

Monday April 27	Tuesday April 28	Wednesday April 29	Thursday April 30	Friday May 1
<p>Objective: Use my senses as a tool of observation to identify properties and patterns of objects.</p> <p>Overview: Students will use their five senses as a tool to explore and observe the properties of 6 different objects.</p>	<p>Objective: Use my senses to sort objects as heavy or light.</p> <p>Overview: Students will use their senses to sort items from lightest to heaviest from their toy box.</p>	<p>Objective: Observe and describe the position and location of an object.</p> <p>Overview: Students will use their senses to identify the position of different items in a room.</p>	<p>Objective: Observe and describe what happens when objects are exposed to thermal energy.</p> <p>Overview: Students will observe an ice cube as heat is added to it and describe the changes.</p>	<p>Objective: Observe, record, and discuss how materials can be changed by cooling.</p> <p>Overview: Students will observe a glass of water and describe the changes as ice is added to it.</p>
Monday May 4	Tuesday May 5	Wednesday May 6	Thursday May 7	Friday May 8
<p>Objective: Describe the characteristics of each season.</p> <p>Overview: Students will observe trees over the seasons and discuss the similarities and differences.</p>	<p>Objective: Observe, describe, and illustrate objects in the sky such as the clouds.</p> <p>Overview: Students will observe the sky during the day and record their observations.</p>	<p>Objective: Give examples of ways to use rocks, soil, and water.</p> <p>Overview: Students will go on a natural resources scavenger hunt and create a colorful book of their findings.</p>	<p>Objective: Demonstrate how to conserve natural resources.</p> <p>Overview: Students will discuss how conservation can help protect our natural resources.</p>	<p>Objective: Recycle and reuse paper, plastic, and metal.</p> <p>Overview: Students will create a recycle bin at home to practice conservation of natural resources.</p>

Monday – 30 minutes

Activity / Task

Use of Senses

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay19>

Objective: I can use my senses as a tool of observation to identify properties and patterns of objects.

Think About It!

What properties of objects and patterns are observed through our senses?

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

Do It!

What you need:

- 6 different objects in a paper bag/sack
- Science notebook or paper
- Magazine or newspaper
- Pencil or crayons
- Scissors
- Adult Supervision

What to do:

- **Discuss** with someone what body parts are used for your five senses. (Sight, Hearing, Taste, Smell, Touch)
- **Ask** an adult to find 6 different objects and place in a paper bag or sack.
- **Observe** the objects in the bag without using your sense of touch, sight and taste.
- **Describe** what you hear or smell.
I think it is a _____ . I used my sense of _____ .
- **Describe** the objects using the sense of touch.
I think it is a _____

Understand It!

We can explore and observe properties by observing them with our five senses and simple science tools. To observe means to use our five senses to help us learn.

Apply It!

- **Copy** this table into your science notebook.


Taste	Sight	Smell	Hear	Touch
				

Image by Richard John from Pixabay

- **Cut** out pictures from magazines or newspaper.
- **Sort** the pictures into groups on the table.
- **Glue** the pictures onto the table.

Resources

[Guided Activity](#) using Google Slides



Tuesday – 30 minutes

Activity / Task

Toy Box Science: Heavy or Light

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay20>

Objective: I can use my senses to sort objects as heavy or light.

Think About It!

How will I know if an object is heavy or light?

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

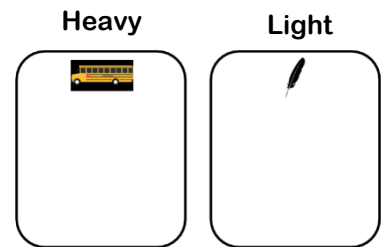
Do It!

What you need:

- Adult supervision
- Science notebook or paper
- Pencil or crayons
- Variety of objects you can hold from toy box or around the house

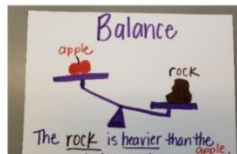
What to do:

- **Create** this sorting mat onto a sheet of paper. Label one side heavy. Label the other side light.
- **Pick** up 2 different toys. One for each hand.
- **Lift** the objects up and down.
- **Describe** which toy feels lighter or heavier.
_____ feels lighter.
_____ feels heavier.
- **Sort** the toys onto the mat.
- **Observe and compare** a different set of toys.



Graphic created by HISD Curriculum using Microsoft Office

Understand It!

