
Ohio 1 Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Ohio
Grade	1 (Elementary)
Subject	Science
Course category	Core
Standards family	Science
Framework	Ohio's Learning Standards and Model Curriculum for Science (2018-2019)
Issuing agency	Ohio Department of Education and Workforce
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Light Through Materials

Unit 3: Light and Materials · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What happens when light meets different materials?
Standards	Light Through Different Materials -> 1.PS.1 PS — Properties of objects and materials can change. 1.PS.2 PS — Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.
Learning target	"I can sort materials by what they do to light."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will plan and carry out investigations to determine how light is affected when it interacts with various types of materials.
- Students will classify materials by how they affect light.

Success criteria (student-friendly)

- "I shine light at the material."
- "I observe what happens."
- "I sort it into a group."

Academic vocabulary

transparent, translucent, opaque, material, through

Materials and technology

- Torches
- Clear plastic
- Tissue paper
- Card
- Sorting trays

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Product: child classifies materials by their effect on light.

Family communication

Test which things at home let light through.

Day 41 — Light Straight Through

Week 9, Day 1 · Unit 3 · Standards: 1.PS.1, 1.PS.2

Focus	Transparent materials.
Learning target	"I can sort materials by what they do to light."
Vocabulary in use	transparent, translucent, opaque
Local date	_____

Learning sequence

Wonder: which let light through? Investigate: clear materials. Observe: light passes, object visible. Explain: transparent. Record: group formed.

Check for understanding

Student identifies a transparent material.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Light Partly Through

Week 9, Day 2 · Unit 3 · Standards: 1.PS.1, 1.PS.2

Focus	Translucent materials.
Learning target	"I can sort materials by what they do to light."
Vocabulary in use	transparent, translucent, opaque
Local date	_____

Learning sequence

Wonder: what about tissue? Investigate: translucent materials. Observe: light passes, image blurred. Explain: translucent. Record: group formed.

Check for understanding

Student identifies a translucent material.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — No Light Through

Week 9, Day 3 · Unit 3 · Standards: 1.PS.1, 1.PS.2

Focus	Opaque materials.
Learning target	"I can sort materials by what they do to light."
Vocabulary in use	transparent, translucent, opaque
Local date	_____

Learning sequence

Wonder: what blocks it? Investigate: card and wood. Observe: no light passes. Explain: opaque. Record: group formed.

Check for understanding

Student identifies an opaque material.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Planning Our Own Test

Week 9, Day 4 · Unit 3 · Standards: 1.PS.1, 1.PS.2

Focus	Planning an investigation.
Learning target	"I can sort materials by what they do to light."
Vocabulary in use	transparent, translucent, opaque
Local date	_____

Learning sequence

Wonder: how should we test? Investigate: planning method. Observe: agreeing a fair procedure. Explain: consistency. Record: plan written.

Check for understanding

Student contributes to a plan for testing materials.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Sorting Everything We Have

Week 9, Day 5 · Unit 3 · Standards: 1.PS.1, 1.PS.2

Focus	Applying classification.
Learning target	"I can sort materials by what they do to light."
Vocabulary in use	transparent, translucent, opaque
Local date	_____

Learning sequence

Wonder: where does each belong? Investigate: testing many materials. Observe: results. Explain: three groups. Record: sorted display.

Check for understanding

Student classifies several materials correctly.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards and Model Curriculum for Science (2018-2019). Ohio writes its own science standards; these are NOT the Next Generation Science Standards and carry Ohio codes. K-8 codes are grade.strand.number across Earth and Space Science (ESS), Physical Science (PS) and Life Science (LS). High school is written as named course syllabi - Biology (B), Chemistry (C), Physics (P), Environmental Science (ENV), Physical Geology (PG), Physical Science (PS) and Anatomy and Physiology (AP) - so a high-school product cites its course rather than a band. The source document combines the standards with a model curriculum; only the content statements are reproduced here. Scope: grade 1. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Science/Ohios-Learning-Standards-and-MC>