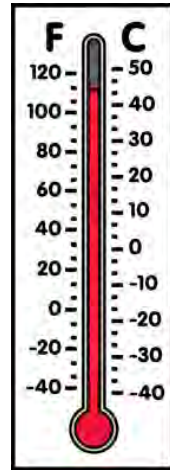
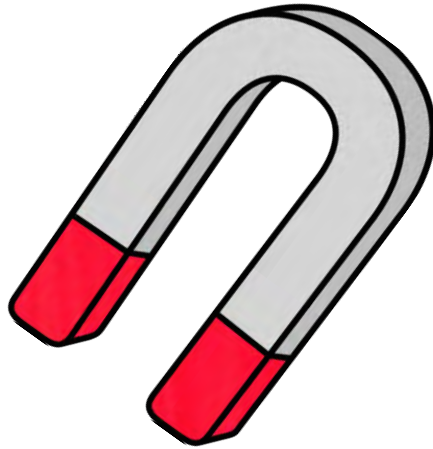
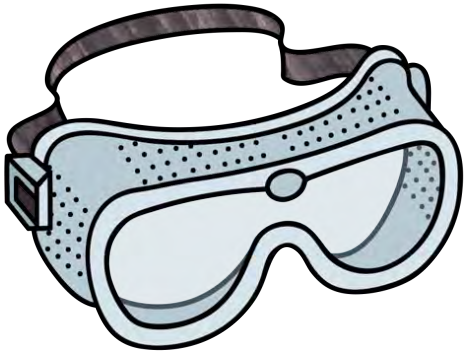
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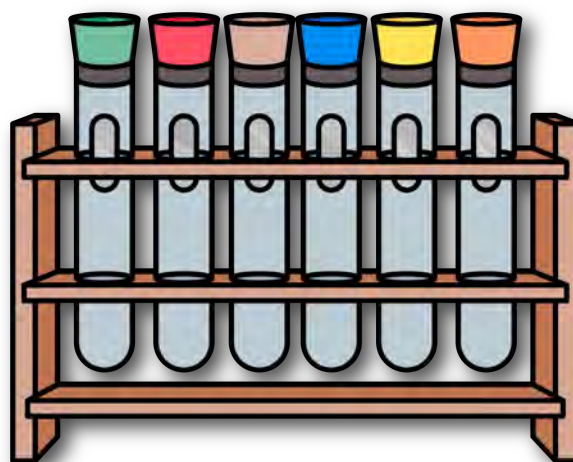
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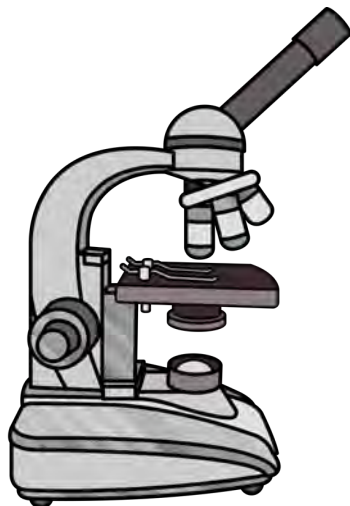




