Preview - Information

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Workbook Preview

Kindergarten – Science Unit

Energy

Organizing Idea	**Energy**: Understandings of the physical world are deepened by investigating matter and energy.
Guiding Question	How can objects, humans, and other animals move?
Learning Outcome	Children explore movement of objects, humans, and other animals.

	Skill and Procedures	Pages
E.1	Move objects in a variety of ways.	18-32, 50-59
E.2		53
E.3		-53
E.4	animals can move.	-53
E.5	Examine the reasons why humans and other animals move.	43-53

Organizing Idea	**Computer Science**: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking
Guiding Question	How can objects, humans, and other animals move?
Learning Outcome	Children explore movement of objects, humans, and other animals.

	Skill and Procedures	Pages
CS.1	Follow a sequence of two steps related to a learning experience.	60-62

NAME: _____

ENERGY

Name: _____ 6

Curriculum Connection
E2

What Is Movement?

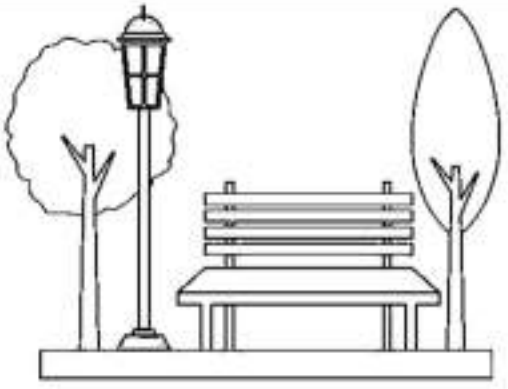
Movement Is All Around Us

Movement is when something changes place. If it moves, it is not in the same spot as before. We can see movement with our eyes. We can move our bodies and watch other things move too.

Direc her the item is moving or not moving.

A Fish in Water	
	
Moving	Not Moving

A Rock on the Ground	
	
Moving	Not Moving

A Park Bench	
	
Moving	Not Moving

A Bird in the Sky	
	
Moving	Not Moving

Curriculum Connection
E2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: ______________________ | Mark

Draw a line to match.

Something moves for a ...	☐	☐	Stays still
When something moves it	☐	☐	Reason
Something that does not move	☐	☐	Changes place

Name: ______________________ | Mark

Draw a line to match.

Something moves for a ...	☐	☐	Stays still
When something moves it	☐	☐	Reason
Something that does not move	☐	☐	Changes place

Name: ______________________ | Mark

Draw a line to match.

Something moves for a ...	☐	☐	Stays still
When something moves it	☐	☐	Reason
Something that does not move	☐	☐	Changes place

Name: ______________________ | Mark

Draw a line to match.

Something moves for a ...	☐	☐	Stays still
When something moves it	☐	☐	Reason
Something that does not move	☐	☐	Changes place

Name: _____ 9

Curriculum Connection
E 2

Story: Things That Move and Things That Do Not Move

Draw Draw pictures that show the story:

