

Monday March 30	Tuesday March 31	Wednesday April 1	Thursday April 2	Friday April 3
Chavez/Huerta Day (Holiday)	<p><b>Objective:</b> Observe objects (toys), describe them as big or small and sort them by size.</p> <p><b>Overview:</b> Students will observe a variety of toys and sort them according to size big or small.</p>	<p><b>Objective:</b> Observe objects (toys) to determine their texture.</p> <p><b>Overview:</b> Students will observe the objects (toys), describe them by texture and sort them based on texture using their sense of touch.</p>	<p><b>Objective:</b> Observe objects (toys) to determine their color.</p> <p><b>Overview:</b> Students will observe the objects, identify them by color and organize the objects based on their sense of sight.</p>	<p><b>Objective:</b> Explore, identify, and differentiate objects that make light, thermal or sound energy.</p> <p><b>Overview:</b> Students will walk around their house and identify objects found that display light, thermal, and sound energy.</p>
Monday April 6	Tuesday April 7	Wednesday April 8	Thursday April 9	Friday April 10
<p><b>Objective:</b> Illustrate the weather outside and identify gear needed for the current weather condition.</p> <p><b>Overview:</b> Students will illustrate the weather outside and discuss with a family member what gear is needed for the current weather conditions.</p>	<p><b>Objective:</b> Observe the sky at different times of day.</p> <p><b>Overview:</b> Students will observe and illustrate objects in the day/night sky.</p>	<p><b>Objective:</b> Observe, describe, and sort rocks by their color, size, shape, and texture.</p> <p><b>Overview:</b> Students will go outside and collect 8-10 different rocks. They will sort rocks by size, shape, color, and texture.</p>	<p><b>Objective:</b> Differentiate between living and nonliving things.</p> <p><b>Overview:</b> Students will take a living/nonliving scavenger hunt and sort the items found by their physical characteristics.</p>	Spring Holiday

## Monday

Chávez/Huerta Day (Holiday)

## Tuesday – 30 minutes

Activity / Task

### Toy Box Science - Size

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay1>

**Objective:** I can sort objects by size.

#### Think About It!

How can I tell if an object is bigger or smaller than another object?

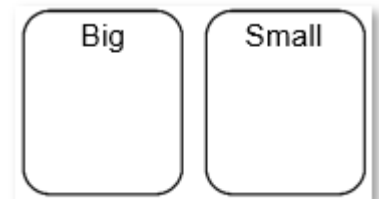
#### Do It!

What you need:

- A set of toys (or any cluster of objects in different sizes)
- Science notebook or paper
- Pencil or crayons

What to do:

- **Draw** a sorting mat data table like the one to the right.
- **Observe** (look at) the toys (or objects) and think about their size.
- **Describe** (tell) if each toy is big or small  
*The \_\_\_\_\_ is big because \_\_\_\_\_.*  
*The \_\_\_\_\_ is small because \_\_\_\_\_.*
- **Sort** (group) the toys by size on the mat.



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#### Understand it!

Size is a property of objects. You can compare the size of different objects.

- Choose 2 objects from each side of the mat.
- Line them up in order from smallest to largest or largest to smallest.



Photo by HISD Curriculum using iPhone

#### Apply It!

1. Look for another object in your toybox or around the house.
2. Compare the size of the new object to one of the toys on the mat.
3. Describe the size to someone else.

Draw the objects. Pick a sentence. Write about your observations.

*The \_\_\_\_\_ is bigger than the \_\_\_\_\_.*

*The \_\_\_\_\_ is smaller than the \_\_\_\_\_.*

Resources

[Guided Activity](#) using Google Slides

## Wednesday – 30 minutes

Activity / Task

### Toy Box Science - Texture

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay2>

**Objective:** I can sort objects by texture.

#### Think About It!

How can I group objects based on their texture?

#### Do It!

What you need:

- A set of toys or other objects
- Science notebook or paper
- Pencil or crayons

What to do:

- **Draw** a sorting mat data table like the one to the right.

**Use your sense of touch.** Think about how each toy feels (texture).

- **Describe** (tell) if each toy is hard or soft.  
The \_\_\_\_\_ is soft because \_\_\_\_\_.  
The \_\_\_\_\_ is hard because \_\_\_\_\_.
- **Sort** (group) the toys by texture onto the mat.

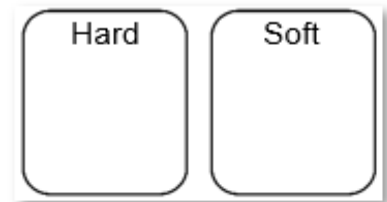
#### Understand It!

Texture is the way something feels to the touch. There are different ways to describe texture.

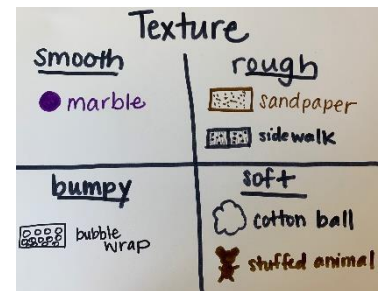
#### Apply It!

