

Kindergarten Science Tasks

Earth Science

SKE1.

- A) Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day.
- B) Make a class timeline of things that happen during the day and things that happen during the night. For example, I get up in the morning and eat breakfast...I go to bed at night and sleep until the next day.
- C) Listen to a book about the day sky and/or night sky and draw pictures about the story.
- D) Observe the position of the sun at different times during the day.
- E) Draw and label things you would see in the day sky and things you would see in the night sky.
- F) Create a pictorial representation to show objects seen in the daytime, at nighttime, and seen both in the day and night sky.

SKE2.

- A) Use what you know to sort rocks into two or more groups and compare them according to their observable physical attributes. Explain the physical attribute you use to sort the rocks.
- B) Classify rocks into groups by observable physical attributes (large/small, heavy/light, smooth/rough, dark/light, etc.). Challenge a classmate to figure out what physical attribute you chose to classify your groups of rocks.
- C) Put rocks and pebbles in order from largest to smallest and/or smallest to largest.
- D) Discuss how earth's materials are used and where they are found.

Physical Science

SKP1.

- A) List your senses and how you use them: Eyes to see, ears to hear, mouth to taste, fingers to feel, nose to smell.
- B) Compare, describe, and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.). For example, put all of the green pieces of clay together or the piece of cloth with flowers printed on it is larger than the piece of cloth with stars printed on it.
- C) Classify common materials (such as buttons or swatches of cloth) according to their physical attributes. Graph numbers of items that have the same physical attributes. (i.e. buttons with two holes, three holes, etc. or red cloth, green cloth, etc., versus those attributes)
- D) Use various containers to observe the "shape" of water.
- E) Use your senses of sight, taste and smell to sort various fruits and vegetables.
- F) Use your sense of hearing to sort objects that you drop into a box. Listen to hear bouncy objects, soft objects, hard objects, etc.
- G) Determine objects that float and objects that sink in water. Make a pictograph to show common objects that float and common objects that sink.

SKP2.

- A) Push, pull, and roll common objects in the classroom and describe their movement.

- B) Sort objects into categories according to their motion. (straight, zigzag, round and round, back and forth, fast and slow, and motionless) For example, the chair does not move unless I push it so it is motionless or still; the ball rolls in a straight line; the wheels on the bus go round and round, etc.
- C) Investigate the movement of spinning tops and the factors that affect the spinning. Draw the path of the top as it spins.
- D) Play “Follow the Leader” using different ways of moving.

SKP3.

- A. Make a class pictograph of things that fall to the ground and things that don't.
- B. Listen to stories about things that float in the air.

Life Science

SKL1.

- A. Explain the difference between living organisms and nonliving objects. Sort pictures or drawings into two columns-- Living and Nonliving and explain your reasons for choosing the nonliving column or the living column. Tell how you know something is living and how you know something is nonliving.
- B. Some animals and plants are alike in the way they look and the things they do. Some animals and plants are very different from one another. Sort pictures and drawings of plants and animals. Explain how plants and animals are alike and how they are different.
- C. Group pictures and drawings of animals in various ways according to their observable features. Choose two physical attributes to sort the pictures, such as appearance (These plants all have flowers.), size (These are big animals and these are small animals.), movement (Animals can hop, swim, walk, and run.), resemblance to parent, where they live, etc.
- D. Group pictures and drawings of plants according to their observable features such as appearance, size, where they live, etc.
- E. Collect seeds. Describe them. Compare seeds according to their similarities and differences. Make a picture by gluing seeds in a pattern around the border of a drawing.
- F. Pour beans into a cup or container. As a class, count the beans in the cup. Pour the same beans into different containers and count them again.

SKL2.

- A. Compile a class book of drawings and/or pictures of common animals such as dogs, cats, fish, birds, etc. Example: If the class book is about dogs, it would show that there are many different breeds, sizes, and colors of dogs.
- B. Group pictures of animals showing their similarities and differences. (color, sounds they make, size, appearance, etc.)
- C. Write and include drawings in a “Me” book to discover how you are an individual—size, features, names, where you live, parents, etc.
- D. Compile a class book of drawings and/or pictures of plants such as grass, trees, flowers, fruits, and vegetables. Example: If the class book is about plants we eat, it would show that there are many different sizes, colors, shapes of plants that are food.
- E. Sort various fruits and vegetables using your senses: how they taste, how they smell, how they look, and how they feel.

- F. Group pictures of plants and/or flowers showing their similarities and differences. (color, shape, size, appearance, etc.)
- G. Observe different flowers and plants. Use your senses to compare them. Smell them, taste foods that are plants, compare the colors, count petals, etc.
- H. Collect different leaves. Sort the leaves into groups according to size, color, shape, etc. Explain how even though the leaves come from a tree, there are different kinds of leaves.
- I. Match pictures of animal parents and their offspring explaining the observable features that helped you know what to match. (Example: dog and puppy; cat and kitten; cow and calf; duck and ducklings, etc.)
- J. Explain how you can tell the difference between a parent and a baby. Make a collage of pictures and/or drawings of parents and their babies.