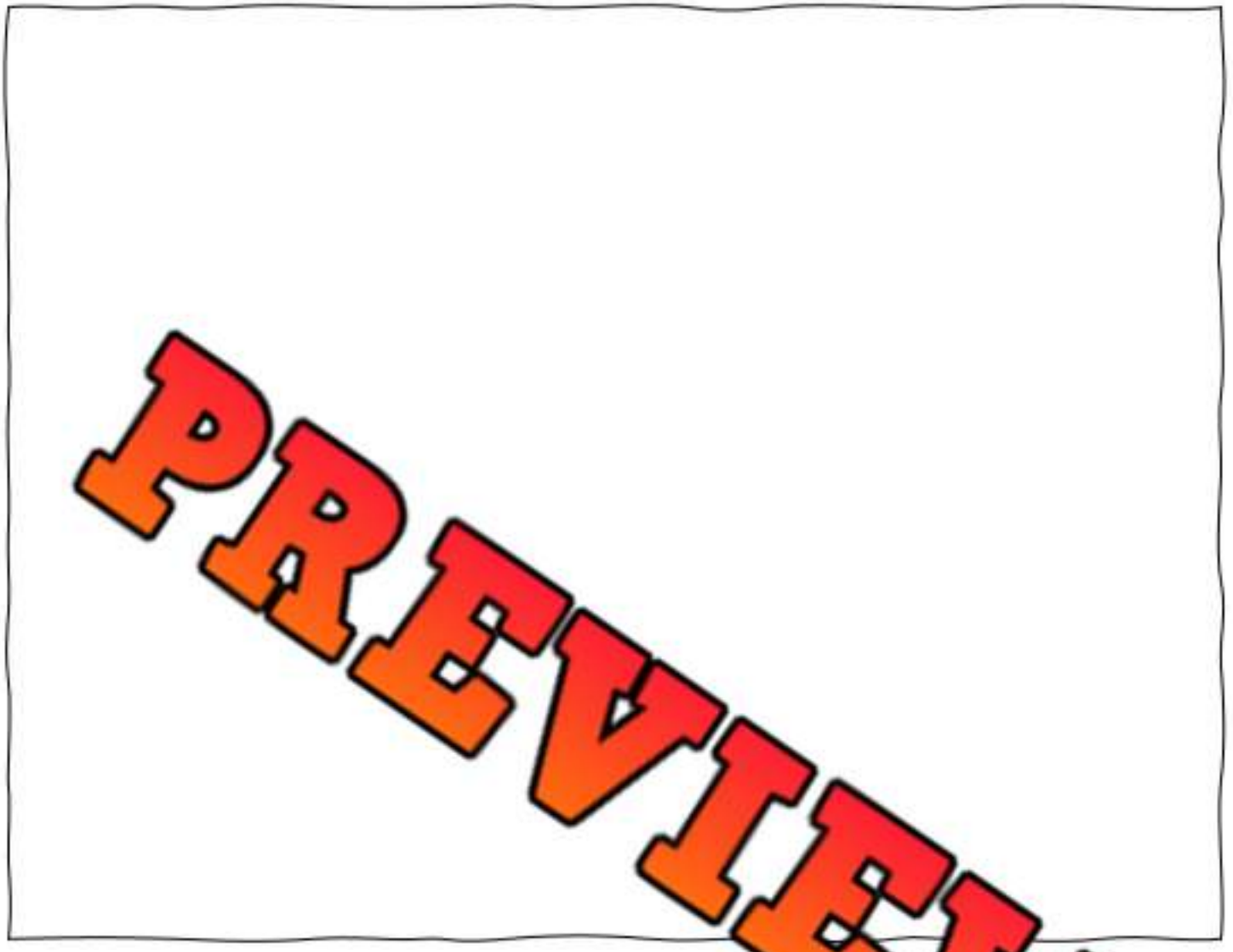
What Moves in Our Class?

In a cla[illegible]lia and Ben looked for things that move and things tha[illegible] The room has 4 walls and 1 big door. The walls [illegible]o not [illegible]he[illegible] stay in one place all day.

They have 20 chai[illegible]air [illegible]t move unless they push or pull it. When Ben pushed his [illegible]ged place.

Name: _____ 10

Curriculum Connection
E 2



Mia saw 1 clock on the wall. The clock stays on the w but its 2 hands move in a circle. The second hand moves fast. The hour hand moves slow.

