

Monday April 13	Tuesday April 14	Wednesday April 15	Thursday April 16	Friday April 17
<p>Objective: Differentiate between living and nonliving things.</p> <p>Overview: Students will compare items in their house and outside to see what are living and nonliving things.</p>	<p>Objective: Identify the basic needs of plants.</p> <p>Overview: Students will identify the basic needs of a plant and create a chart and booklet of their findings.</p>	<p>Objective: Identify and describe parts of a plant.</p> <p>Overview: Students will identify parts of a plant and create a model of a plant using crayons and art supply scraps.</p>	<p>Objective: Compare and sort the parts of different plants.</p> <p>Overview: Students will explore the different plants in their kitchen such as nuts, lettuce, onions and observe how they are cooked by watching a meal being prepared.</p>	<p>Objective: Identify the stages that plants go through during their life cycle.</p> <p>Overview: Students will identify the life cycle stages of a plant and create a model using paper and markers.</p>
Monday April 20	Tuesday April 21	Wednesday April 22	Thursday April 23	Friday April 24
<p>Objective: Identify the basic needs of animals.</p> <p>Overview: Students will observe a pet or an animal outside and create a chart of its basic needs to survive.</p>	<p>Objective: Observe and identify body parts of different animals.</p> <p>Overview: Students will observe different animals outside, in pictures or videos and identify their different body parts.</p>	<p>Objective: Sort animals by the way they move.</p> <p>Overview: Students will observe a pet and animals outside to see how they use their body parts to move.</p>	<p>Objective: Observe and identify body parts of different animals.</p> <p>Overview: Students will think and discuss the different parts of animals and compare how they are the same and how they are different.</p>	<p>Objective: Create an animal based on its physical characteristics.</p> <p>Overview: Students will create their own animal based on the different parts they learned about this week and create a model using arts and crafts from around the house.</p>

Monday – 30 minutes

Activity / Task

Living or Nonliving

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay9>

Objective: I can differentiate between living and nonliving things.

Think About It!

What is the difference between living and nonliving things? *Discuss this question and share your thinking with someone in your home!*

Do It!

What you need:

- Adult supervision
- Science notebook or paper
- Pencil or crayons
- Magazine or newspaper
- Scissors

What to do:

- **Take** a nature walk inside or outside the home (*or view the outside from your window*).
Note: Stay with an adult. Do not touch anything without permission. Practice social distancing.
- **Observe** the area around you. **Look** for things that are living and nonliving.
- **Describe** what you see.

A _____ is a living organism.

A _____ is a nonliving thing.

Understand it!

Plants and animals are called organisms. All living organisms have basic needs. These basic needs help the living organism to survive (live). Non-living things do not have basic needs.

Apply It!

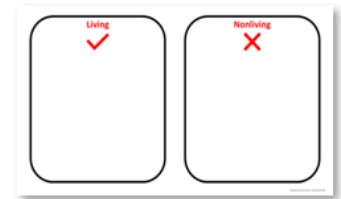
- **Copy** this organizer into your science notebook.
- **Cut** out pictures from magazines or newspaper.
- **Sort** the pictures into groups on the mat: living or nonliving
- **Glue** the pictures onto the mat.

Journal Entry: **Copy** each sentence beneath the organizer. **Write** about your observations.

1. _____ needs _____ to live.
2. The _____ is non-living because _____.



Anchor Chart by HISD Curriculum using Marker



Sorting Mat by HISD Curriculum using Microsoft Office

Resources

[Guided Activity](#) using Google Slides



Tuesday – 30 minutes

Activity / Task

Basic Needs of Plants

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay10>

Objective: I can identify the basic needs of plants. *Discuss this question and share your thinking with someone in your home!*

Think About It!

What do plants need to survive? *Discuss this question and share your thinking with someone in your home!*

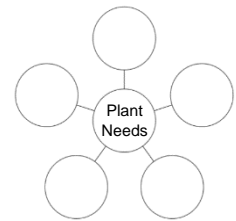
Do It!

What you need:

- Adult supervision
- Science notebook or paper
- Pencil or crayons
- Real plant and artificial plant (indoor or outdoor)

What to do:






- **Copy** the bubble chart into your science notebook.
- **Observe** the real plant.
- **Describe** the needs of the real plant that will help it grow. **Record** each need on the bubble chart.
- **Observe and compare** the needs of the artificial plant. Are the needs the same?



