

Grade: 1st Grade

Topic: Scientific Observations

Title: Riddle Dee Fiddle Dee Dee

Objectives

Students will recognize the difference between fact and opinion.
Students will make factual observations.
Students will record observations.

Standards

- 1.1.1 Observe, describe, draw, and sort objects carefully to learn about them.
- 1.2.6 Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion.
- 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.

Materials

Object cards
Word cards
Markers
Writing paper
Pencils
Riddle Dee Fiddle Dee Dee homework note
Canned food items placed individually in brown paper sacks
That's Good! That's Bad! By Margery Cuyler
Scott Foresman Reading Grade 1
Riddle Dee Fiddle Dee Dee, The Riddles

Procedure

1. Read the story That's Good! That's Bad! by Margery Cuyler.
2. Have the students predict and discuss the events in the story. They should recognize that not everyone agrees on things that are good and bad.
3. The instructor selects several opinion observation words from actual student journals.
4. *This instructor selected: good, disgusting, I like it., nice, and cool.*
5. Post description words on the board, then students read the observation cards.
6. Students are then each given a picture card of a single object.

7. Students are directed to place their card under the observation that best describes their object.
8. Students are to look at the objects to see if they agree with the placement.
9. Students are then directed to move one card that they do not agree with.
10. Discuss the placement and the movement of cards.
11. All object cards are removed and given back to their original student
12. Students are encouraged to try again, but this time they must make a new description card. The students are encouraged to make the description so true that every single person in the world would agree with it.
13. After a new word is added, students may add their object to the board, if the description is true for their object. For example: milk, egg, and a chicken may be placed under the word card 'WHITE'.
14. Students continue to add factual observation cards and object cards until the sort is complete.
15. Students are to then write an observation sentence that includes all the descriptions from the final sort.
16. Once the sentences are collected, corrected, and read. The "Riddle Dee Fiddle Dee Dee" homework may be given.
17. Teacher models the homework project using a canned food item.
Example: It is smooth, It smells like chocolate, It is brown. Hint: It rhymes with pocolate mudding.
18. Students return with homework. Individual students read their riddle and are allowed to accept three guesses.

Discussion may include:

Did the clues in the riddle make the object easy to guess?

Did the reader use words that were true for everyone in the world? (factual observations)

How many sentences were correct?

Which sentence was an opinion?

Which word was an opinion word?

Rubric

- 3 Student wrote three sentences that contained factual observations.
- 2 Student wrote only sentences that contained factual observations.
- 1 Student wrote only one sentence that contained a factual observation.
- 0 No factual observation sentences

I would use this rubric to track progress, but I would re-teach any student that did not successfully write three factual observation sentences.

Riddle Dee Fiddle Dee Dee Homework

We have been working on the difference between fact and opinion observations. We are trying to get away from writing scientific observations that aren't true for everyone.

For example: A student said that their grass was gross. **This is an opinion.**
A student wrote that his grass was brown. **This is a fact.**

Here is the homework.

Your child has a canned food in their brown bag. They need to write at least three sentences that describe their food. For example:

My food is white. It tastes sweet. It is shaped like a crescent.

Now this may not be enough to guess the food, so they may put in a hinting sentence.

My food's name rhymes with hair. What am I?

The answer is canned pears.

Their finished work will look like this:

My food is white. It tastes
sweet. It is shaped like a crescent.
My food's name rhymes with hair.
What am I?

Put your work on the back. Please return tomorrow.

