

# Washington 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            | Washington                                                |
| Grade            | 1 (Elementary)                                            |
| Subject          | Science                                                   |
| Course category  | Core                                                      |
| Standards family | Science                                                   |
| Framework        | Washington State Learning Standards                       |
| Issuing agency   | Washington Office of Superintendent of Public Instruction |
| 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          | <b>Light Through Different Materials -&gt; 1-PS4-2 strand</b> — text |
| 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. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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-PS4-2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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-PS4-2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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-PS4-2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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-PS4-2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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-PS4-2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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.
- Not affiliated with or endorsed by Washington Office of Superintendent of Public Instruction, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

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.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Washington Office of Superintendent of Public Instruction, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://ospi.k12.wa.us/student-success/resources-subject-area> and local school or district guidance.

## Source citation

Washington Office of Superintendent of Public Instruction. Washington State Learning Standards. Retrieved 2026-07-27 from <https://ospi.k12.wa.us/student-success/resources-subject-area>