Grade 1 Teacher-Supplied Materials: Fast Track

Module 1: Museum of Leafology				
Material	How Material Is Used	Quantity	Driving Question	Fast Track Lesson
Poster or chart paper	Used to make the Anchor Phenomenon chart and the Science Tools poster	2 sheets	1	1
	Used to create a class notebook and make the academic word wall	20 sheets	1	2
	Used to make a T-chart	1 sheet	2	2
	Used to make posters	2–3 sheets	7	2
Non-latex gloves	Used in multiple lessons to follow safety recommendations	1 box of 100	1	1, 2
		1 box of 100	2	1
		1 box of 100	4	1
Tray	Used to hold materials for hands-on investigations	1 per pair	1	2
			2	1, 2
			3	4

			4	1
			7	1
Clear tape	Used to add to the class notebook and to make labels for the seed-planting investigation	2 rolls	1	2
	Used in the plant parts investigation and to build the plant parts display		2	1, 2
	Used to add to the Root Observation chart, make seed models, and make museum items		3	2, 3, 5
	Used to add to the class notebook		4	1
	Used to create museum items		5	2
	Used to build plant-inspired inventions	1 roll per team	6	2, 3
Camera (phone, tablet, etc.)	Used to take photos of interesting plants outside and of seeds	1	1	1, 2
	Used to take photos and compare growing seedlings		4	1
Quick-drying markers in a variety of colors	Used to write on the Anchor Phenomenon chart	1	1	1
	Used to label plants	1 per pair	1	2

	Used to make a class poster		7	2
Water	Used to dampen soil before planting seeds in it	1.1 L	1	2
Index cards	Used to make labels	2 packs of 100	1	2
		2 packs of 100	2	2
		2 packs of 100	3	5
		2 packs of 100	5	2
Paper clips	Used in plant growth activity	2 boxes of 100	1	2
Small (3 oz) paper cups	Used in plant growth activity	30	1	2
Large (24 oz) paper cups	Used in plant growth activity	25	1	2
A selection of plant parts (e.g., roots, stems, leaves, flowers, and fruits) **Note:** Parts need to show variation, e.g., different-shaped leaves from different types of plants, or leaves from the same type of plant that are the same shape but different sizes.	Used in an investigation where students explore plant parts	At least 6 of each plant part	2	1
Felt	Used in the Plant Parts Model and Build Your Own Seed	4 packs of 5	2	2
		4 packs of 5	3	2, 3, 5

		4 packs of 5	6	2, 3
Skein of yarn	Used in the Plant Parts Model and Build Your Own Seed	1	2	2
		1	3	2, 3, 5
		1	6	2, 3
Pipe cleaners	Used in the Plant Parts Model and Build Your Own Seed	1 pack of 100	2	2
		1 pack of 100	3	2, 3, 5
		1 pack of 100	6	2, 3
Pom-poms (red)	Used in the Plant Parts Model and Build Your Own Seed	1 pack of 100	2	2
		1 pack of 100	3	2, 3, 5
		1 pack of 100	6	2, 3
Pom-poms (blue)	Used in the Plant Parts Model and Build Your Own Seed	1 pack of 100	2	2
		1 pack of 100	3	2, 3, 5
		1 pack of 100	6	2, 3
Pom-poms (white)	Used in the Plant Parts Model and Build	1 pack of 100	2	2

	Your Own Seed	1 pack of 100	3	2, 3, 5
		1 pack of 100	6	2, 3
Construction paper	Used in the Plant Parts Model and Build Your Own Seed	100 sheets (2 packs)	2	2
		100 sheets (2 packs)	3	2, 3, 5
		100 sheets (2 packs)	6	2, 3
Pom-poms (yellow)	Crafting materials for multiple activities	1 pack of 100	2	2
		1 pack of 100	3	2, 3, 5
		1 pack of 100	6	2, 3
Cotton balls	Crafting materials for multiple activities	1 pack of 300	2	2
		1 pack of 300	3	2, 3, 5
		1 pack of 300	5	2
		1 pack of 300	6	2, 3
Craft sticks	Crafting materials for multiple activities	90	2	2
		90	3	2, 3, 5