Graphic created by HISD Curriculum using Microsoft Office

Understand it!

All plants have basic needs. These basic needs help the plant to grow and survive (live). Look outside. What other types of plants have these same basic needs?

sun	soil	water	air	space
				
<small>Image by OpenClipart-Vectors from Pixabay</small>	<small>Image by OpenClipart-Vectors from Pixabay</small>	<small>Image by Stephanie Edwards from Pixabay</small>	<small>Image by OpenClipart-Vectors from Pixabay</small>	<small>Image by Наталья Коннерова from Pixabay</small>

Apply It!

- **Fold** a few sheets of paper together to make a plant book.
- **Plant** a seed in a container of soil. Add a little water and place it near a sunny window.
- **Observe** your plant every 2 days for a week or more.
- **Draw** your plant after each observation.
- **Describe** the basic needs that helped your plant to grow.



Created by HISD Curriculum using Markers

My plant needed _____, _____, _____, _____, and _____ to grow.

Resources

[Guided Activity](#) using Google Slides

Wednesday – 30 minutes

Activity / Task

Plant Parts

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay11>

Objective: I can identify and describe parts of a plant. *Discuss this question and share your thinking with someone in your home!*

Think About It!

What are the basic parts of a plant?

Discuss this question and share your thinking with someone in your home!

Do It!

What you need:




- Plant
- Art supply scraps
- Science notebook or paper
- Pencil or crayons
- Scissors

What to do:

- **Observe** the plant for these parts: stem, leaf, roots, seeds, flowers
- **Describe** parts of a plant.
I see _____.

Understand it!

The basic parts of a plant include the stem, roots, leaves, and flower. Each part of a plant has a function or job that helps the plant to live and grow.

Roots	Stem	Leaves	Flower	Seed
hold the plant in the soil and take in water and nutrients.	holds up the plant and lets food and water move through the plant.	take in light and air to make food.	the colorful part of the plant that make seeds.	can start the life of a new plant
				
<small>Image by Thanks for your Like - donations welcome from Pixabay</small>		<small>Image by Thanks for your Like - donations welcome from Pixabay</small>		<small>Image by Anja #helpinghands #stayathome #solidarity #stays healthy from Pixabay</small>

Apply It!

- **Observe** a different plant indoors or outdoors.
- **Describe** the parts of the plant to someone else.
- **Create** a model of a plant. Use art supply scraps to represent each part of the plant.
- **Label** the parts of the plant.
- **Glue** the model into your science notebook



Flower art created by HISD Curriculum using mixed media

Resources

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Thursday – 30 minutes

Activity / Task

Sorting Plants

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay12>

Objective: I can compare and sort the parts of different plants.

Think About It!

What plant parts do you eat? *Discuss this question and share your thinking with someone in your home!*

Do It!

What you need:

- Adult Supervision
- Science notebook or paper
- Pencil or crayons
- Available plants we eat or pictures of plants we eat

What to do:











- **Copy** this organizer into your science notebook.
- **Observe** the plants or pictures of plants that people eat.
- **Identify** the part of the plant it represents. **Discuss** the characteristics of the plant part.
- **Draw** the examples into the organizer. **Label** the picture with the name of the plant.

Plant Parts

Seeds	→
Flower	→
Stem	→
Leaves	→
Roots	→

Understand it!

The basic parts of a plant include the seeds, flower, stem, leaves and roots. Some plant parts look similar from plant to plant. Sometimes, the plant parts look very different. Each plant part is needed to help the plant grow and live.

fruits	stems	leaves	seeds	roots
apples	green onions	lettuce	peas	carrots
				
<small>Image by Couleur from Pixabay</small>	<small>Image by Anna Armbrust from Pixabay</small>	<small>Image by OpenClipart-Vectors from Pixabay</small>	<small>Image by Devanath from Pixabay</small>	<small>Image by Ciker-Free-Vector-Images from Pixabay</small>
tomatoes	celery	herbs	nuts	radish
				
<small>Image by Steve Buissonne from Pixabay</small>	<small>Image by Lebensmittelfotos from Pixabay</small>	<small>Image by Steve Buissonne from Pixabay</small>	<small>Image by Rabbixel from Pixabay</small>	<small>Image by Steve Buissonne from Pixabay</small>

Thursday – 30 minutes

Apply It!