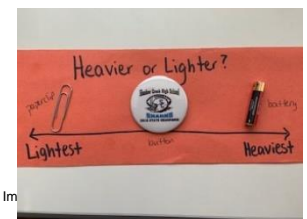


Anchor Chart created by HISD Curriculum using Marker

In science, we use a balance to measure how heavy or light something is. Today you used your hands to act as a balance. This is called hefting. Objects that feel lighter are lifted higher in the air than objects that feel heavier.

Apply It!

- In your science notebook, **draw** a line with an arrow on each end.
- **Choose** 3 objects from the sorting mat.
- **Heft** the objects two at a time. **Sequence** them on the line from lightest to heaviest OR heaviest to lightest.
- **Draw** and **label** your observations in your science notebook.
- **Describe** your observations. **Record** the sentence.
The _____ is lighter than the _____. The _____ is heavier than the _____.



Resources

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Wednesday – 30 minutes

Activity / Task

Location and Position

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay21>

Objective: I can observe and describe the position and location of an object. *Discuss this question and share your thinking with someone in your home!*

Think About It!

How do we describe the location of an object?

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

Do It!

What you need:

- Adult Supervision
- Room with objects in it
- Notebook/paper
- Pencil or crayons

What to do:

- **Observe** different objects in the room.
- **Describe** what you see in the room to someone.
The book is in front of the cup.
- **Play** I spy describing objects in the room and their position.
I spy something blue behind the door.

Understand it!

The motion of an object can be described as moving in a straight line, zig zag, round and round, fast or slow, and/or up and down. When we describe an object's location in relation to another object, it can be described as above, below, behind, in front of, or beside.



Anchor Chart by HISD Curriculum using Marker

Apply It!

- **Observe** your objects in the room.
- **Play** a game of Simon Says with someone where they ask you to position yourself around a given object:
Simon says stand in front of the table. or Simon says put your hand above your head.
- **Record** in your notebook positions words and where you were.
I stood behind the sofa. I sat below the table.

Resources

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Thursday – 30 minutes

Activity / Task

Exploring Thermal Energy

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay22>

Objective: I can observe and describe what happens when objects are exposed to thermal energy.

Think About It!

What do you observe when the temperature of an object increases?

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
- Blow dryer
- Ice cube

What to do:

- **Create** this recording sheet in your science notebook.
- **Observe** an ice cube. **Describe** its shape and how it feels.
- **Place** the ice cube on a plate. **Illustrate** the ice cube on the “before” side of the recording sheet.
- **Turn** on the blow dryer. **Describe** how the air from the blow dryer feels.

Note: Parts of the blow dryer may become hot. Be careful not to touch the warm or hot parts.

- **Aim** the blow dryer at the ice cube for 3-5 minutes. Turn off the blow dryer when done.
- **Observe** how the ice cube changed. **Illustrate** the ice cube on the “after” side of the recording sheet.

- **Describe** how the ice cube changed.
Before the ice cube was _____. Now the ice cube _____.

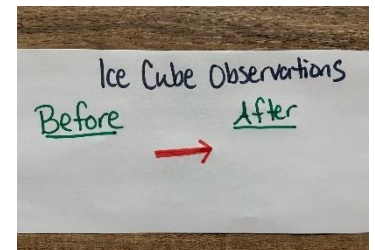


Image created by HISD Curriculum using iPhone

Understand It!

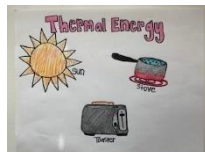


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Thermal energy is a kind of energy that can make things warm or hot. This happens when temperature increases. We cannot hear, taste or smell thermal energy, so how do we know it's there? We can feel it or see the effects of thermal energy on other things.

Apply It!

- **Fold** a few sheets of paper together to make a book.
- **Write** the title “What Can Thermal Energy Do?” on the cover.
- **Go** on a thermal energy scavenger hunt (indoors, outdoors or use pictures).
- **Look** for examples of thermal energy (things that give off heat).
- **Draw** a different example for each page of your book.
- **Label** what thermal energy can do in each picture.

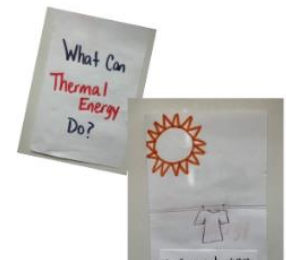


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Resources

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Friday – 30 minutes

Activity / Task

Thermal Energy

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay23>

Objective: I can observe, record, and discuss how materials can be changed by cooling.