		90	5	2
		90	6	2, 3
Pack of red tissue paper	Crafting materials for multiple activities	1 pack of 8	2	2
		1 pack of 8	3	2, 3, 5
		1 pack of 8	5	2
		1 pack of 8	6	2, 3
Packs of green tissue paper	Crafting materials for multiple activities	2 packs of 8	2	2
		2 packs of 8	3	2, 3, 5
		2 packs of 8	5	2
		2 packs of 8	6	2, 3
Pack of blue tissue paper	Crafting materials for multiple activities	1 pack of 8	2	2
		1 pack of 8	3	2, 3, 5
		1 pack of 8	5	2
		1 pack of 8	6	2, 3

Crafting materials (e.g., paper, newspaper, fabric scraps, cardboard tubes)	Used to make plant models	Selection per team	2	2
	Used to make seed models and museum items		3	2, 3, 5
	Used to make models for the various plant rooms		5	2
	Used to build plant-inspired inventions		6	2, 3
Scissors	Used to make plant models	1 pair per team	2	2
	Used to make seed models		3	2, 3, 4, 5
	Used to create museum items		5	2
	Used to build plant-inspired inventions		6	2, 3
Glue	Used to make plant models	1 per team	2	2
	Used to make seed models		3	2, 3, 5
	Used to create museum items		5	2
	Used to build plant-inspired inventions		6	2, 3
Beads	Used in the Seed Dispersal and Build Your Own Seed activities	2 packs of 480	3	2, 3
Masking tape	Used in the Build Your Own Seed activity	1 roll	3	3, 4

Electric desk fan	Used to represent wind in a seed dispersal investigation	1–2	3	3, 4
Assortment of plant images	Used to inspire students' design solutions	10	6	1, 2

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Module 2: Animal Reporters				
Material	How Material Is Used	Quantity	Driving Question	Lesson
Poster or chart paper	Used to make the Anchor Phenomenon chart and the academic word wall	2 sheets	1	2
	Used to make a Venn diagram	1 sheet	2	2
Marker	Used to write on the Anchor Phenomenon chart	1	1	2
Animal Cards	Used for Animal Body Parts activity (must be printed from the link provided)	18 sets	1	2, 5
Paper	Used as a strip to cover a section of the Body Parts chart	1 sheet	1	4

	Used to make two signs	2 sheets	4	6
Parent and Young Cards	Used in matching parents and young activity	1 set	2	1
Ruler	Used in a sound vibration investigation	2	4	2
Glass jars (8 oz)	Used in sound workstations	4	4	2
Clear packing tape	Used in sound workstations	1 roll	4	2
Large bowl or tub **Note:** The bowl should be filled with enough water that a reaction is visible when the tuning fork is inserted.	Used during the investigation into sound vibrations	1	4	5
Device with speaker and volume control button (e.g., radio, CD player, tablet, cell phone)	Used as part of an investigation into how volume affects vibrations	1	4	5, 6
Water	Used in one of the vibration workstations	Enough water to fill the large bowl or tub	4	5
Small amount of salt, sugar, or uncooked rice in a cup or other container	Used in one of the vibration workstations	About a handful	4	5
Towel **Note:** This is not essential. It is	Used in one of the vibration workstations	1	4	5

used to rest two tuning forks on.				
Medium-sized bowl (e.g., mixing bowl)	Used in one of the vibration workstations	1	4	5
Tissue paper (blue)	Used in vibration activity	1 pack of 8	4	6
Materials (e.g., recyclable plastic containers, cardboard boxes, rubber bands, sticks, paper clips)	Used to build communications devices	Selection per team	5	1, 2, 3
Camera (phone, tablet, etc.)	Used to take photos of teams' completed communication devices	1	5	4

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Module 3: Shadow Town				
Material	**How Material Is Used**	**Quantity**	**Driving Question**	**Lesson**
Chart paper	Used to make the class notebook and the Anchor Phenomenon chart	13 sheets	1	1
	Used to make the academic word wall	1 sheet	1	2
Marker	Used to make the class notebook and the question stems or frames chart	1	1	1
Timer	Used during the Stop and Listen routine	1	1	1
Spongy ball **Alternative:** Any small, soft toy can be used.	Used in a ball-toss activity	1	1	2
Craft sticks	Used for shadow puppets	3 packs of 30 = 90	1	3
Clear tape	Used to make shadow puppets	1 roll per team	1	3
	Used to attach materials to the project boxes		3	1, 2
Cardstock	Used for the Shadow Puppet activity and the Crowd of People handout	4 packs of 10 = 40 sheets	1	3

