

101 – Section 1

Seeing Colors and Shapes and Sizes

Lesson 1

(Pages 1, 2)

Seeing and Feeling

Objectives

To notice things we can see

To recognize things we can feel with our hands and feet

Introducing the Lesson

Discuss the five senses—seeing, hearing, smelling, tasting, and feeling. Talk about which parts of our bodies we use to experience each sense.

These senses are gifts from God to us to help us enjoy life. What if we couldn't see a beautiful sunset or smell Mother's delicious pizza? What if we couldn't hear a hungry baby cry? What if we couldn't taste fresh apple pie or feel a puppy's soft body?

Not only do our senses make life more enjoyable for us, they keep us safe and help us to help other people. Help the students to think about what would happen if we had no pain. How would a baby communicate its needs if we couldn't hear? What are some other ways our senses are a useful part of our lives?

In this LightUnit, we will learn about the senses of seeing and feeling.

Teaching the Lesson

Read the first paragraph with the students. Instruct them to look around the classroom and notice all the things they can see. You can play a simple "I Spy" game, with students taking turns describing objects they can see. They should choose three things to write in the blanks.

Talk about the shapes, colors, and sizes of things in the classroom. Help the students fill out the chart for Nos. 4-6.

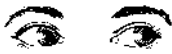
Children can learn many things about the world they live in by using their eyes well.


Section 1

Seeing Colors, Shapes, and Sizes

Lesson 1 **Seeing and Feeling**

God made you. He gave you two eyes. You can see with your eyes. Look around you.




 Write three things that you can see.

△ 1. Teacher

△ 2. Aide

△ 3. Check

You can see colors. You can see shapes. You can see sizes.
Think about the things you wrote on the lines in the first part.

 Fill out this chart about things you can see.

Things You Can See	Color	Large or Small
△ 4. _____	_____	_____
△ 5. _____	_____	_____
△ 6. _____	_____	_____

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Read the next section (page 2) and talk about things you can feel. After a period of brainstorming, help students do Nos. 7-11.

Extra Activity

Play a guessing game, focusing on the sense of feeling. Have a student describe something, telling how it feels. Whoever guesses correctly has the next turn.

Students can draw and color pictures of something, illustrating one of the five senses. They will enjoy showing them to the class and telling about them.

Lesson 2 (Pages 3-5)

Seeing Colors

Objectives

- To define group
- To name the basic colors
- To identify the basic colors

Introducing the Lesson

Have the students look around the classroom again, noticing the colors they see. This is a good time to brush up on color names if students need a review.

Teaching the Lesson

Look at the Study Word *group*. Have a student pronounce it, and another student tell what it means. Use the word in a sentence.

Read the first section with the students. Help them to group objects by color. You may want to make lists on the board of things grouped by color.


Allow time to draw things in the boxes.

Read page 4, and talk about the normal colors of things around us. Green grass, black and white cows, and blue sky all look very normal. Have fun imagining what the world would look like if things were colored differently. Didn't God make everything very beautiful just the way it is?

Lesson 1

You can learn many things by looking around you. Use your gift of eyes in a good way to see the world God made for you to enjoy.

God also gave you hands and feet. You feel things with your hands and feet. You can feel things that are hard, rough, wet, or sticky. You can feel things that are hot, sharp, or slippery.

 Write a word in each blank to show things you can feel.

△ 7. Name something hard. Teacher

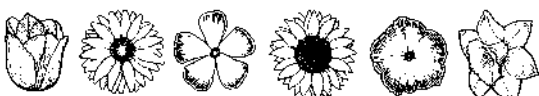
△ 8. Name something hot. Aide

△ 9. Name something wet. Check

△ 10. Name something sticky. _____

△ 11. Name something sharp. _____

In this LightUnit, you will learn more about God's special gifts of seeing and feeling.



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Lesson 2 **Seeing Colors**


STUDY

group (grüp). a number of things gathered together

△ Say this word to someone.