- **Watch** someone prepare a meal.
- **Discuss** examples of fruits and vegetables used to make the meal. What part of the plant do they represent?
- **Create** a shopping list for a dish you like to eat. Try to include 1 example of each plant part on your shopping list.
- **Glue** the shopping list into your science notebook.



Image by Alexas_Fotos from Pixabay

Resources

[Guided Activity](#) using Google Slides



Friday – 30 minutes

Activity / Task

Plant Life Cycle

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay013>

Objective: I can identify the stages that plants go through during their life cycle.

Think About It!

What happens in the life cycle of a plant? *Discuss this question and share your thinking with someone in your home!*

Do It!

What you need:

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

What to do:

- **Think** about how plants grow.
- **Discuss** the plant cycle stages with someone.
First this happens _____, next this happens _____.
- **Identify** the life cycle stages of an apple tree.
- **Label** the life cycle of the apple tree in your notebook.

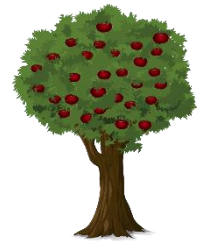


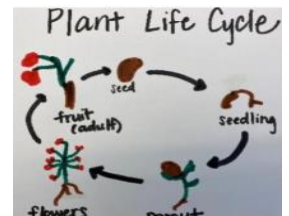
Image by kjrstie from pixabay

Understand it!

All organisms on Earth have a life cycle. A life cycle is the series of changes in the life of an organism. The stages of a flowering plant's life cycle are in the anchor chart.

Apply It!

- **Take** a walk outside with an adult (or look from your window).
- **Observe** the different plants in the area. **Choose** one adult plant to study.
- **Describe** the stages of this adult plant's life cycle.
- **Illustrate and Label** the adult plant life cycle inside your science notebook.
- **Compare** the two plant life cycles. **Discuss** how they are similar and different.



Anchor Chart by HISD Curriculum using Marker

Resources

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Monday – 30 minutes

Activity / Task

Pet Science: Animal Needs

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay14>

Objective: I can identify the basic needs of animals.

Think About It!

What does my pet need to survive? *Discuss this question and share your thinking with someone in your home!*

Do It!

What you need:

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

What to do:

- **Think** about what your pet needs to stay alive.
Note: If you do not have a pet, think about a pet you would like to have.
- **Discuss** these needs with someone:
My pet needs _____ to live.
My pet needs _____ to survive.
- In your science notebook, **draw** examples of how your pet meets each of its needs.

Understand it!

Animals have basic needs that help them to survive (live). Animal needs are similar to plant needs. Animals use their environment to meet its needs.



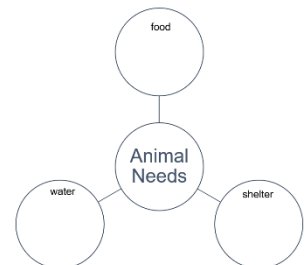
Anchor Chart created by HISD Curriculum using markers

Apply It!

- **Copy** the organizer into your science notebook.
- **Take** a nature walk or look outside the window.
- **Choose** an animal to observe.
- **Discuss** how the animal meets its basic needs (food, shelter, water)

The _____ uses _____ for _____.

- **Draw** an example for each part of the organizer.



Graphic created by HISD Curriculum using Microsoft Office

Resources

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Tuesday – 30 minutes

Activity / Task

Animal Features – Part 1

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay15>

Objective: I can **observe** and **identify** body parts of different animals.

Think About It!

What are the names of some animal body parts? *Discuss this question and share your thinking with someone in your home!*

Do It!

What you need:

- Adult Supervision
- Magazines or newspaper
- Science notebook or paper
- Pencil or crayons

What to do:

- **Observe** animals in your neighborhood. (Adult supervision required)
- **Discuss** with someone the different types of animal body parts.
The lion has a _____ and _____. The frog has a _____ and _____.
- **Record** as many features of the animal's body as possible in their interactive notebooks.

Understand It!

Animals have common structures or body parts that help them survive.