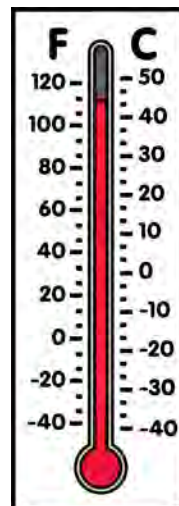
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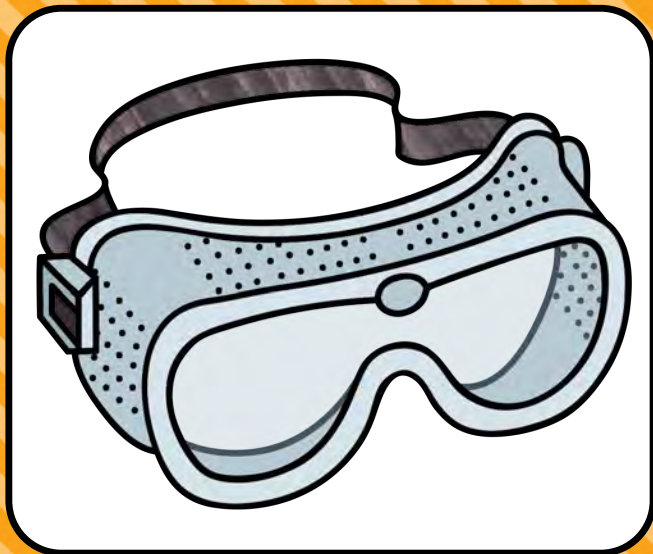
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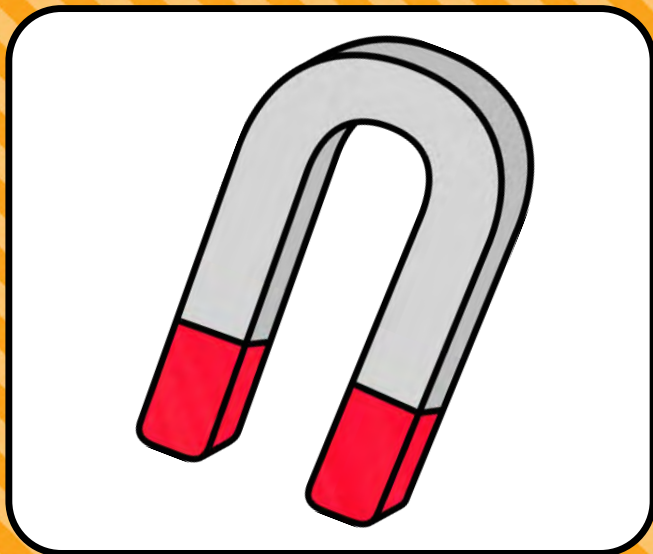
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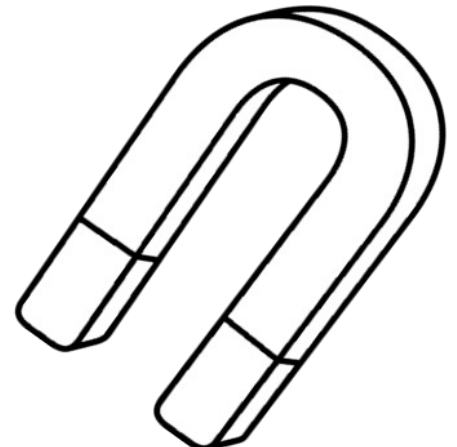
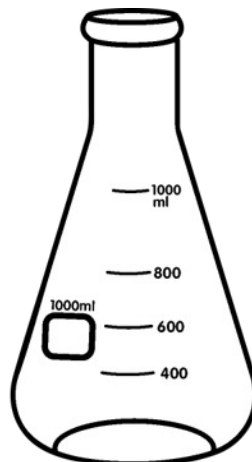
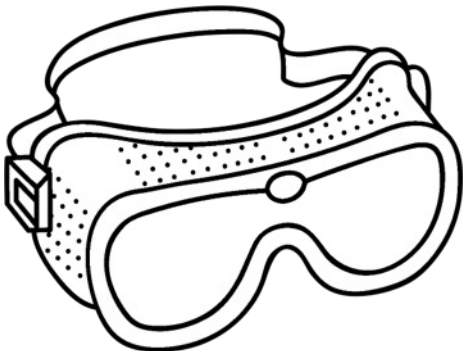
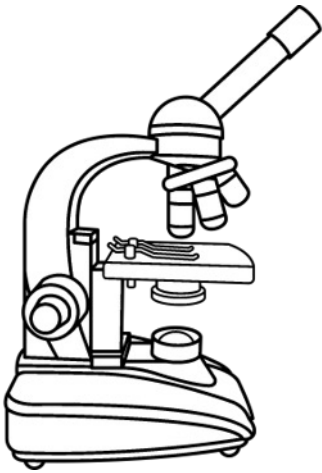
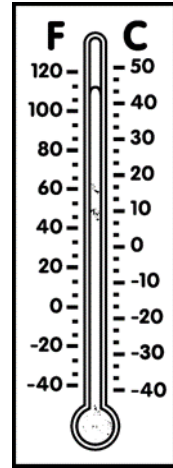
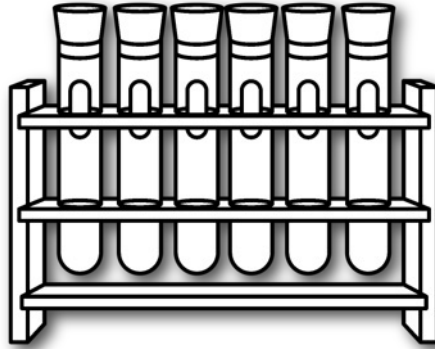
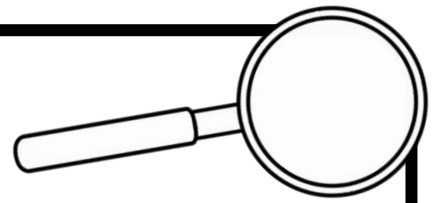
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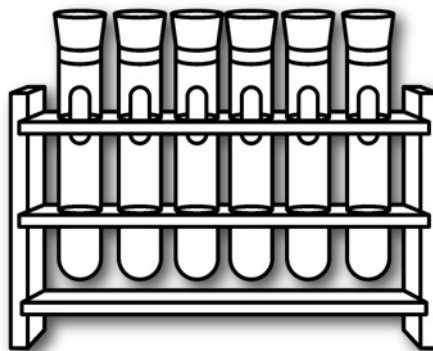
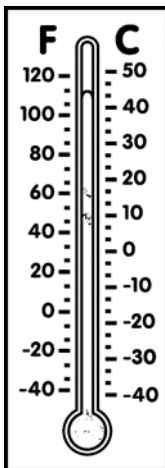
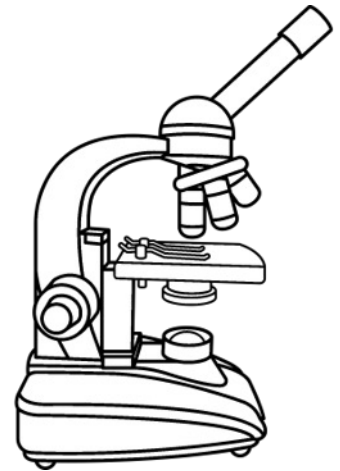
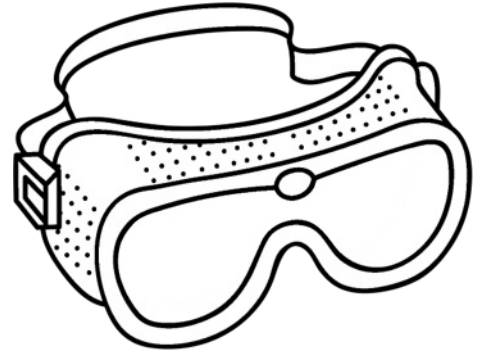
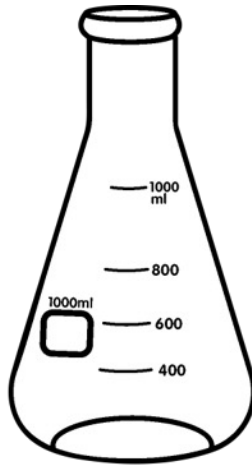
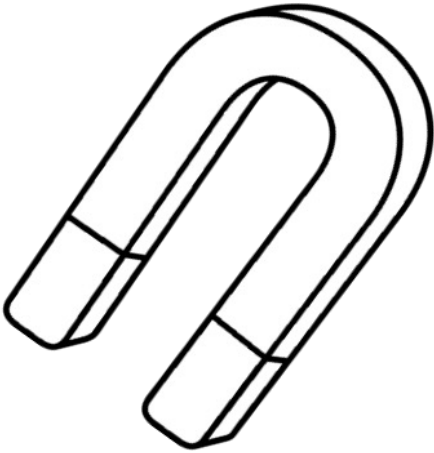
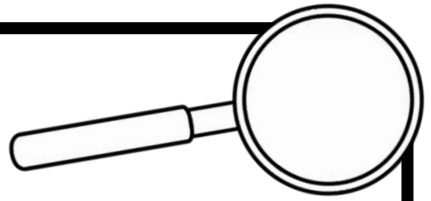
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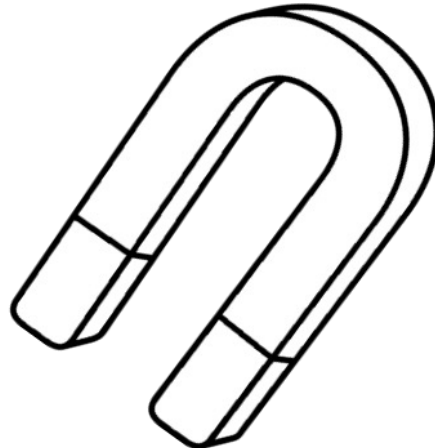
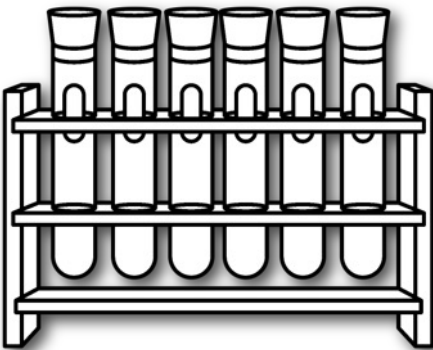
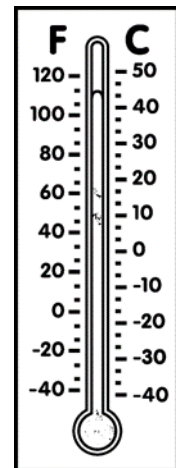
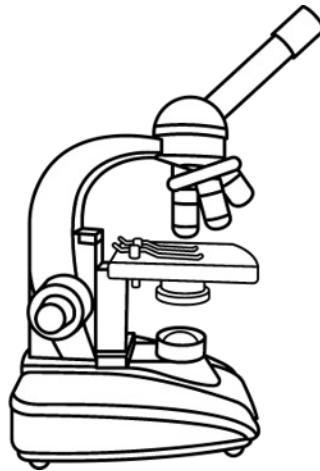
