

**Kindergarten Science**  
**Quarter 1**  
**Remote Learning**  
**Practice and Enrichment Packet**



Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Science and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

Activity	Page Number	Suggested Pacing
<b>Matter Scavenger Hunt</b>	3-4	Week 1-2
<b>Making Oobleck</b>	5-6	Week 3-4
<b>Change Clay</b>	7-8	Week 5-6
<b>What Seeds Need to Grow</b>	9-12	Week 7
<b>What Do You See?</b>	13-16	Week 8-9



Kindergarten Science Activity: Matter Scavenger Hunt	
Grade Level Standard(s)	K.PS1.1: Plan and conduct an investigation to describe and classify different kinds of materials including wood, plastic, metal, cloth, and paper by their observable properties (color, texture, hardness, and flexibility) and whether they are natural or human-made. K.ETS1.1: Ask and answer questions about the scientific world and gather information using the senses. K.ETS1.2: Describe objects accurately by drawing and/or labeling pictures.
Caregiver Support Option	Help your student by guiding them through the directions. Allow you student to explore the room to discover different types of solids and liquids.
Materials Needed	Household materials
Essential Question	How do we describe matter?
Learning Outcome	Students will be able to make observations to classify different types of matter and materials.

Name \_\_\_\_\_ 

## Inquiry Activity

### Matter Scavenger Hunt

**Make a Prediction** Look around . Will you find more solids or liquids? Circle the answer.

☐ I will find more solids.

☐ I will find more liquids.

## Carry Out an Investigation

1 Look around your classroom. What





different kinds of matter do you see?

2 Find three things.

**Record Data** Draw a solid you found.

A large, empty rectangular box with a thin blue border, intended for a student to draw a solid object they have found.

 Did you find more liquids or solids?  
Talk about it.



Kindergarten Science Activity: Making Oobleck	
Estimated Time	30 minutes
Grade Level Standard(s)	K.PS1.1: Plan and conduct an investigation to describe and classify different kinds of materials including wood, plastic, metal, cloth, and paper by their observable properties (color, texture, hardness, and flexibility) and whether they are natural or human-made. K.PS1.2: Conduct investigations to understand that matter can exist in different states (solid and liquid) and has properties that can be observed and tested. K.ETS1.1: Ask and answer questions about the scientific world and gather information using the senses.
Caregiver Support Option	Help your student by guiding them through the directions.
Materials Needed	safety goggles, bowl, water, cornstarch, spoon
Essential Question	What are the properties of solids?
Learning Outcome	Students will demonstrate the ability conduct an investigation to describe the properties of solids.
Purpose	Students will make a material and test its properties.

## Inquiry Activity Make Oobleck

**Make a Prediction** Are all materials solids? Circle the answer.

☐ yes

☐ no

BE CAREFUL Wear safety goggles.

## Carry Out an Investigation

- 1 Pour water in a bowl.
- 2 Add cornstarch.
- 3 Stir until it becomes gooey.

Isoobleck asolid  
or a liquid?





4 Squeeze your oobleck. Roll it into a ball. Drag your fingers through it. Scoop it up.

💬 Is oobleck a solid? Talk about it with your class or a partner.



Kindergarten Grade Science Project: Change Clay	
Estimated Time	20-30 minutes
Grade Level Standard(s)	K.PS1.3: Construct an evidence-based account of how an object made of a small set of pieces (blocks, snap cubes) can be disassembled and made into a new object. K.ETS1.1: Ask and answer questions about the scientific world and gather information using the senses. K.ETS2.1: Use appropriate tools (magnifying glass, rain gauge, basic balance scale) to make observations and answer testable questions.
Caregiver Support Option	Help your student by reading by guiding them through the directions.
Materials Needed	clay, pan balance, gram cubes, glue
Essential Question	How can the same materials be used to make new objects?
Learning Outcome	Students will demonstrate the ability to construct a model to show how matter can be arranged in different ways.

## Inquiry Activity Change Clay

**Make a Prediction** Change the shape of a piece of clay. Will you need more cubes to measure it? Circle the answer.

yes ☐ no ☐

### Carry Out an Investigation

- 1 Put clay in one pan.
- 2 Put cubes in the other pan.
- 3 Balance the pans. Count the

Will you need more cubes to balance an object after you change its shape?





- 4 Change the shape of the clay.  
Put it in a pan.
- 5 Put cubes in the other pan.
- 6 Balance the pans. Count the cubes.

**Record Data** Use a separate sheet of paper. Draw both shapes of clay. Write the number of cubes for each shape.

- 🗨️ Compare the number of cubes you used each time. Tell a partner.





Kindergarten Science Activity: What Seeds Need to Grow	
Estimated Time	20-30 minutes
Grade Level Standard(s)	K.LS1.2: Recognize differences between living and non-living materials and sort them into groups by observable physical attributes. K.ETS1.1: Ask and answer questions about the scientific world and gather information using the senses. K.ETS1.2: Describe objects accurately by drawing and/or labeling pictures.
Caregiver Support Option	Help your student by guiding them through the directions.
Materials Needed	two small cups, soil, small rock, package of seeds, black marker, water
Essential Question	How are living and nonliving things different?
Learning Outcome	Students will demonstrate the ability to explain the differences between living and nonliving things.
Purpose	Students will investigate what seeds need to grow.