1. Look at your toys again. What is another texture that you can observe?
2. Compare the toys for a different texture.
3. Describe your observations to someone else. Write about your observations. Use the sentence below.

The \_\_\_\_\_ is \_\_\_\_\_ than the \_\_\_\_\_.



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Resources

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Thursday – 30 minutes

Activity / Task

**Toy Box Science - Color**

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay3>

**Objective:** I can sort objects by color.

Think About It!

How can I use my senses to describe the color of an object? How will I decide to organize objects (toys) that have multiple colors?

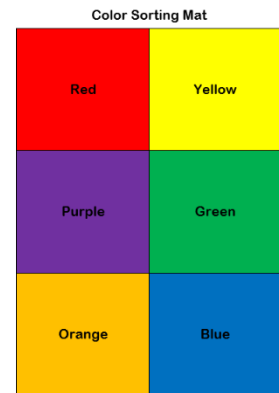
Do It!

What you need:

- A set of toys (or other objects)
- Color Sorting mat
- Science notebook or paper
- Pencil or crayons

What to do:

- **Create** a color sorting mat like the one to the right.
- **Observe each toy one at a time.** Identify the color you see.
- **Describe** (tell) the color of the toy.  
*The color of \_\_\_\_\_ is \_\_\_\_\_.*
- **Sort** (group) the toys by color onto the mat.



Understand It!



We see color all around us. Color is a property of objects. Some objects are only one color. Sometimes objects are different shades of a color we know. Some objects have more than one color.

Image by OpenClipart-Vectors from Pixabay

Apply It!

1. Look for an object that has multiple colors.
2. Describe your observations to someone else.
3. Decide how to organize the object onto the sorting mat.
4. Justify your decision.

Resources

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## Friday – 30 minutes

Activity / Task

### Energy Day

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay4>

**Objective:** I can differentiate light, thermal and sound energy.

#### Think About It!

How do my senses help me identify types of energy found in my home?

#### Do It!

What you need:

- Adult supervision
- Science notebook or paper
- Pencil or crayons

What to do:

- **Take** an Energy Walk around the house. Use your sense of sight, hearing, and touch.
- **Observe and Identify** two objects that display:
  - ✓ Light energy
  - ✓ Sound energy
  - ✓ Thermal energy

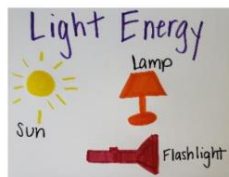
**Note:** Examples of thermal energy in the home can be hot and burn. Please stay with an adult chaperone during this exploration.

- **Describe** (tell) the type of energy you observed.

I observed \_\_\_\_\_ energy from \_\_\_\_\_.

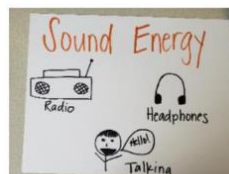
#### Understand It!

Light energy helps us see.  
Most of our light comes from  
the Sun.



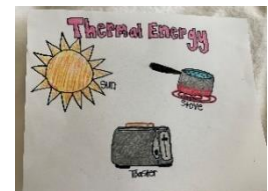
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Sound energy is caused by  
vibrations. These vibrations  
help us to hear things.



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Thermal energy is observed  
as heat. We can feel thermal  
energy.



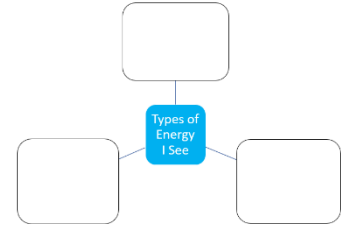
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## Friday – 30 minutes

### Apply It!

- **Create** this graphic organizer in your science notebook.
- **Draw** a new example for each type of energy. One for each box.
- **Label** each picture with the type of energy it represents.

My Energy Walk



Resources

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## Monday – 30 minutes

Activity / Task

### Objects in Motion

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKinderDay5>

**Objective:** Observe and model the ways that objects can move. Describe the ways that objects can move through drawings and pictures.

#### Think About It!

Discuss how you would describe movement. Can you model movement?

#### Do It!

What you need:








- Your toy box or other various objects
- Science notebook or sheet of paper
- Pencil or crayons

What to do:

- Get out your toys that display movement and **play** with them.
- **Make** observations of how they move.

Note: If toys are not available, any cluster of various objects that display movement can be used, including age appropriate video.

#### Understand It!

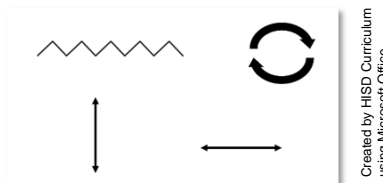
Straight line 	Zigzag 
The swing moves <u>back and forth</u> . 	The spinning top goes <u>round and round</u> . 
The truck can move <u>fast</u> . 	The turtle moves <u>slowly</u> . 
The bouncing ball moves <u>up and down</u> . 	