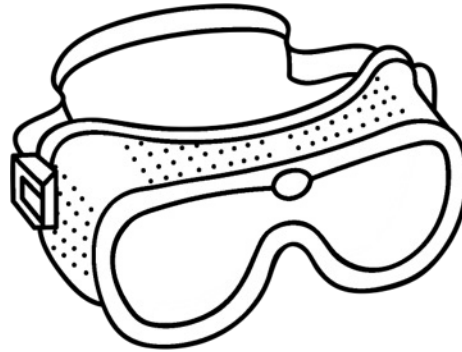
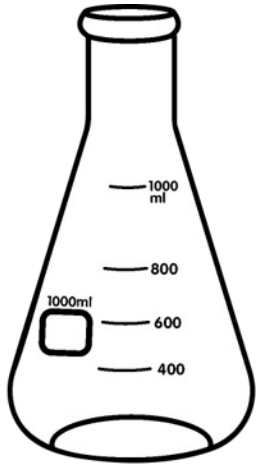
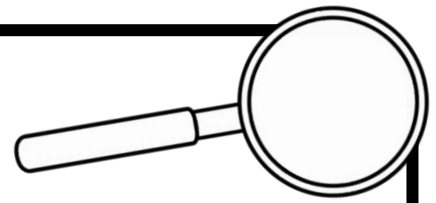
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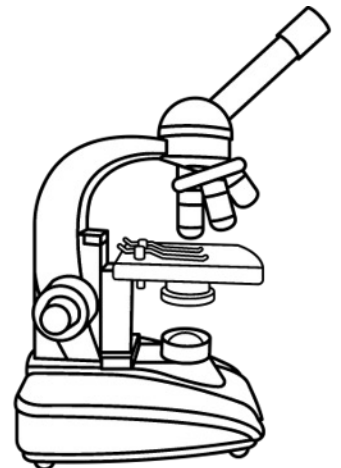
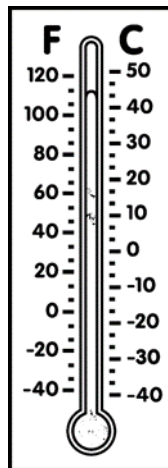
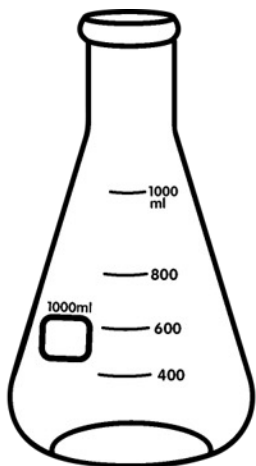
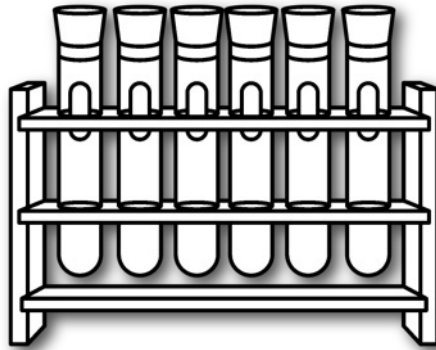
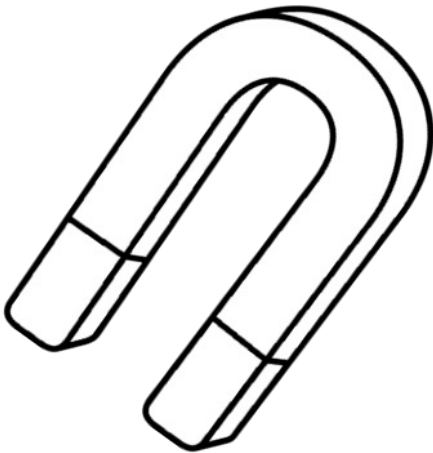
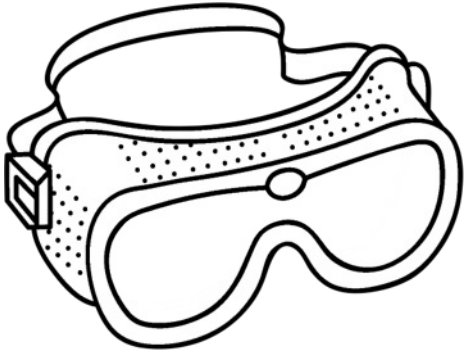
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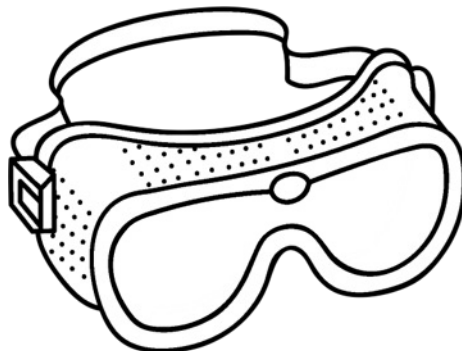
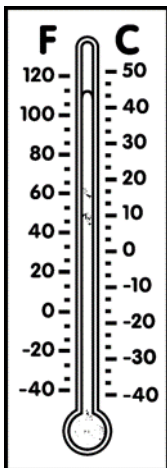
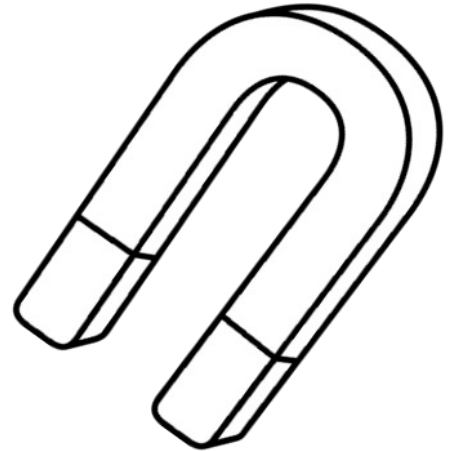
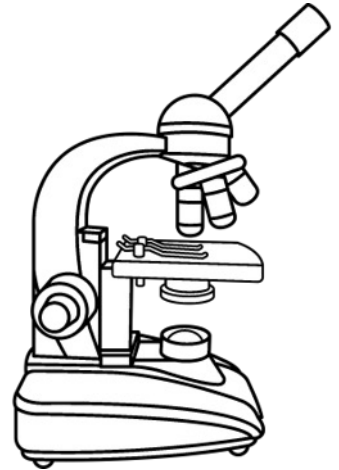
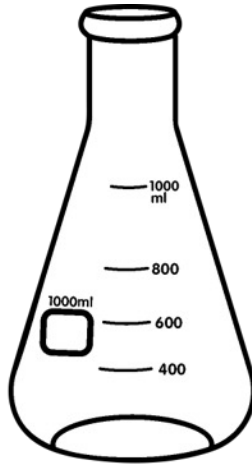
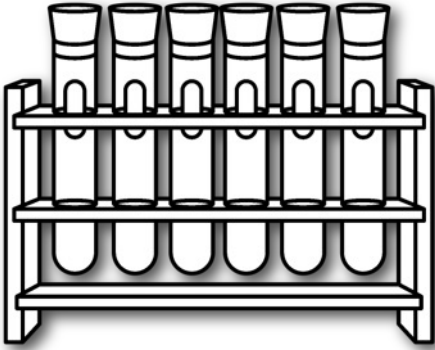
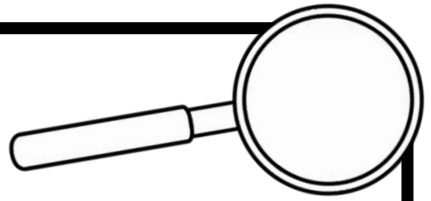
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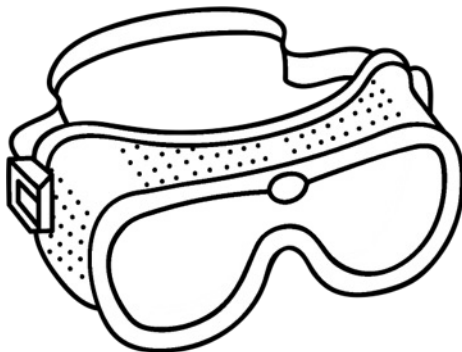
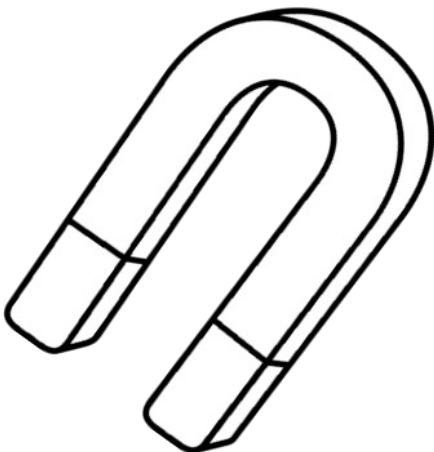
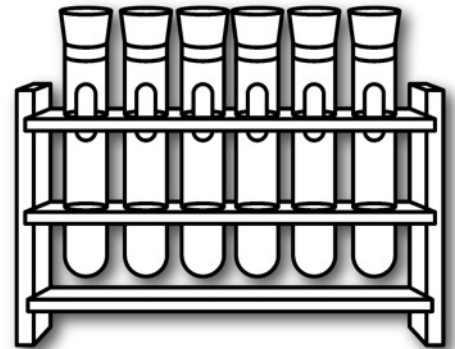
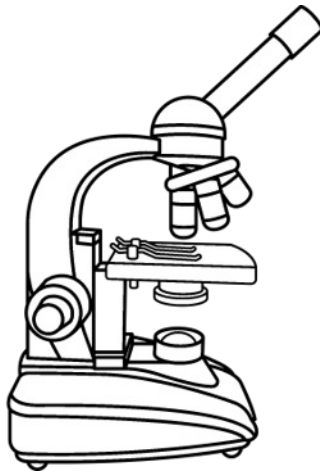
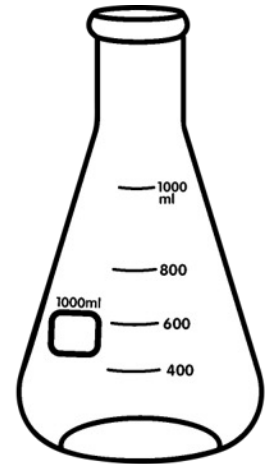
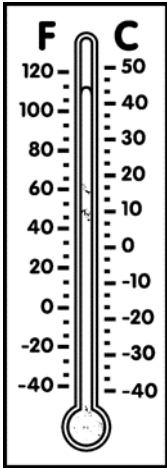
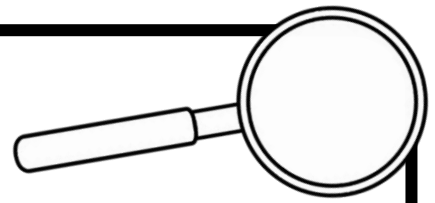
SCIENCE