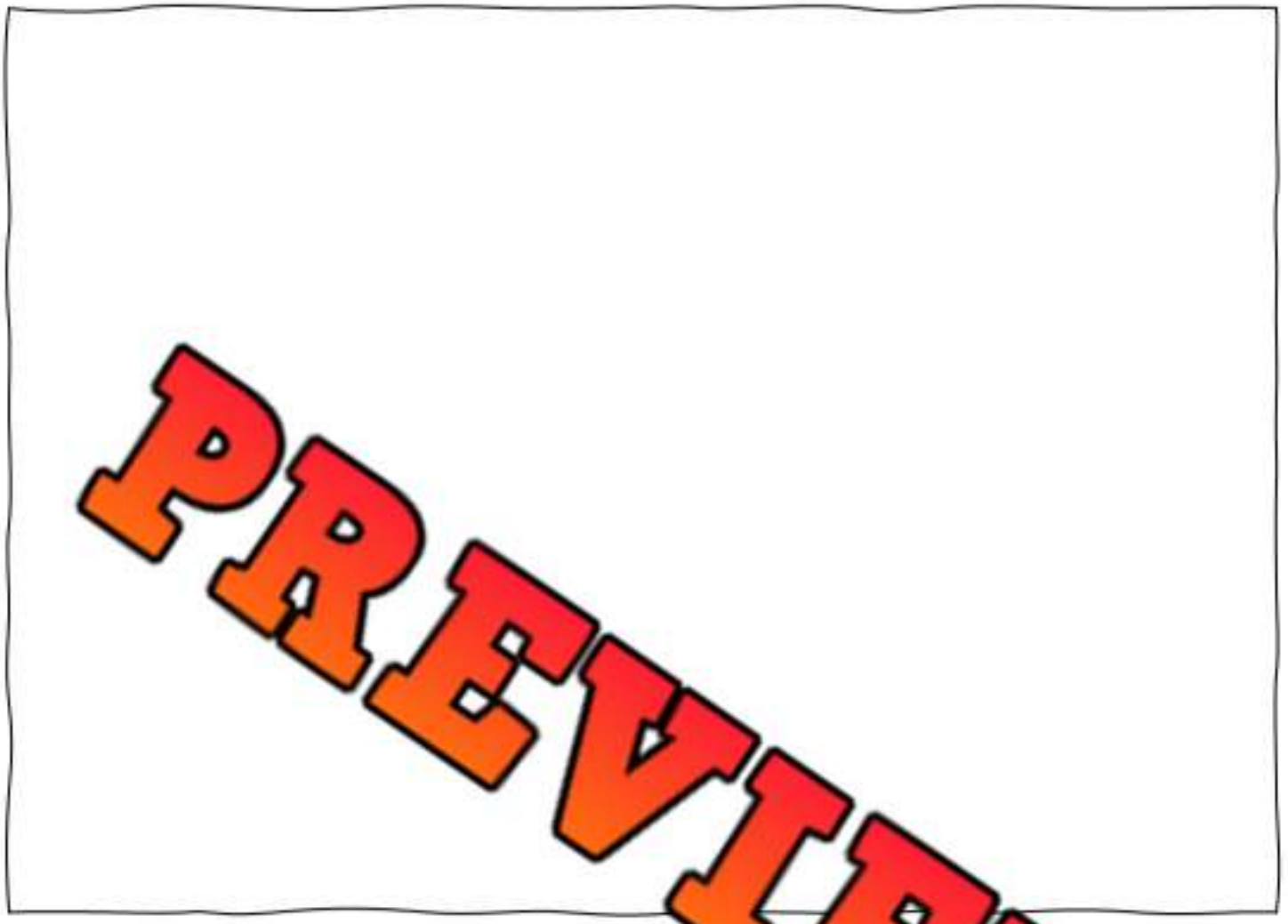
At recess, they saw 3 balls roll across the yard. Balls move when they kick or throw them.

Outside, Ben pointed to the school. The school does not move. It is a big building that stays in one spot.

They saw 5 trees by the fence. The trees stay in the ground, but their le[illegible]s move in the wind. The wind can push light things.

Name: _____ 12

Curriculum Connection
E 2



Mia saw 2 birds fly over the yard. Birds can move

their wings. They saw 1 red car drive on the road. The car

moves because a driver makes it go.

Mia and Ben learned that movement means something changes

place over time.

Name: _____ 13

Curriculum Connection
E 2

What Moves? What Stays?

Circle Circle Yes or No for the sentences below.

1) Do we move to get food?	Yes	No
2) Do w[illegible]ove to find water?	Yes	No
3) Do [illegible] no reason at all?	Yes	No
4) Do [illegible] safe?	Yes	No

Fill in the Blanks [illegible]ds in the word bank to fill in the blank[illegible]

1)	A ball can _____ whe[illegible]ick
2)	A big school will _____ [illegible]lace
3)	I can _____ a chair to make it move.
4)	I can _____ a wagon to make it move.
5)	Some things only _____ when we push or pull them.

Move	Pull	Wall
Push	Stay	Move

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Put a checkmark (✓) on the correct answer!

A chair that someone pulls. Does it **move** or **stay**?	
○ Move	○ Stay
A big school building. Does it **move** or **stay**?	
○ Move	○ Stay

Name: _____ Mark

Put a checkmark (✓) on the correct answer!

A chair that someone pulls. Does it **move** or **stay**?	
○ Move	○ Stay
A big school building. Does it **move** or **stay**?	
○ Move	○ Stay

Name: _____ Mark

Put a checkmark (✓) on the correct answer!

A chair that someone pulls. Does it **move** or **stay**?	
○ Move	○ Stay
A big school building. Does it **move** or **stay**?	
○ Move	○ Stay

Name: _____ Mark

Put a checkmark (✓) on the correct answer!

A chair that someone pulls. Does it **move** or **stay**?	
○ Move	○ Stay
A big school building. Does it **move** or **stay**?	
○ Move	○ Stay

Name: _____ 15

Curriculum Connection
E 2

Two Corners – Movement

Objective What are we learning about?

