K-3 Science Remote Learning Activities

Below is a list of activities that students can work on during the unexpected closure of schools. Activities are designed to reinforce the learning already facilitated to students during the 2019-2020 Academic School Year. This Remote Learning Activity Packet was created for a minimum of (6) days of independent practice over three weeks, with two (2) activities per week.

The content focus is as follows:

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**Additional Online Resources through Clever**

- Discovery Education: Living and Non-living Things
  [https://cleversso.discoveryeducation.com/learn/videos/60313ae6-6830-4039-a423-033a9be44f11/](https://cleversso.discoveryeducation.com/learn/videos/60313ae6-6830-4039-a423-033a9be44f11/)

- What Do Living Things Need?
  [https://cleversso.discoveryeducation.com/learn/videos/c04cf647-8d6f-46c3-32ee4405b65c/](https://cleversso.discoveryeducation.com/learn/videos/c04cf647-8d6f-46c3-32ee4405b65c/)

**External Online Resources**

- YouTube: Living and Nonliving Things for Kids
  [https://www.youtube.com/watch?v=ITFu378q1Y](https://www.youtube.com/watch?v=ITFu378q1Y)
Activity 1: Is It Living or Make Believe?

How is a real bear different than a teddy bear? If you observed a living bear and the teddy bear, how would your observations be different?

We know that humans and animals are living things. Did you know that plants are living things as well? Flowers, plants, frogs, and birds are all living things.

Close your eyes and pretend that you are taking a walk. Where are you? In the woods? On the beach? In your neighborhood? What living things do you see or hear? What nonliving things do you sense? How can you tell the difference?

What are the living things around us? In the table below list 3 living and nonliving things around your home. Below the table, explain how you know.

<table>
<thead>
<tr>
<th>Living</th>
<th>Nonliving</th>
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I know when things are living because ___________________________________________________________________
Activity 2: Young Parents That Look Like Their Parents

Some children look like their parents. Young plants can look like their parents too!

A young pine tree has leaves like needles. Its parent has leaves like needles too. The trees look like a triangle.

An oak tree grows from an acorn. The parent oak tree makes acorns. The leaves of the seedling and parent have the same shape.

Grass seedlings grow close together. The parents grow close together too. The seedlings and parents are short plants. They have the same long, thin shape.

Eggplants have many leaves on a stem. The parent plant looks like its seedlings. But, the parent plant can make big purple fruit.
**Activity 2: Young Parents That Look Like Their Parents**

Maya was walking to school and saw two different baby plants. She took pictures of the plants. She was wondering what type of plant the baby plant will be when it grows older. Can you help her match the parent plant that show what her baby plant will look like as it grows?
Activity 3: What Do Living Things Need?

Pretend you are playing outside. You are very hot. Do you need a drink of **water**? The sky gets gray. Plip. Plop. Plip. Plop. Oh no! It is raining. Do you need to go inside?

Use the questions about the picture below to “turn and talk” with a friend, family member or partner.

Just like all people, you have needs. Do other living things have needs too? Think about what the people and animals need. In the picture below, what do the buffalo need to survive?

There are lots of things in the picture. Some are living, and some are nonliving. How many different living things did you see? How are they different from the nonliving things?
Activity 3: What Do Living Things Need?

Imagine you are getting a new dog. What will your dog need to live, grow, and stay healthy? How can you help your dog meet its needs?

New Puppy

What does this puppy need to live, grow, and stay healthy? Answer this question below.

How do you share your ideas with other people? Choose at least one way:

- Write your answer in the box below
- Video yourself saying what you think
- Sketch a picture in the box below
Activity 4: How Do Living Things Change

Have you seen a photo of yourself as a baby? What did you look like? What do you see when you compare yourself as a baby to what you look like now? You have changed as you have grown.

Use the Venn Diagram below to compare what you see in your photo of yourself as a baby and what you look like now. List at least two things in each part of the diagram. Think of things like your eye color, hair, and other features that grow and change.

*Venn Diagram: What I Looked Like As A Baby and What I Look Like Now*

Sketch a picture of yourself as a baby below. Include some of the things from your Venn Diagram.
Activity 5: Life Cycles in Plants and Animals

All living things grow and change. Each living thing has stages of life. These stages make up the life cycle. Plants and animals have life cycles. Each living thing passes through different stages as it grows.

Trees begin their life cycle as seeds. The seed sprouts. The tree begins to grow. Tiny roots and a green stem appear. A long time passes. The tree grows tall. It has leaves and bark. Some trees have flowers. The flowers produce seeds that will be a new tree. The life cycle continues.

Consider the red-tailed hawk pictured below. The red-tailed hawk is one of the most common North American hawks. Hawks build their nests in trees growing in open grasslands. Birds of prey prefer to live in open habitats where they can easily spot their food.

What are the life stages for birds? Answer this question below.

How do you share your ideas with other people? Choose at least one way:
- Write your answer in the box below
- Video yourself saying what you think
- Sketch a picture in the box below
Activity 6: Investigation: Inspecting Your Spot

Inspecting Your Spot

In this activity, you will use an observation area to study the environment. You will use your senses to describe the environment in your observation area.

You can use your observation area to study living things like plants, and nonliving things like rocks.

Materials List:

- Small twigs or pre-cut pieces of yarn, or a hula hoop
- Paper bag
- Soap

Getting Ready

What is this activity about?

What to do: Write the goal of this activity below.
# Sensory Investigation

**What senses will you need to use for this activity?**

**What to do:** Check the small boxes that apply.

- [ ] I will look at things.
- [ ] I will touch things.
- [ ] I will listen to things.
- [ ] I will smell things.
### Plan

**What will you do in this activity?**

Describe your observation area. You can make pictures if you would like.

### Describe

**What did you do in this activity?**

Describe what you found in your observation area. You can make pictures if you would like.
Scientific Explanation

What did you learn in this activity?

**What to do:** Answer the questions.

Why is it important to use your senses in your observation area?

Why is it important for scientists to ask questions?