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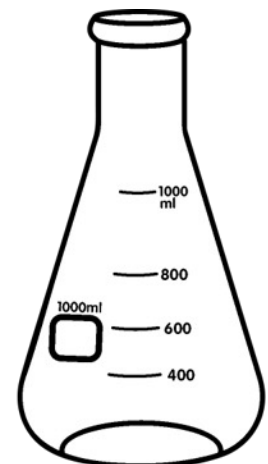
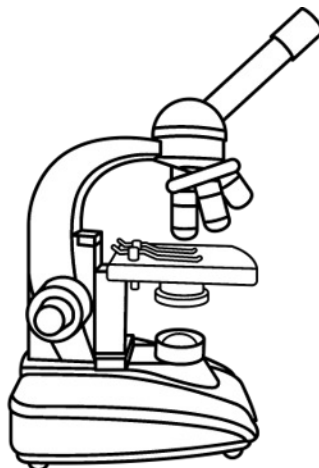
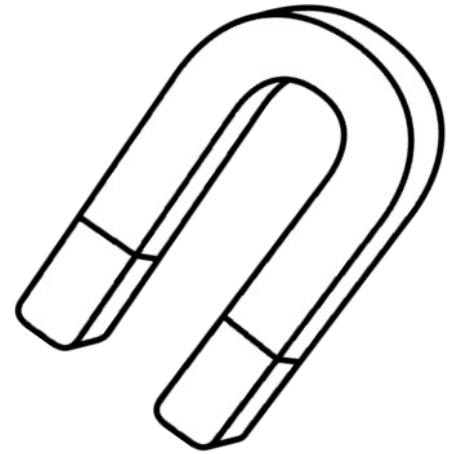
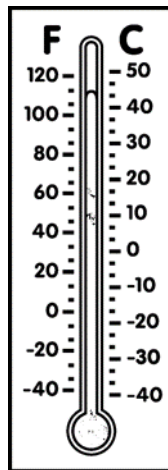
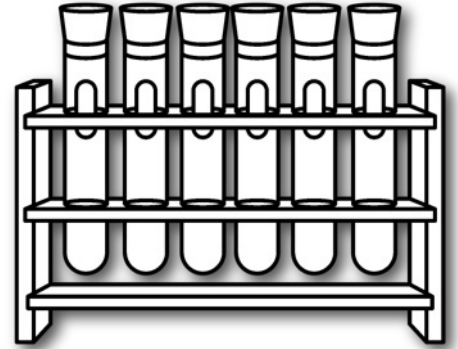
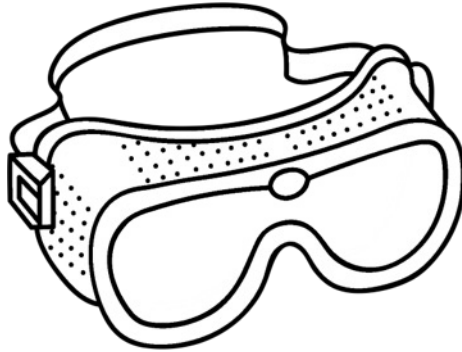
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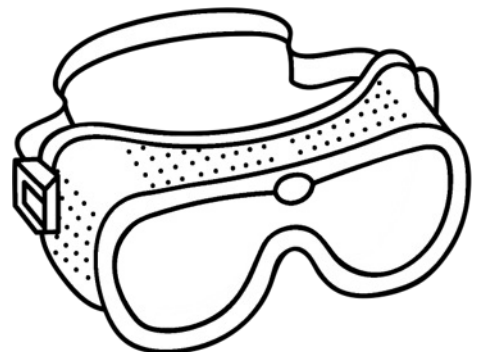
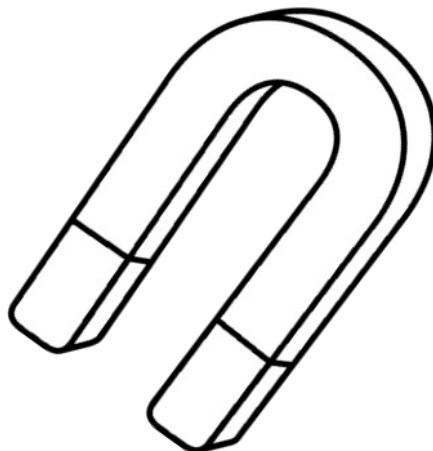
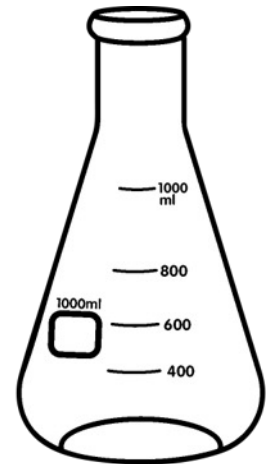
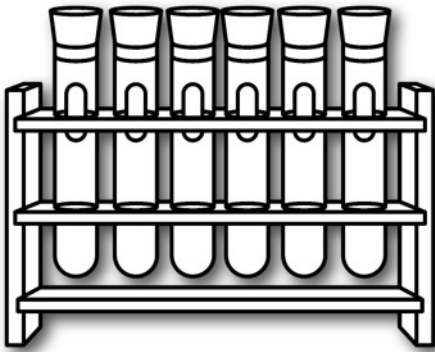
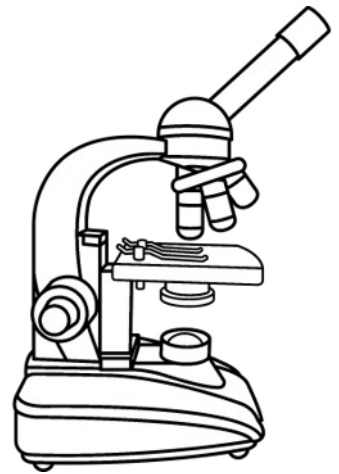
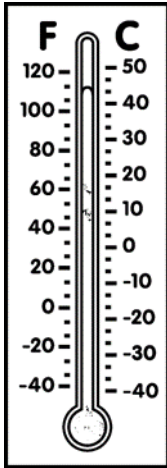
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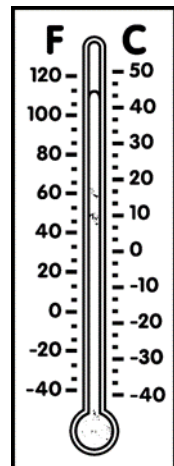
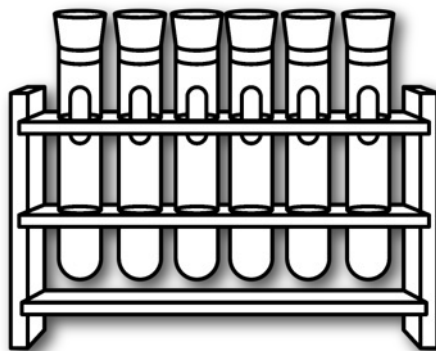
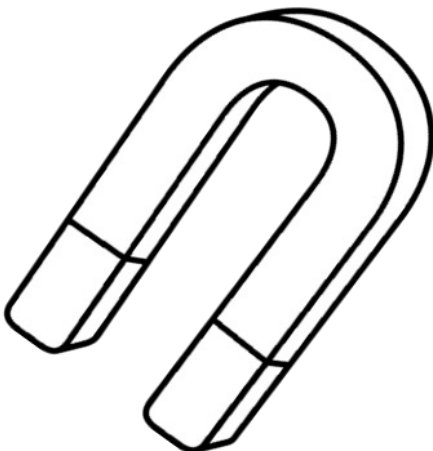
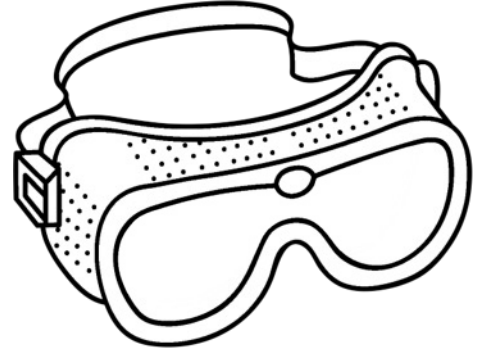
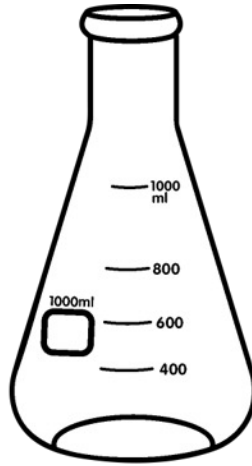
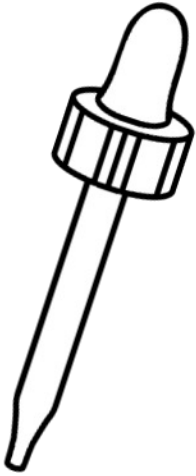
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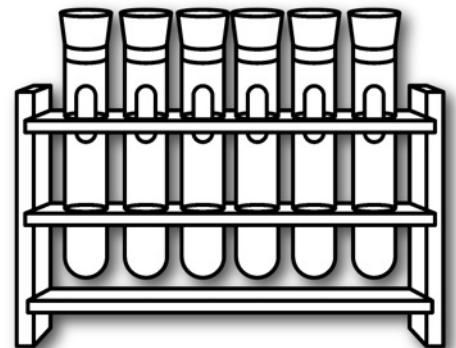
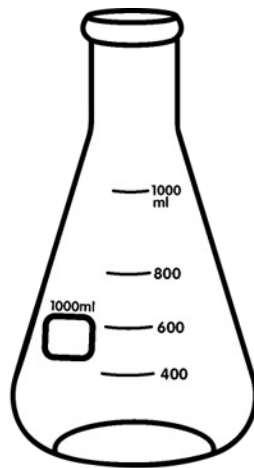
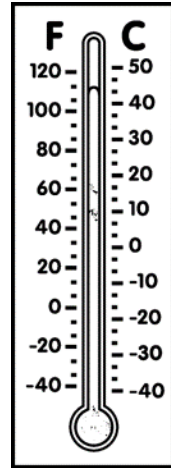
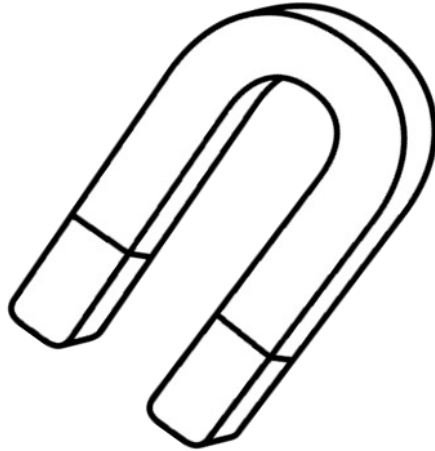
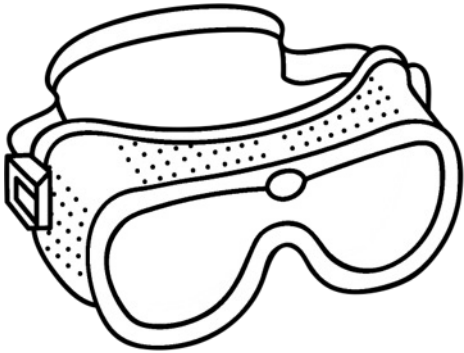
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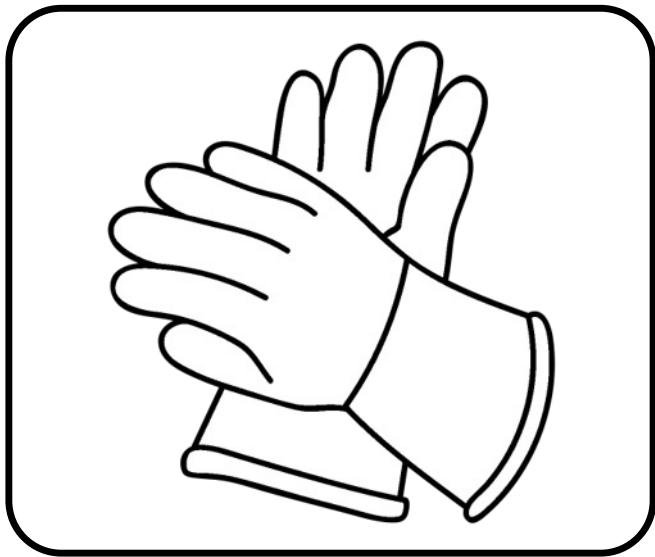
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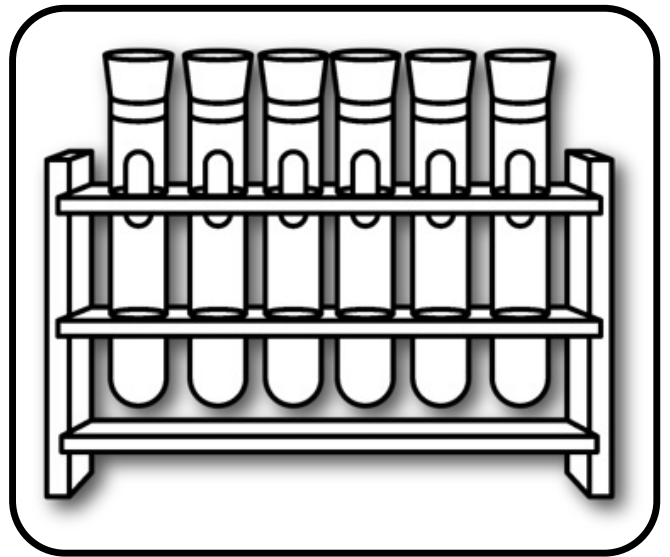
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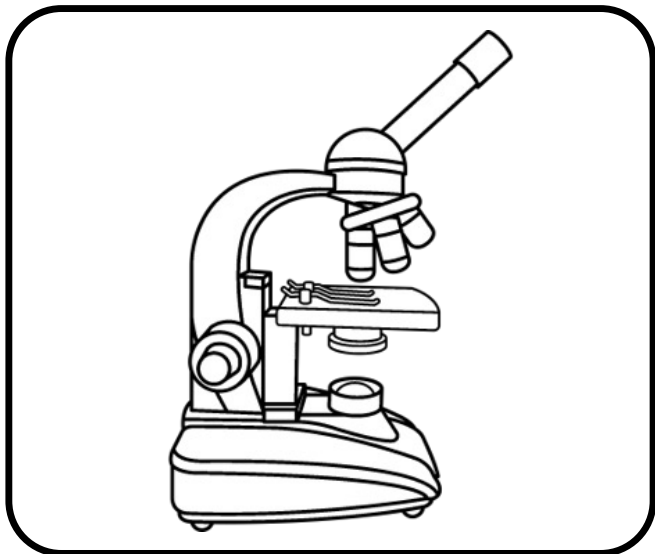