God made many pretty colors for you to see. You see the colors with your eyes. You can name some of the colors. You can put things into **groups** by color. Colors can help you too.

What colors can you see now?

 In each box is a color name. Look for something that color. Use that color to draw it in the box.

△ 1.

red	orange	yellow	green
blue	purple	black	brown

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Teaching the Lesson

Help students sound out *banana*. They probably know the definition, but the word may confuse them.

Review grouping by reading the paragraphs and doing Nos. 1-8.

Read the next section with the students. You can incorporate teaching about some road signs here, too. What road signs are red? Which ones are yellow? Have some pictures to show the students.


Think of some other ways that colors keep us safe when we eat. What color is moldy bread? How does spoiled meat look?

Extra Activity

Let the students cut pictures out of magazines and group them according to color. They can glue them onto colored construction paper or you can have a display on the wall for everyone to add his contribution.

Lesson 3




Some things are sometimes one color and sometimes another color.




 **Follow the directions.**

△ 3. Color some things red.

△ 4. Color some things black.

△ 5. Circle the thing that could be red or black.


Now you can group by color. You can tell which things are green and which are brown. You can tell which things are red and which are black.

God gave some things many colors. Many of the things you see all the time have two colors.

What do you see now?

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Lesson 3


 **Do this activity.**

△ 6. Draw something you see with two colors.

△ 7. Color the picture.

△ 8. Write each color name under the picture.

Colors can tell you many things. Do you like to see the lights when you ride on a street? The lights help Father and Mother drive. They help keep you safe. They tell Father and Mother when they should stop and when it is safe to go.

 **Underline the right word.**

9. Which color says "Go"?

green yellow red

8


Lesson 3

10. Which color says "Stop"?

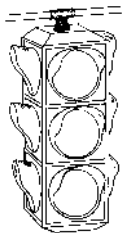
green yellow red

11. What does the yellow light tell Father and Mother to do?

stop go get ready to stop

 **Do this activity.**

△12. Color the lights.




red

yellow

green

Colors can help to keep you safe. Colors can help you eat too.


 **Follow the directions. Answer the questions.**

△13. Here is a banana. Color it green.

14. Is the banana ripe? no

15. Will you eat it now? no

16. Will you wait to eat it? yes



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104 – Section 3

We Use Energy

Lesson 12

(Pages 31-

35)

Using Animals and Fuel

Objectives

To tell how animals are useful to us

To identify five types of fuel—wood, coal, oil, gas, and food

Introducing the Lesson

Look at the Study Word *fuel*. Have one student pronounce the word and another student tell what it means. Use the word in a sentence.

Read the first several paragraphs of the lesson and discuss it. What kinds of energy do we use? What are some ways we have learned that we can use energy?

Section 3

We Use Energy

Lesson 12 Using Animals and Fuels

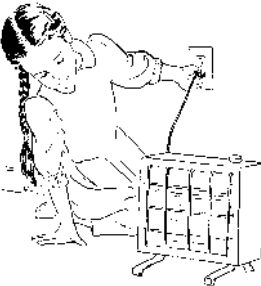
STUDY fuel (fū-əl). something that is burned to give heat or power

△ Say this word to someone.

God made the sun, wind, and water. He made them to give us energy.

Energy from the sun, wind, and water can make electricity. We use electricity.

Plant energy comes from the sun. Animals and people use plant energy. We use animal energy.

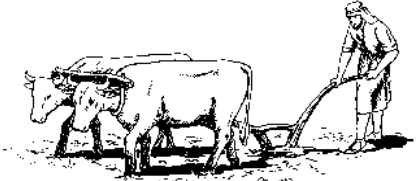


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Lesson 12

People and animals get energy from the food they eat.


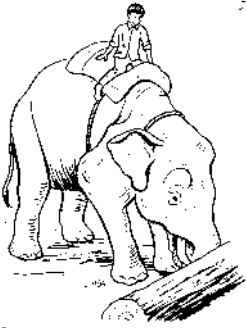
Animals help people do work. Animals helped people in the Bible.