Students will think about what movement means and how objects change position. They will learn that some things move and some things stay still. Students share their ideas and explain their thinking.

Materials What you need for the activity?

- A list of questions
- Labels for each corner of the room, such as "Corner 1" and "Corner 2"

Instructions How will you complete the activity?

1) Label two corners of the room as Corner 1 and Corner 2. Make the labels clear for everyone to see.
2) Explain that you will read questions about movement, and each corner will represent a choice.
3) Read one question aloud and tell students what each corner represents. Students will think about their answer and move to the corner that matches their choice.
4) Once in their corners, students will talk to others about why they made their choice.
5) After discussing, bring the class together to share their ideas as a group.
6) Repeat the activity with the next question to explore more places.

Name: _____ 16

Curriculum Connection
E 2

Two Corners Read the questions to the class:

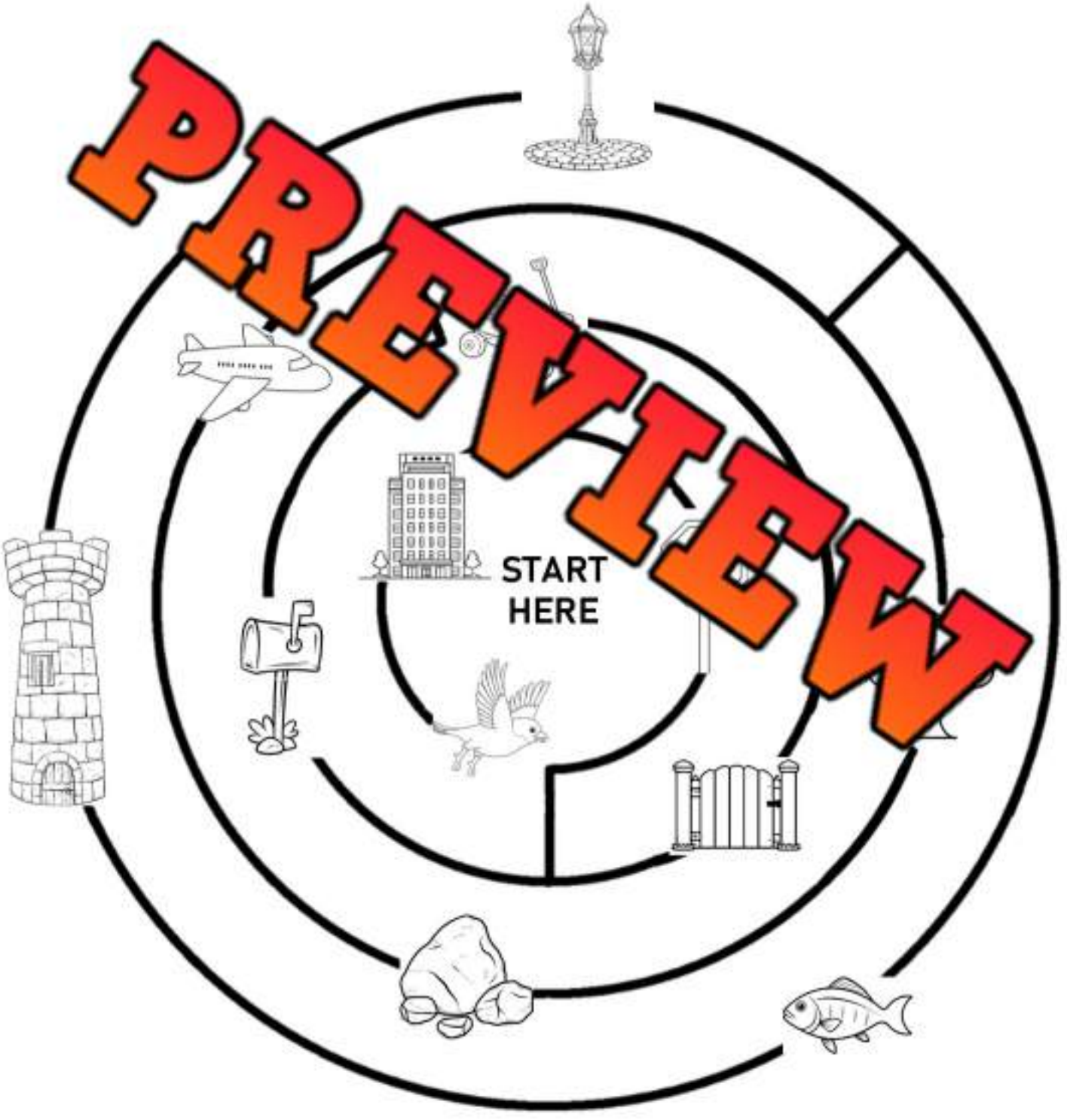
	Question	Corner 1	Corner 2
1	Which movement do you like more?	Walking	Running
2	Whe do you see more movement?	Inside	Outside
3	do y more?	At school	At home
4	When do you	Play time	Learning time
5	What do you think moves m the world?	things	Objects
6	Which movement do you like doing outside?	ng	umping
7	When do you feel like moving more?	Morning	noon
8	What do you like learning about more?	Movement	Objects
9	Which movement do you think is easier?	Walking	Jumping
10	Which movement would you like in a game?	Fast moving	Slow moving