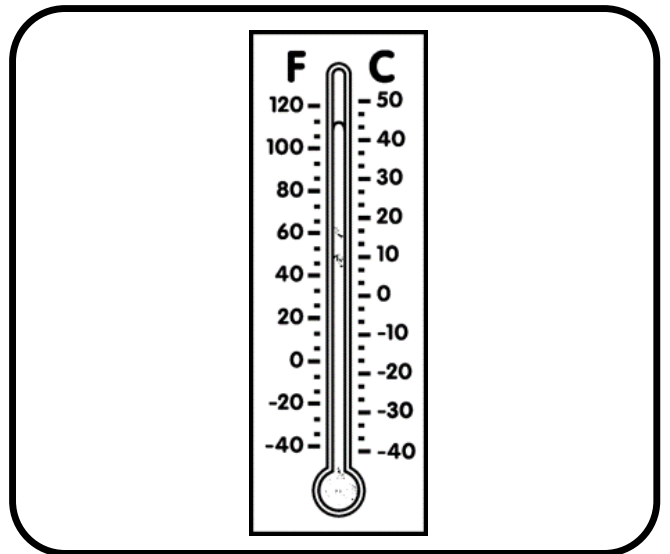
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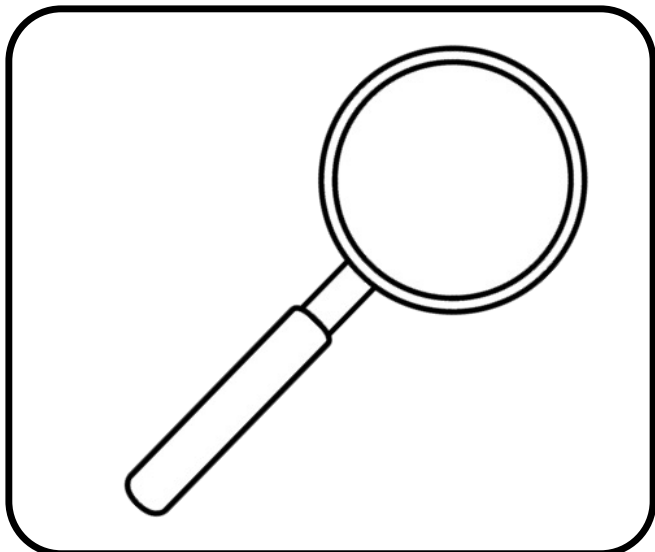
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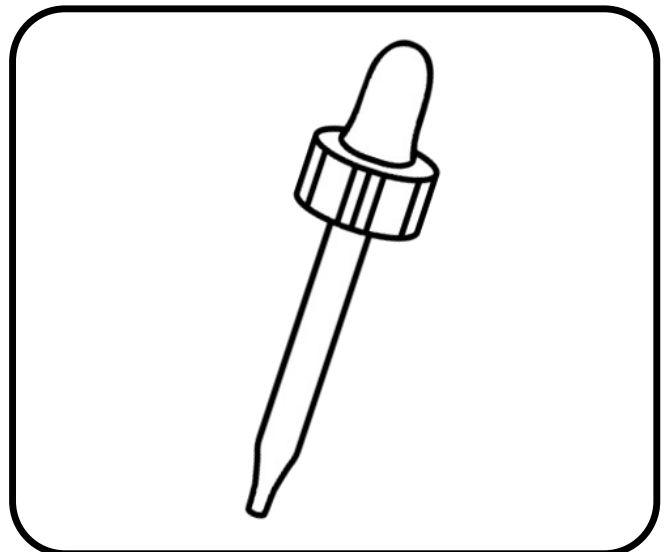
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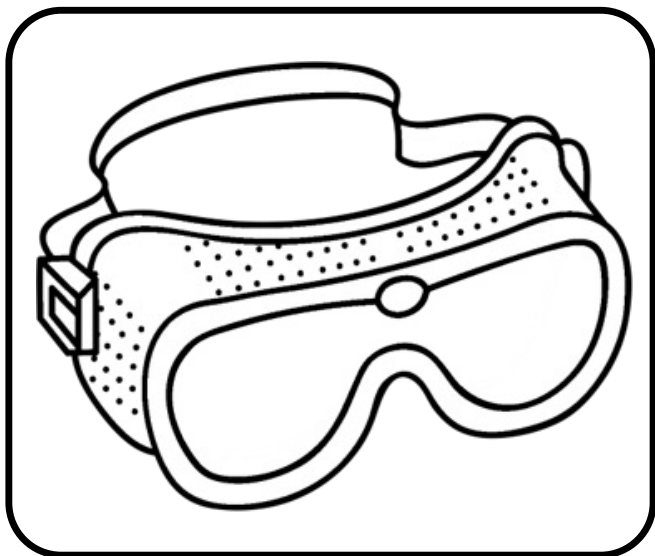
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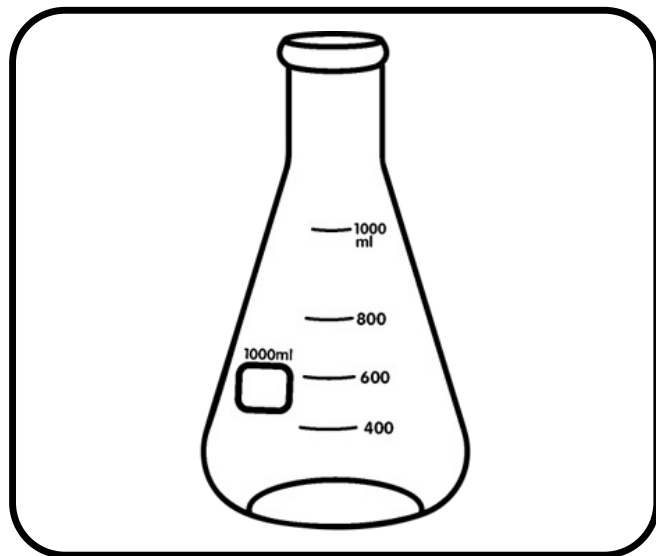
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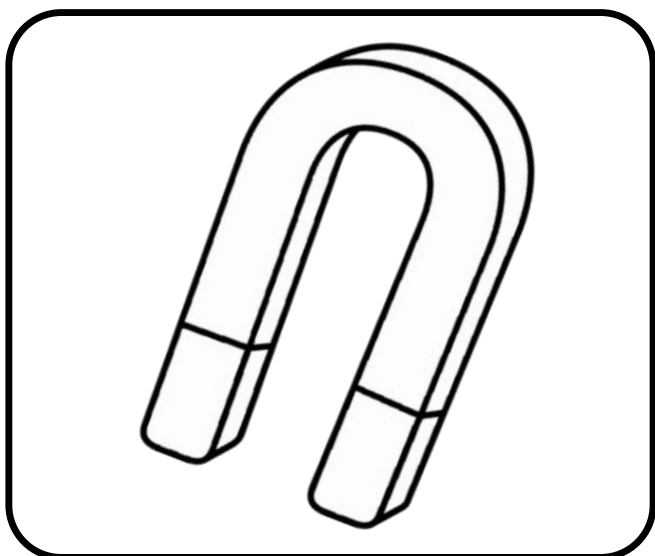
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I am a Scientist