Think About It!

What do you observe when the temperature of an object changes?

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
- Ice
- Cup of water with ice cubes and without ice cubes

What to do:

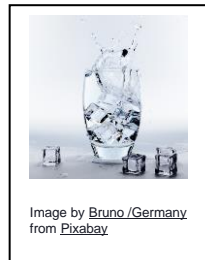
- **Think** about what will happen once you start adding ice cubes to room temperature water.
- **Discuss** your thoughts with someone.
I think water without the ice will feel _____. I think water with ice will feel _____.
- **Explore** how each cup of water feels with your sense of touch.
- Illustrate in your notebook what the cups of water looks like after 10 minutes

Cup without Ice	Cup with Ice

I notice when you add ice to water it makes it feel _____ after 10 minutes.

Understand It!

Temperature is the measure of how hot or how cold something is. Some objects are cold. Some objects are hot.



Apply It!

- **Find** a liquid in the kitchen (ask an adult for help)
- **Observe** the liquid at room temperature. Add ice cubes to the liquid and place it in freezer for 15 minutes.
- **Describe** what you notice to someone.
- **Compare** the two liquids with someone.

The water felt cooler than the _____. The _____ felt cooler than the water.

Resources

[Guided Activity](#) using Google Slides

Monday – 30 minutes

Activity / Task

Seasons of the Year

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay24>

Objective: I can describe the characteristics of each season.

Think About It!

What are the seasons? How are the seasons similar or different?

Discuss these questions 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:

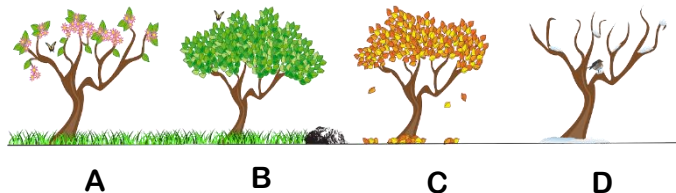


Image by OpenClipart-Vectors from Pixabay

- **Observe** the picture of the trees.
- **Discuss** with someone how the trees are similar and different.
- **Match** the tree to a season: _____ Summer _____ Winter _____ Spring _____ Fall
- In your science notebook, **draw** the tree of your favorite season. Describe why
My favorite season is _____. It is my favorite because _____.

Understand It!



Image by kmicican from Pixabay

A season is a time of year. The seasons are spring, summer, fall, and winter. Trees and other plants are alive all year long, including trees whose leaves fall off. Winter is a resting period for plants. Their roots continue to take in nutrients and water from the soil. Spring has more hours of sunlight and more rain. Trees sprout new leaves and begin growing again.

Apply It!

- **Play** Simon Says. **Ask** someone to play Simon.
- **Go** to your closet or dresser.
- Simon **calls** out a season – Spring, Summer, Fall or Winter
- **Choose** something you would wear in that season.
- **Share** the reason for your choice. **Repeat** for all the seasons.



Image by OpenClipart-Vectors from Pixabay

Resources

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Tuesday – 30 minutes

Activity / Task

Objects in the Sky

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay25>

Objective: I can observe, describe, and illustrate objects in the sky such as the clouds.

Think About It!

What objects do you see in the sky during the day?

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** the sky during the day.
Note: Adult supervision required. Make sure to not look directly at the sun
- **Discuss** with someone what you observed.
I see _____. I notice that the clouds look like _____.
- **Record** in your notebook what the clouds would be if it was an object.

This cloud reminds me of a heart.



Image by 95C from Pixabay

Understand It!

Day is the time between sunrise and sunset. Sky is the upper air and space around the Earth. Clouds are a white or gray mass in the sky that is made of many small drops of water.



Image by Ashish Bogawat from Pixabay

Apply It!

- **Take** a nature walk outside focusing on objects in the sky. (adult supervision needed)
- **Find** pictures of objects that you may have seen or would see in the sky.
- **Glue** the pictures in the notebook.
- **Discuss** with the someone about the pictures.

Resources

[Guided Activity](#) using Google Slides

Wednesday – 30 minutes

Activity / Task

Natural Resources

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay26>

Objective: I can give examples of ways to use rocks, soil, and water.