Name: _____ 17

Curriculum Connection
E 2

Will It Move?

Instruction Look at each picture in the maze. Start in the middle. Follow the path by going through things that can move. Do not go through things that stay in one spot. Can you find your way to the finish?



Name: _____ 18

Curriculum Connection
E.1

Ways Things Move

Objects Can Move in Many Ways

Objects can move in different ways. They can move in straight lines, [illegible] and circles. Some things move back and forth or in [illegible]gs. [illegible]n also move up and down, fast or slow.

[illegible]Rolling Ball

[illegible]n [illegible]ll on the floor. The ball moves in a str[illegible]t l[illegible]. Then it hits the wall and mov[illegible]. Liam rolls it in a circle with his [illegible].

The Toy Car

Maya pushes her toy car. It goes fast across the floor. Then she pushes it slow.

The car can move in zigzags and curves.

The car can move up and down on a ramp.

Name: _____ 19

Curriculum Connection
E.1

How Objects Move

Cut and Paste Cut and paste the pictures to the correct row.

1) It can move zigzag.	2) It can move up and down.
3) It can mo…k ar…	4) It can move round and round.






Name: _____ 20

Curriculum Connection
E.1

Colour Colour the objects by their movement.

Colour the objects **blue** that move **Round and Round.**

Colour the objects **red** that move **Back and Forth.**

Curriculum Connection
E.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Circle yes or no for each question.

1) Objects can move in straight lines.	Yes / No
2) Things can only move in one way.	Yes / No
3) Objects cannot move in zigzags.	Yes / No
4) Things can move fast or slow.	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Objects can move in straight lines.	Yes / No
2) Things can only move in one way.	Yes / No
3) Objects cannot move in zigzags.	Yes / No
4) Things can move fast or slow.	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Objects can move in straight lines.	Yes / No
2) Things can only move in one way.	Yes / No
3) Objects cannot move in zigzags.	Yes / No
4) Things can move fast or slow.	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Objects can move in straight lines.	Yes / No
2) Things can only move in one way.	Yes / No
3) Objects cannot move in zigzags.	Yes / No
4) Things can move fast or slow.	Yes / No

Name: _____ 22

Curriculum Connection
E.1

Drawing Contest – Playground of Movement

Objective — What are we learning about?

Students will show movement by drawing a playground with people and objects moving. Students will practise thinking about movements such as fast, slow, up and down, and back and forth. This helps them understand that movement means changing position over time.

Materials — What you need for the activity?

- Paper or sheet for drawing
- Crayons or coloured pencils
- Pencil for sketching
- Optional: pictures of playground equipment for ideas

Instructions — How will you complete the activity?

1) Talk with the class about how things move on a playground, such as swings going back and forth or kids running and sliding.

2) Ask students to think about different movements they might see at a playground.

3) Students draw a playground picture that shows many kinds of movement happening.

4) Encourage students to include things like swings moving, slides going down, or children running or hopping.

5) When finished, students share their drawing and point to one thing that is moving in their picture.