I am a scientist, so curious and bright,
(hands pointing to self)

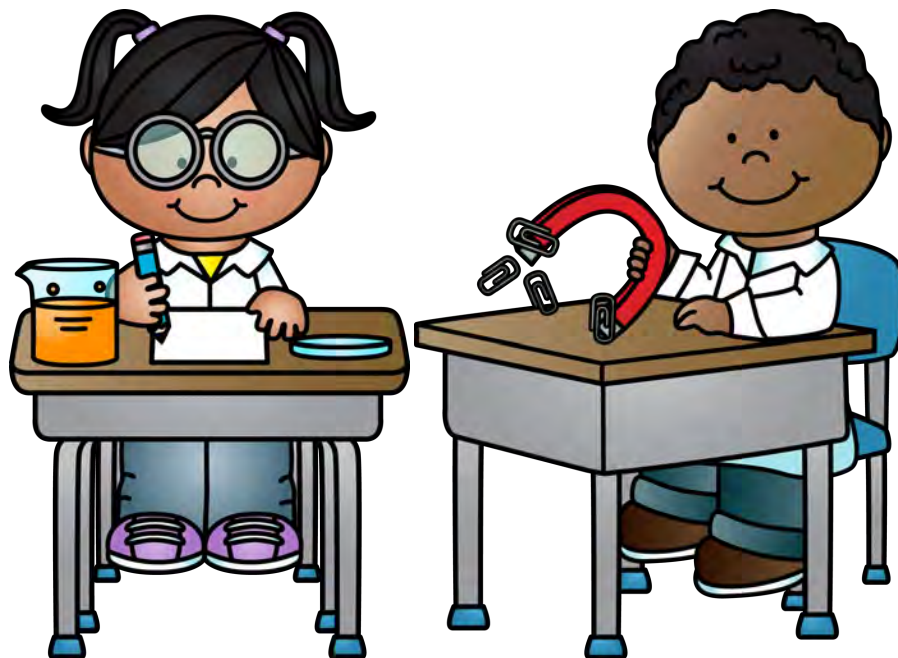
I spend my time thinking, all day and all night.
(tap your brain)