Think About It!

How do we use rocks, soil and water?

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
- Magazines or newspaper

What to do:

- **Go** on a Natural Resources Scavenger Hunt.
- **Look** for ways that rocks, water and soil are used.
- **Discuss** how each natural resource is used.
(Rocks, soil, or water) _____ is used to _____.

Understand It!

The Earth provides us with natural resources such as rocks, soil, and water. Rocks, soil and water can be used to make things that we use in our everyday lives.

Apply It!

- **Fold** a few sheets of paper together to make a book.
- **Write** the title “Ways We Use Natural Resources” on the cover. Inside the book, title each page with a different resource: Rocks, Soil or Water.
- **Find** pictures (or draw) that show how rocks are used.
- **Cut** and glue the pictures onto the rocks page.
- **Repeat** for soil and water.



Anchor Chart by HISD Curriculum using Marker

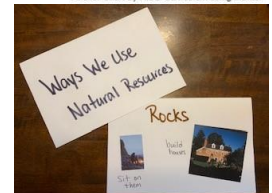


Image created by HISD Curriculum using iPhone

Resources

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Thursday – 30 minutes

Activity / Task

Conservation of Resources

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay27>

Objective: I can demonstrate how to conserve natural resources.

Think About It!

What are some things we can do in our homes to conserve?

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

Do It!

What you need:

- Adult Supervision
- Cup of water
- Science notebook or paper
- Pencil or crayons
- Trash

What to do:

- **Discuss** with someone how you help take care of the Earth.
I turn off the lights when I leave the room.
- **Look** at a cup of water.
- **Think** about how you use water. **Discuss** your thinking.
I use water to _____.
- What are some examples of wasting water? Why is it important not to waste water?

Understand It!


The Earth provides us with all the natural resources we need to live and survive. Some of those resources are water, soil, rocks, plants, and air. We should only use what we need. This is called conserving our natural resources. Conserve means to save. One way to conserve resources is to reuse them.



Image by Ciker-Free-Vector-Images from Pixabay

Apply It!

- **Create** the table in your notebook.

Conserve (Reuse)	Dispose (Trash)
 <p>Image by mohamed Hassan from Pixabay</p>	

- **Explore** what has been thrown away in your trash can
- **Think** about what items in the trash could be reused.
- **Discuss** your thinking. **Sort** the items into two piles. Reuse or Trash
I think we could reuse the water bottle by putting more water into it.
- **Illustrate** two examples for each side.

Resources

[Guided Activity](#) using Google Slides

Friday – 30 minutes

Activity / Task

Look Before You Toss!

To access this interactive lesson, visit <https://tinyurl.com/HISDGradeKDay28>

Objective: I can recycle and reuse paper, plastic, and metal.

Think About It!

What things can be recycled and reused at home?

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
- Recyclable materials
- Art supplies (markers, glue, construction paper, etc.)

What to do:

- **Find** a container to collect things in.
- **Make** a sign with the recycle symbol. **Tape** the sign onto the container like shown.
- **Identify** items that can be recycled before it is thrown away.
- **Look** for the recycle symbol on the item.
- **Discuss** your thinking with someone.
_____ is made of _____ (paper, metal or plastic).
It can be recycled.
- **Place** the item into your recycling container.
Note: Make sure the item is rinsed clean first.

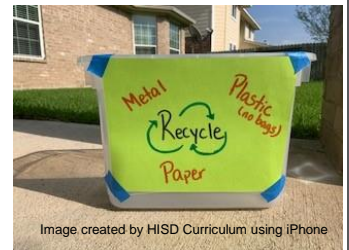
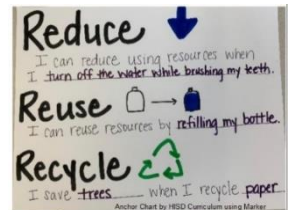


Image created by HISD Curriculum using iPhone

Understand It!

There are three ways we can conserve natural resources: reduce, reuse, and recycle.



Anchor Chart by HISD Curriculum using Marker

Apply It!

- **Gather** the recyclable materials you collected.
- **Think** about how you could reuse the materials to make something new and useable. Use your creativity!
- **Sketch** a design in your science notebook.
- **Build** it!
- **Share** and **discuss** the materials reused.

Recycled Cassette Art



Image by KoalaParkLaundromat from Pixabay

Resources

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