		4 packs of 10 = 40 sheets	3	5
Scissors	Used to make shadow puppets	1 for the teacher, 1 per team	1	3, 4
Flashlights	Used for multiple activities throughout the module	9	1	3, 4, 5
		9	2	3, 4
		9	3	5, 6
Craft knife	Used to cut holes in the project box	1	1	4
Clear packing tape	Used for the projection box activity	1 roll	1	4
Masking tape	Used for the projection box and reflection activities	1 roll	1	4
		1 roll	3	4
Shiny objects	Used in a light source investigation	A few	2	1
Light sources	Used in a light source investigation	5–6	2	1
Objects with color (not black or white)	Used in the project box for students to observe	1 per student	2	2
Cloth (dish towel or similar) **Note:** Any opaque material big enough to cover the tray can be used.	Used to cover the tray of objects	1	2	3, 4
Items to create a dark den (e.g., blankets, tarpaulin)	Used to make a dark den	3	2	3, 4

Selection of everyday objects to view in the dark den (e.g., pencils, books, toys) **Note:** The objects should vary in size, shape, and color. At least one item should have a lot of detail (e.g., a book with a title and cover image that is not obscured).	Used in the dark den to observe	5–8	2	3, 4
Tray	Used to hold materials for hands-on investigations	1 for the teacher, 1 per pair	2	3, 4
		1 per team	3	1, 2, 5
Classroom items (e.g., erasers, pencil sharpeners)	Used to make a model of Rjukan	2–3 per team	2	4
Large books	Used to make a model of Rjukan	2 per team	2	4
Colored pencils	Used in the Dark Places activity	Assortment per team	2	3
	Used to make informational leaflets		3	3, 6
Wax paper	Used for the Opaque, Translucent, Transparent activity and the materials tray	1 roll	3	1, 2
Black construction paper	Used for the Opaque, Translucent, Transparent activity and the materials tray	1 pack of 50	3	1, 2

Transparency sheets	Used for the Opaque, Translucent, Transparent activity and the materials tray	10	3	1, 2, 6
Opaque plastic (or other opaque material)	Used in an investigation about how much light different materials let through	1 per team	3	2
Translucent plastic (or other translucent material)	Used in an investigation about how much light different materials let through	1 per team	3	2
Various types of paper	Used to investigate how much light different materials let through	Several sheets per team	3	2
T-shirt or towel	Used to investigate how much light different materials let through	1 per team	3	2
Different classroom materials to investigate that are opaque, translucent, or transparent	Used for the investigation if students cannot go outside	Variety per team	3	3
Large mirror	Used by students to look at their own reflections	1	3	4
Model materials (e.g., cardboard, poster paper, blocks, figurines, paper dolls)	Used to create a model of Rjukan	Variable, for the teacher	3	6

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Module 4: Patterns in the Sky

Material	How Material Is Used	Quantity	Driving Question	Lesson
Poster or chart paper	Used to make the class notebook, Anchor Phenomenon chart, and academic word wall	14 sheets	1	1
	Used to make the My Observations of the Sky chart	1 sheet per student	1	7
Marker	Used to make the class notebook, to write on the Anchor Phenomenon chart, and to make the “My Observations of the Sky” posters	1 for the teacher, 1 per student	1	1
Clear tape	Used to attach labels	1 roll	1	1, 2, 3
Camera (phone, tablet, etc.)	Used in an investigation where students observe and record shadows and take photos of the shadow labels	1	1	1, 2, 3
Construction paper (assorted colors)	Used in tracking the Sun and Shadows lab and the Where is the Sun investigation	1 pack of 50	1	1, 3
Flashlight	Used to demonstrate the apparent motion of the Sun	1	1	2

Craft sticks	Used in the Where is the Sun activity	1 pack of 30	1	3
Tray	Used to hold materials for hands-on investigations	1 per team	1	3
Circular object to draw around	Used to make Sun models	1 per team	1	3
			2	2
Yellow construction paper	Used for making symbols in the Modeling Data activity	1 pack of 50	2	2
Black construction paper	Used for making symbols in the Modeling Data activity	2 packs of 50 = 100	2	2
Gray construction paper	Used for making symbols in the Modeling Data activity	1 pack of 50	2	2
Scissors	Used to make Sun models	1 per student	2	2
Yellow, gray, and black markers	Used to write in the class notebook	1 of each color	1	1
	Used to record data on the Modeling Data handout		2	2
Sticky notes	Used by students to write on	1 per student	3	3
Rising and Setting Moon Cards	Used for Rising and Setting of the Moon activity (must be printed from the link provided)	13 sets	3	3