Name: _____ 23

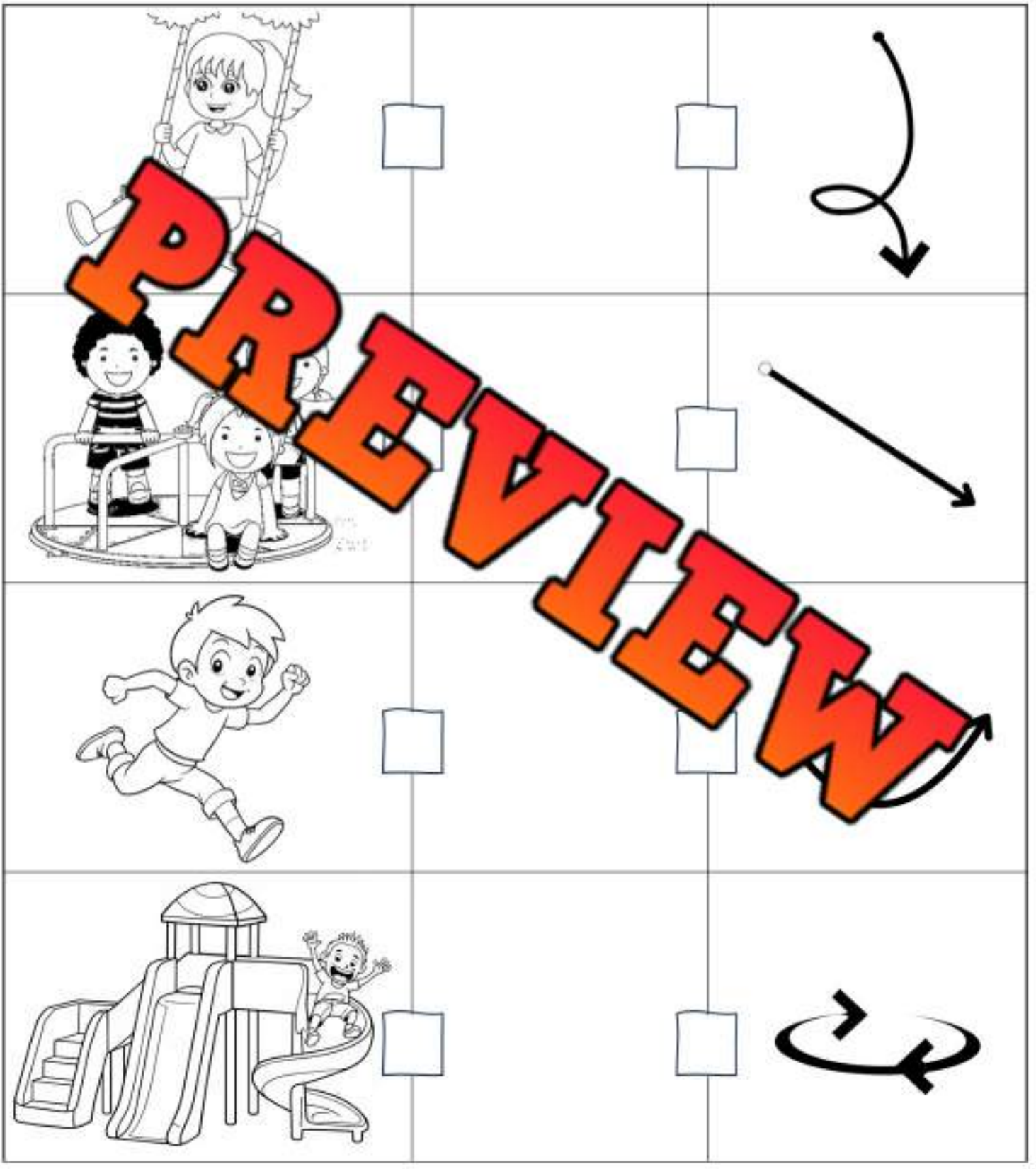
Curriculum Connection
E.1

Draw Draw a playground picture here.

Name: _____ 25

Curriculum Connection
E.1

Matching Draw a line to match each kid's activity to their movement direction. Look at the direction lines to help you.



Name: _____ 30

Curriculum Connection
E.1

Fast and Slow – Speed of Movement

Speed and Movement

Movement happens when something changes place. Speed tells us how fast or slow it moves. Fast means it moves quickly. Slow means it takes a long time. Speed is how quickly something changes place over time.

Examples of Speed

- **Car** – can move very fast.
- **Turtle** – moves slowly.
- **Rabbit** – can hop fast.
- **Snail** – moves very slow.

Slow Mover

Fast Mover

Draw Draw one thing that moves fast and one thing that moves slowly.

Fast	Slow

Name: _____ 31

Curriculum Connection
E.1

Fast and Slow

Word Search Find the words in the word search.

L	U	S	C	K	C	R	H	F	M	X	E	F	F	N
M	O	V	E	J	Z	A	D	J	O	C	S	L	O	W
C	O		L	Y	C	D	S	T	B	M	I	I	P	
G	T			G	E	C	Q	U	I	C	K	R	Q	
N				S	P	E	E	D	I	I	S	C		
F	A	S			S		Z	Q	I	Y	F	P	D	

Word Bank
Fast
Slow
Speed
Move
Quick
Race

Fill in the Blanks Cut and [illegible] the word bank to fill in the blanks below.