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Image by Jean van der Meulen from Pixabay



Image by Irenna86 from Pixabay

Apply It!

- **Find** pictures of animals in magazines or newspapers.
- **Glue** the pictures in the notebook
- **Discuss** with the someone about the different types of body parts.
- **Record** your findings.

The dog has a tail and a paw.

Resources

[Guided Activity](#) using Google Slides

Wednesday – 30 minutes

Activity / Task

Animal Features – Part 2

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay16>

Objective: I can sort animals by the way they move.

Think About It!

What body parts help an animal move? *Discuss this question and share your thinking with someone in your home!*

Do It!

What you need:

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

What to do:

- **Observe** your pet closely.
Note: If you do not have a pet, think about a pet you would like to have.
- **Discuss** with someone the body parts that help your pet move.
My pet uses _____ to help it move.

Understand it!

There are many different types of animals on Earth. Animals can be grouped together based on common characteristics, such as the way they move.

Apply It!

- **Copy** the organizer into your science notebook.

swim	walk and run	hop	crawl	fly

Graphic created by HISD Curriculum using Microsoft Office

- **Look** outside the window.
- **Observe** and **discuss** the body parts that help the animals move.
- In the organizer, **draw** examples of animals that move in the ways listed (or cut pictures from magazines/newspapers).
- **Label** the body part that helps the animal move.

Resources

[Guided Activity](#) using Google Slides



Thursday – 30 minutes

Activity / Task

Sorting by Features

To access *this interactive lesson*, <https://tinyurl.com/HISDScienceKDay17>

Objective: I can **observe** and **identify** body parts of different animals.

Think About It!

How can we sort animals into groups based on their physical characteristics? *Discuss this question and share your thinking with someone in your home!*

Do It!

What you need:

- Adult Supervision
- Magazines or newspaper
- Science notebook or paper
- Pencil or crayons
- Scissors
- Glue

What to do:

- **Think** of different animals that you have seen on tv, read about, or seen in your neighborhood.
- **Discuss** with someone how are those animals alike and how are they different.
These animals have _____ . These animals can _____ .

Understand It!

There are many different types of animals on Earth. Animals can be grouped together based on common characteristics.



Image by Marc Pascual from Pixabay



Image by Jean van der Meulen from Pixabay



Image by Irenna86 from Pixabay

Apply It!

- **Find** pictures of animals in magazines or newspapers.
- **Glue** the pictures in your notebook.
- **Discuss** with someone how you sorted them.
- **Label** how they are similar.

This group of animals are similar because they have _____ .

Resources

[Guided Activity](#) using Google Slides

Friday – 30 minutes

Activity / Task

Create an Animal

To access this interactive lesson, visit <https://tinyurl.com/HISDScienceKDay18>

Objective: I can create an animal based on its physical characteristics.

Think About It!

What physical characteristics do animals have? *Discuss this question and share your thinking with someone in your home!*

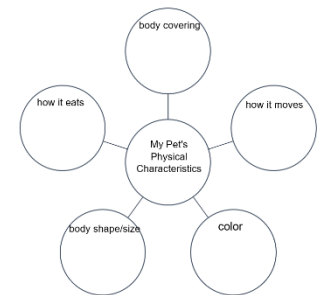
Do It!

What you need:

- Adult Supervision
- Science notebook or paper
- Recyclable materials
- Your pet
- Pencil or crayons
- Art supplies (markers, glue, construction paper, etc.)

What to do:

- **Copy** this organizer into your science notebook.
- **Observe** your pet closely.
Note: If you do not have a pet, think about a pet you would like to have.
- **Identify** physical characteristics that fit into the categories of the organizer.
- **Discuss** your thinking with someone.
My _____ has _____ to help it _____.
- **Record** the characteristics on the organizer.



Graphic created by HISD Curriculum using Microsoft Office

Understand it!

Physical characteristics are the external parts of animals. Each part has a function that helps the organism survive in its environment. Different species have physical characteristics that make them different from other organisms.

Apply It!

- **Gather** art supplies and recyclable materials.
- **Think** about an animal you could create using the materials.
- **Sketch** the animal into your science notebook.
- **Use** the materials to create a model of the animal you chose.
- **Share and discuss** the animal's physical characteristics represented by your model.



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Resources

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