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#### Apply It!

- **Select** 3 toys.
- **Draw** each toy.
- **Record** each toy's movement.

*\*\*Some possible examples of movement drawings are below:*



Resources

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**Tuesday – 30 minutes**

Activity / Task

**What's the Weather Like?**

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKinderDay6>

**Objective:** Illustrate the weather outside and identify gear needed for the current weather condition.

Think About It!

How can we describe the weather we see each day? What does it look like outside? What does it feel like outside?

Do It!

What you need:

- Science notebook or sheet of paper
- Pencil or crayons
- Gear/clothing for weather conditions

What to do:

- **Create** a table similar to the one on the right in science notebook.
- **Make observations** of the current weather.
- **Record your observations** in your notebook. *use words such as sunny, windy, rainy or cloudy*
- **Dress** for the current weather condition.
- **Share** with a family member why you are appropriately dressed for the current weather condition.


**What's the Weather?**

Record your observations by writing and drawing

What does it look like outside?	
What does it feel like outside?	
What type of clothing would you wear in this weather?	

*Note: If weather permits and an adult is available, this activity can be done outside. If not, observations can be made from the window.*

Understand It!

Sunny	Rainy	Snowy	Cloudy	Windy
				
Bright with sunlight	A lot of rainfall	Covered with snow	Covered with clouds	When the air outside is moving

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Apply It!

- **Draw** a picture of the weather for the day.
- Using words, **record** the weather for the day. (sunny, rainy, snowy, cloudy, windy)

Today's Weather

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Resources

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## Wednesday – 30 minutes

Activity / Task

### Objects in the Sky

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKinderDay7>

**Objective:** Identify events that have repeating patterns/Observing Objects in the Sky

#### Think about It!

How can we observe the differences between day and night?

#### Do It!

What you need:

- Science notebook or sheet of paper
- Pencil or crayons

What to do:

- **Observe** the day and night with your parents.
- **Draw** pictures to **record** what you observe.
- **Share** your observations with someone else in your home, like a brother or sister.
- **Complete** these sentence stems verbally or as a writing activity in your science notebook:

*I see the Sun every \_\_\_\_\_.*

*I see the stars during the \_\_\_\_\_.*

*I see the moon during the \_\_\_\_\_ and the \_\_\_\_\_.*

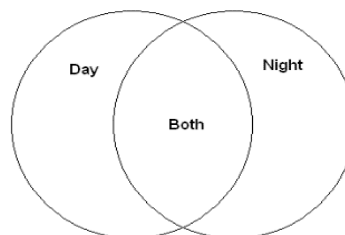
*Note: If weather/time permits and an adult is available, this activity should be done outside. If not, observations can be made from the window. NEVER look directly into the Sun.*

#### Understand It!

When there is light from the Sun outside, we call that day. When it is dark outside, and we cannot see the Sun, we call that night. At night, we can see the Moon easily.

#### Apply It!

- **Create** a Venn diagram, such as the one below.
- **Sort** objects observed during the day, objects observed during the night and objects observed during both times.



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Resources

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**Thursday – 30 minutes**

Activity / Task

**Rocks, Rocks, Rocks**

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKinderDay8>

**Objective:** Observe, describe, and sort rocks by their color, size, shape, and texture.

Think About It!

Using our senses to observe and describe rocks, how can rocks be sorted by their physical characteristics?

Do It!

What you need:

- Science notebook or sheet of paper
- Pencil or crayons
- Various rocks

What to do:

- **Collect** 8-10 different rocks from outside.
- **Sort** rocks by:
  - size
  - shape
  - color
  - texture
- **Select** one rock to keep it as your “pet rock” during the time you are home.

*Note: It might be necessary to wash the rocks before beginning this investigation*

Understand It!

**Sample Rock Description Chart**

Rock 1	Rock 2	Rock 3	Rock 4
			
<small>Image by Thanks for your Like • donations welcome from Pixabay</small>	<small>Image by KatinkavomWolfenmond from Pixabay</small>	<small>Image by Bruno Glätsch from Pixabay</small>	<small>Image by Susbany from Pixabay</small>
Gray Oval Small Bumpy	Orange & White Triangle Medium Sharp	Silver Oval Small Smooth	Gray Oval Large Bumpy

## Thursday – 30 minutes

### Apply It!

- **Draw** your pet rock.
- **Label** and **discuss** its size, shape, color and texture.
- **Compare** your pet rock to the other rocks collected.

My Pet Rock	
Draw a picture here.	
Describe the rock.	
Color I see _____ in this rock.	
Size The size of my rock is _____.	
Shape The shape of this rock reminds me of a _____.	
Texture This rock feels _____.	

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Resources

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## Friday

Spring Holiday