1)	When something changes place, [ ].
2)	[ ] tells us how fast or [illegible]
3)	A race car can move very [ ].
4)	A turtle can move very [ ].
5)	Speed is how fast something changes [ ].

Fast	Slow	Move
Speed	Time	Place

Curriculum Connection
E.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Check the things that move fast!

- ☐ A car driving on the road
- ☐ A turtle walking on the ground
- ☐ A rabbit hopping in a field
- ☐ A snail moving on a leaf
- ☐ A person running in a race
- ☐ A person walking slowly

Name: _____ Mark

Check the things that move fast!

- ☐ A car driving on the road
- ☐ A turtle walking on the ground
- ☐ A rabbit hopping in a field
- ☐ A snail moving on a leaf
- ☐ A person running in a race
- ☐ A person walking slowly

Name: _____ Mark

Check the things that move fast!

- ☐ A car driving on the road
- ☐ A turtle walking on the ground
- ☐ A rabbit hopping in a field
- ☐ A snail moving on a leaf
- ☐ A person running in a race
- ☐ A person walking slowly

Name: _____ 33

Curriculum Connection
E.A

Moving Our Bodies – Ways We Move

Our Bodies Can Move

We use our bodies to move. We can walk, run, hop, crawl, and jump. When we move, we change place. People can move by themselves. We do not need someone to push or pull us to move. Our bodies help us play, learn, and stay strong.

Examples:

- We can walk to school.
- We can run at recess.
- We can hop like a bunny.
- We can crawl on the floor.

Question	Circle the correct answer.

1)	Walking	Moves	Does Not Move
2)	Jumping	Moves	Does Not Move
3)	Sitting Still	Moves	Does Not Move
4)	Running	Moves	Does Not Move
5)	Crawling	Moves	Does Not Move