I ask lots of questions like how, what, and why?
(put hands in a questioning motion)

If there is a problem to solve, I will always try.
(point at self and then give thumbs up)

A scientist's job is never done,
(shake finger back and forth)

That's what makes science so exciting and fun!
(big jump at the end)



I am a Scientist

I am a scientist, so curious and bright,
(hands pointing to self)

I spend my time thinking, all day and all
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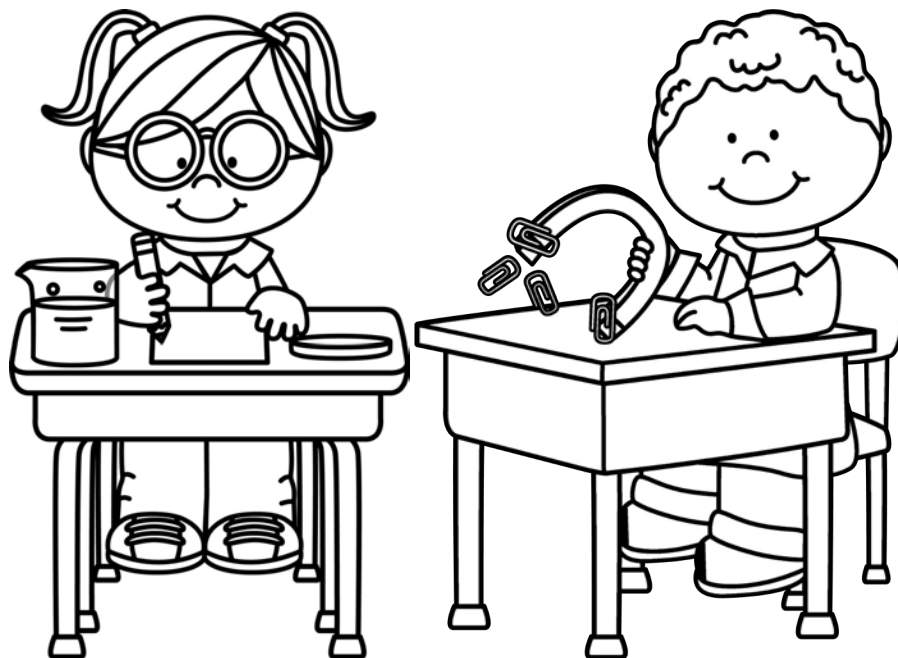
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**WOULD YOU LIKE
TO BE A
SCIENTIST
ONE DAY?**

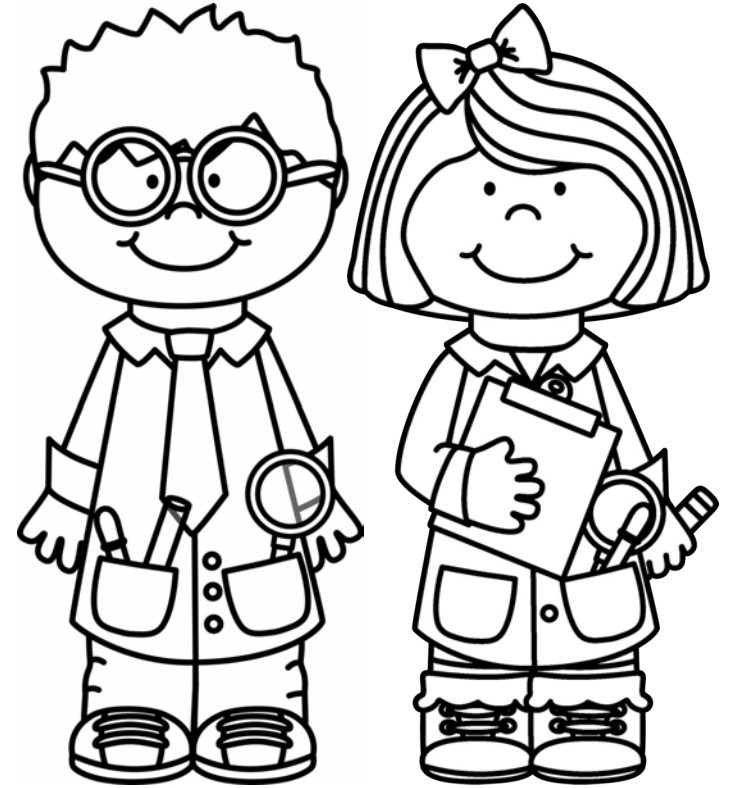


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YES

NO

**WOULD YOU LIKE
TO BE A
SCIENTIST
ONE DAY?**



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YES

NO

Name: _____



**Would you like to be a
scientist one day?**

YES!