Name \_\_\_\_\_



## Inquiry Activity

### What Seeds Need to Grow

**Make a Prediction** What do seeds need to grow?



## Carry Out an Investigation

BE CAREFUL. Handle the materials carefully.

- 1 Fill each cup halfway with soil.
- 2 Place the rock in one cup and a seed in the other cup. Label each cup.
- 3 Fill each cup with more soil.
- 4 Place both cups in a sunny location.
- 5 Add water to each cup once a week.
- 6 Observe the cups once a week for four weeks.

What will happen to the seeds and the rock?



Online Content at [connectED.mcgraw-hill.com](https://connectED.mcgraw-hill.com)

Lesson 2 Living and Nonliving Things



**Record Data** Use the table. Draw pictures.

	Week 1	Week 2	Week 3	Week 4
Rock				
Seed				



 Did your seed grow? Did your rock grow? Compare with a partner.

**10** Module [Classify Information](#)



Kindergarten Science Activity: What Do You See?	
<b>Estimated Time</b>	15-20 minutes
<b>Grade Level Standard(s)</b>	K.LS1.3: Explain how humans use their five senses in making scientific findings. K.ETS1.1: Ask and answer questions about the scientific world and gather information using the senses. K.ETS1.2: Describe objects accurately by drawing and/or labeling pictures.
<b>Caregiver Support Option</b>	Help your student by reading by guiding them through the directions.
<b>Materials Needed</b>	small tray, different kinds of objects such as a rock, crayon, toy duck, leaf, spoon, pencil, cotton ball, sunflower seed
<b>Essential Question</b>	How do we use our senses?
<b>Learning Outcome</b>	Students will demonstrate the ability to explain how people use their senses to gather information.
<b>Purpose</b>	Students will use their eyes to observe objects.

## Inquiry Activity What Do You See?

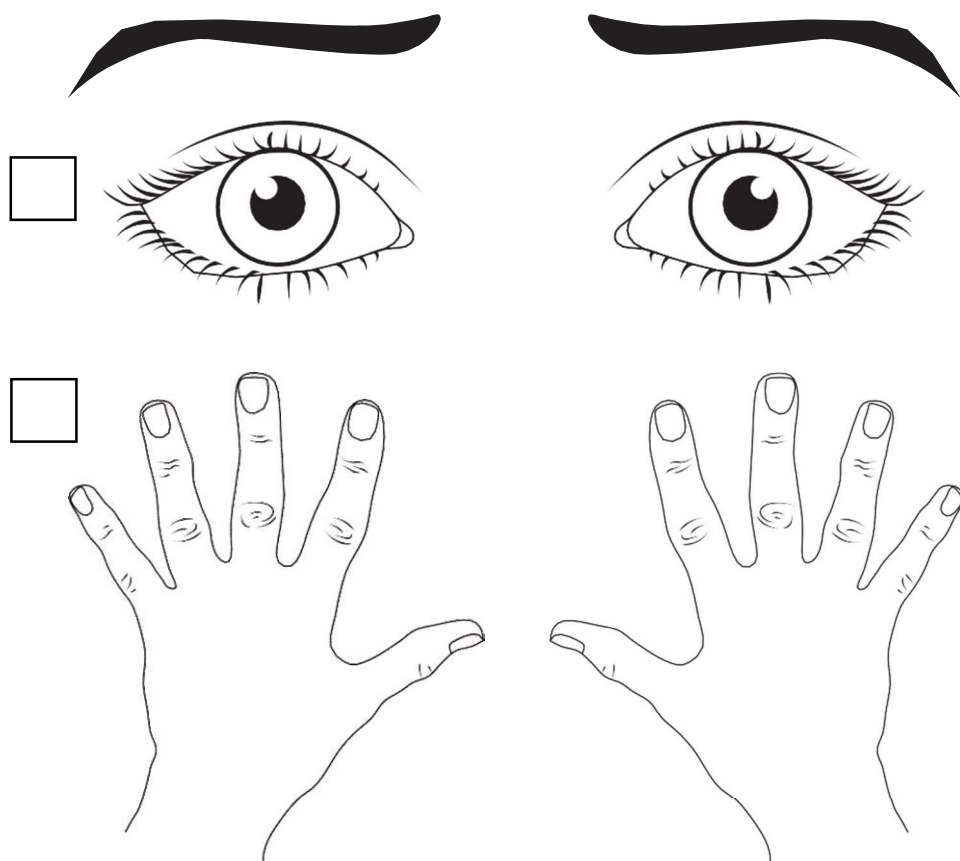
Make a Prediction Circle the answer.

How many objects will you remember?





You see objects on the tray. Which body part do you use to see?



## Carry Out an Investigation

Observe the objects for 10 seconds.



**Record Data** How many objects can you remember? Draw pictures.



How many objects did you remember? Count them.

Circle the number.

 Compare with a partner.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6   ☐ 7   ☐ 8   ☐ 9   ☐ 10