Animals help people now.

Color each animal.

△ 1.



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Teaching the Lesson

Read the rest of the lesson. How is animal energy helpful to us? Discuss kinds of food eaten by different animals. Review a food chain.

What is fuel? Think about some things that need fuel. Discuss where different kinds of fuel come from.



Extra Activity


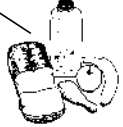
Do a display of different types of fuel and how they are used. Find pictures in magazines, or let the children draw pictures to illustrate. If possible, you could even bring actual coal and wood and other fuels into the classroom to accent the display.



A fuel is something we burn to get energy.
 Wood is a fuel. Wood is from a tree.
 Coal is a fuel. Coal comes from under the ground.
 Oil is a fuel. Oil is under the ground too.
 Gas is a fuel. Gas is made from oil.
 Food is a fuel too. Animals need food. We need food.
 Food gives energy.





Match the picture with its fuel.

2.  

3.  

4.  

5.  

Write the names of five fuels.

6. wood food
coal oil gas

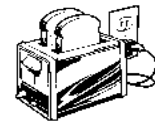
What is fuel?

7. A fuel is something we burn to get energy.

Lesson 13 Using Electricity and the Sun



We use electricity many times each day. Men make electricity from other kinds of energy.



Water that moves can make electricity. Wind can make electricity. Burning fuel changes water into steam. Steam can make electricity.



Lesson 13 (Pages 35-37)

Using Electricity and the Sun

Objectives

To describe four ways to make electricity
To tell ways we can use energy from the sun

Introducing the Lesson

Imagine that we could not use electric energy. How would our lives be different?

Teaching the Lesson

Read the lesson and discuss it. Solar energy is interesting to study, although your students may not get the concept of how things work. Basically, people use black glass or plastic collectors and gather heat from the sun, using it to cook, heat or cool their homes, or make electricity. Sometimes reflective glass is used to make the heat more intense. If there is a place in your community where solar energy is being used, it might be a good place to take the children for a field trip.


Extra Activity

To demonstrate the power of the sun, show the students this example. When the sun shines on a mirror for a long time, whatever it is reflecting onto gets very warm. You can do this in your classroom, but be careful because the heat can start a fire if it is left unattended. You can try to cook something in this way. A piece of bread may toast if you have enough patience or if the sun is quite bright.

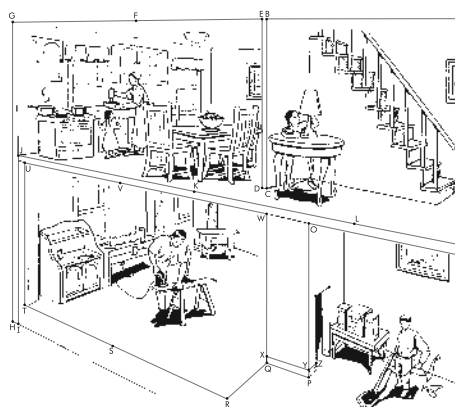
Or you could place a thick, flat piece of glass on top of a plot of grass, for example. The sun's heat, intensified by the glass, can kill the grass. Or you can place a thermometer under the piece of glass, and one outside the piece of glass and compare temperatures.

Another interesting experiment is to compare the difference in temperature between clear glass or plastic and black glass or plastic.

Lesson 13

 Draw dot-to-dot to make a picture. Use a ruler. Start at A.

1. Where do you use electricity?



 Circle other places you use electricity.

2.

school

park

church

yard

barn

woods

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Lesson 13

The sun has lots of energy. We are learning to use energy from the sun in new ways.

We can cook food with energy from the sun. We can heat water for our homes. We can make electricity with energy from the sun too.



 Write a word on each line.

3. The sun has lots of energy.

4. We are learning to use energy from the sun in new ways.

5. With energy from the sun, we can cook food,

heat water, and

make electricity.

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