NO!



BEAKER CRAFT

Optional craft for the I am a Scientist unit.

SUPPLIES

- paper
- glitter
- glue
- shaving cream (white)
- acrylic paint
- bowl
- paint brush

DIRECTIONS

- 1) To make the puffy paint, in a small bowl mix together equal parts glue and shaving cream with a paint brush.
- 2) Add in acrylic paint and continue to mix.
- 3) Finally, add in glitter and your puffy paint is ready.
- 4) Use the paint brush to paint the puffy paint mixture on to the beaker.
- 5) Let dry for a few hours.



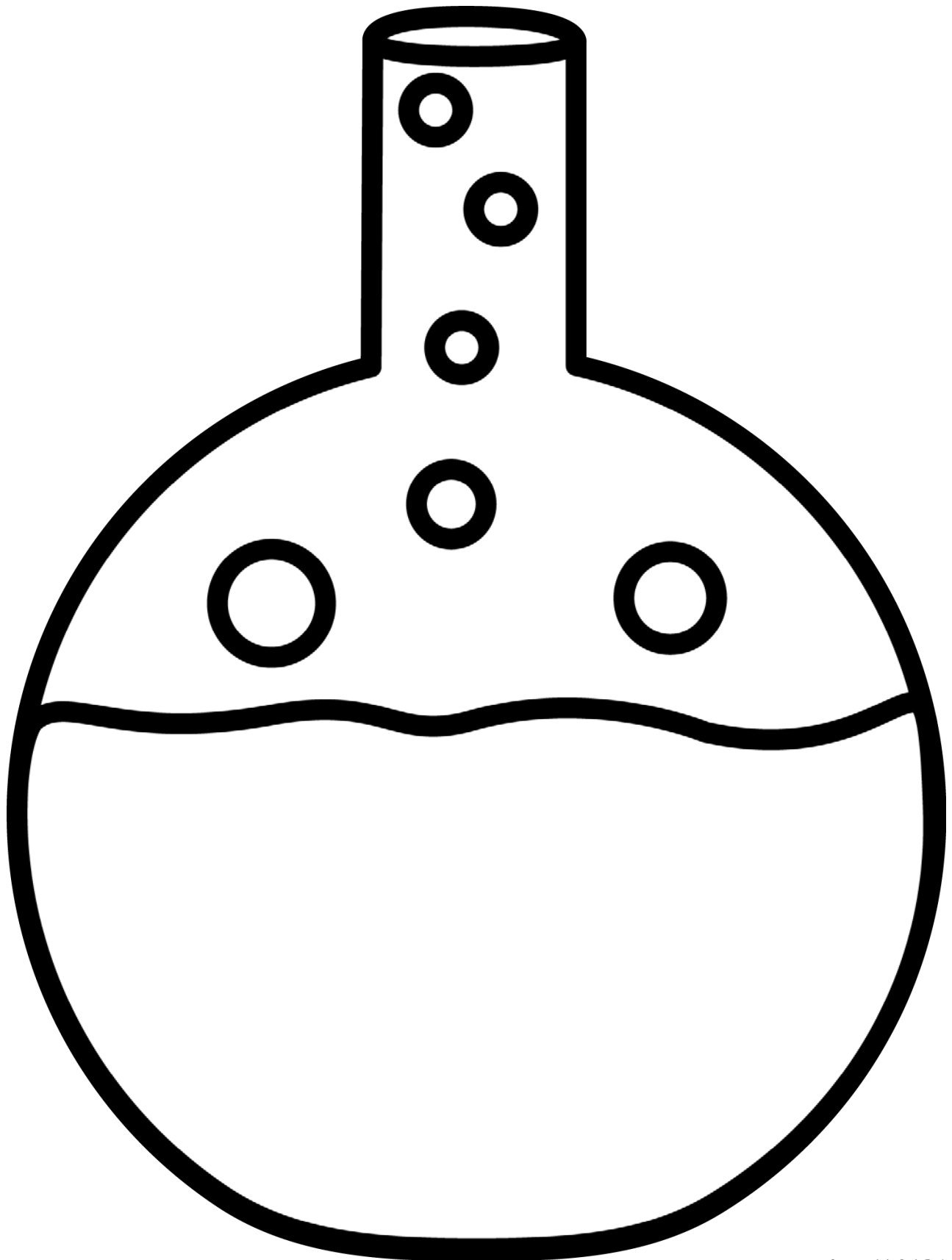
**completed
beaker
craft**

supplies



Name: _____

MY SCIENCE BEAKER



Name: _____

MY SCIENCE BEAKER

SCIENCE STEM BINS

STEM bins are boxes, bins, or containers filled with simple engineering manipulatives for kids to explore. These include Legos, toothpicks, playdoh, pattern blocks, Unifix cubes, etc. STEM bins encourage students to create, invent, and solve problems using real world challenges. Students are engaged in creative, complex tasks and are encouraged to think like inventors. You can add task cards with pictures and/or challenges to give your students a more directed challenge (for example, provide them with pictures of structures and challenge them to build something similar with the materials you provide.) STEM bins are a fun way to encourage exploration and learning.

STEM BIN CONTAINER IDEAS:

- Playdoh
- Toothpicks
- Legos
- Pattern blocks
- Plastic cups
- Popsicle sticks
- Unifix cubes
- Base ten blocks
- Pipe cleaners
- Mini cups
- Paper rolls
- Dominoes
- Index cards and tape
- Foam balls
- Cotton balls
- Magnetic blocks
- Clothespins
- Pom poms
- Cardboard
- Recyclables

SCIENCE STEM I

Can you create a balance?

SUPPLIES:

-STEM bins full of engineering manipulatives

DIRECTIONS:

- 1) On the board, show students pictures of a balance.
- 2) Have children use the materials that you provide in the STEM bins to try to build a balance. They can work separately or in pairs or groups.

SCIENCE STEM 2

Can you create a microscope?

SUPPLIES:

-STEM bins full of engineering manipulatives

DIRECTIONS:

- 1) Show students a microscope and discuss why they are helpful and how scientists use them.
- 2) Have children use the STEM bins to try to build a microscope. They can work separately or in pairs or groups.

SCIENCE STEM QUESTIONS

1. How did you create your balance/microscope?
2. Which materials did you use to build the balance/microscope? Why did you choose those?
3. How were your classmates' balances/microscopes different or similar to yours?
4. What was the hardest part of the challenge?
5. What would you do differently next time?
6. What was the easiest part?
7. What other materials do you wish you had to use for the challenge?

Name: _____

SCIENTISTS



can

have

are

can



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Name: _____

A Scientist Can...

see

hear

touch

smell

taste



SCIENTIST SENSORY BIN IDEAS

Sensory tubs are wonderful for kids to play with. They provide opportunities to explore sights, sounds, smells, and textures and promote imaginary play and language development.

SUGGESTED MATERIALS:

- Colored rice
- Kid-friendly science tools including, but not limited to, beakers, measuring cups, droppers, scale, etc.
- Science goggles and lab coat
- Optional: colored water instead of rice
- Large plastic tub or bin

*Amazon has "Science Lab Kits" for kids available.

DIRECTIONS:

- 1) Put the rice or water in the bin and add the science tools.
- 2) Place lab goggles and lab coat for students to wear next to the bin.
- 3) Encourage students to explore with the materials.