Name: _____ 34

Curriculum Connection
E.A

Matching the Sizes

Draw a line to match the big and small objects

Jump

Climb

Crawl

Run

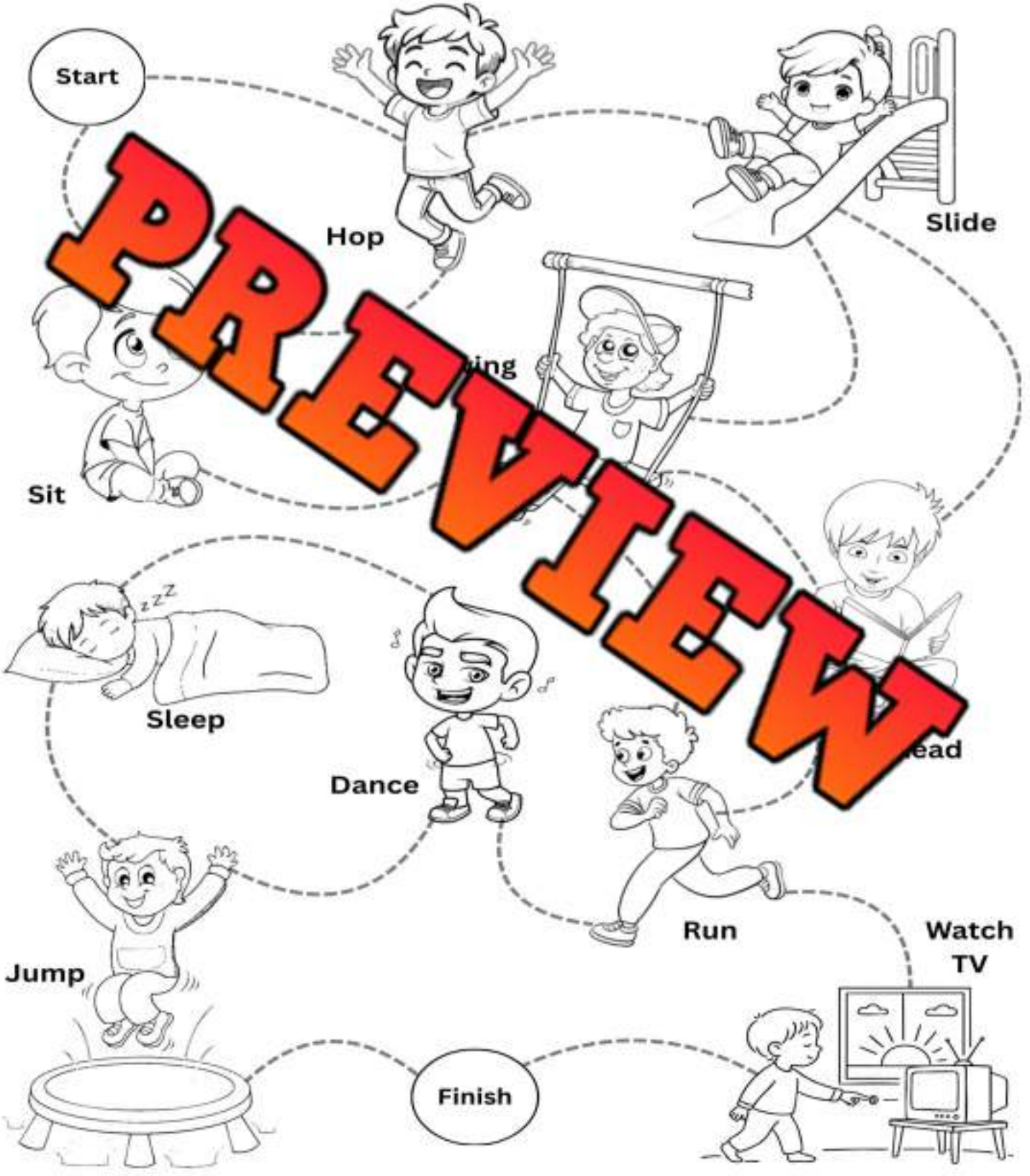
Walk

Name: _____ 35

Curriculum Connection
E.A

How Do We Move? Maze

There are many ways our bodies can move. Begin at the start circle. Trace a line through all the pictures that show the boy moving his body. Only go through actions where you see movement.



Name: _____ 36

Curriculum Connection
E.3, E.4

Amazing Animal Movement

How Animals Move

Animals can move in many ways. Movement means they change place[illegible]me. Some animals move fast. Some move slow. Anim[illegible] use[illegible]dies in special ways to live and stay safe.

Ways Animals Tra[illegible]

Here are four ways animals[illegible]

- **Fly** – Birds use 2 wings to fly in[illegible]sky.
- **Crawl** – Snakes crawl on the ground.
- **Hop** – Rabbits hop on 2 strong back legs.
- **Swim** – Fish swim in water with fins.

A bird can fly high. A fish cannot fly, but it can swim. A rabbit cannot swim like a fish, but it can hop. Different animals move in different ways.

Name: _____ 37

Curriculum Connection
E.3, E.4

True or False

Is the statement true or false?

1) Animals can move in different ways.		
2) Some animals can fly.		
3) All a s can swim.		
4) All imal he same way.		
5) Animals can lace.		

Word Search

Find the words word h

Move
Animal
Fly
Swim
Hop
Crawl
Run
Fast
Slow
Wings

Q	M	D	H						C	W	O	M
B	A	K	N	H	Z			O		G	H	O
W	I	N	G	S	Y	L						V
E	T	U	I	X	W	Y	Q				Z	E
B	K	E	V	P	A	V	D	L	A	W	G	F
U	V	Y	A	G	V	D	S	O	S	I	F	P
H	O	P	U	Y	C	B	F	W	T	M	T	V
F	X	W	A	F	Q	Q	I	I	W	T	W	C
A	N	I	M	A	L	C	R	A	W	L	U	L
Y	T	D	Z	A	J	U	H	S	R	U	V	E
V	I	X	V	G	R	U	N	E	S	N	P	D

Name: _____ 38

Curriculum Connection
E.3, E.4

Matching the Sizes

Draw a line to match the big and small objects.

Fly

Crawl

Walk

Jump

Swim

Name: _____ 39

Curriculum Connection
E.3, E.4

Colour Colour the animals green if they can fly, yellow if they can swim, and blue if they can walk.

Name: _____ 41

Curriculum Connection
E.3, E.4

Activity – Move Like an Animal

Objective What are we learning about?

Students will learn that animals move in different ways. They will observe animal movements and use their bodies to copy those movements. Students will practise movements such as walking, flying, crawling, hopping, and swimming.

Materials What do you need for the activity?

- Picture cards of animals (rabbit, snake, fish, frog)
- Open space in the classroom
- Optional: simple animal pictures on board or chart paper

Instructions How will you complete the activity?

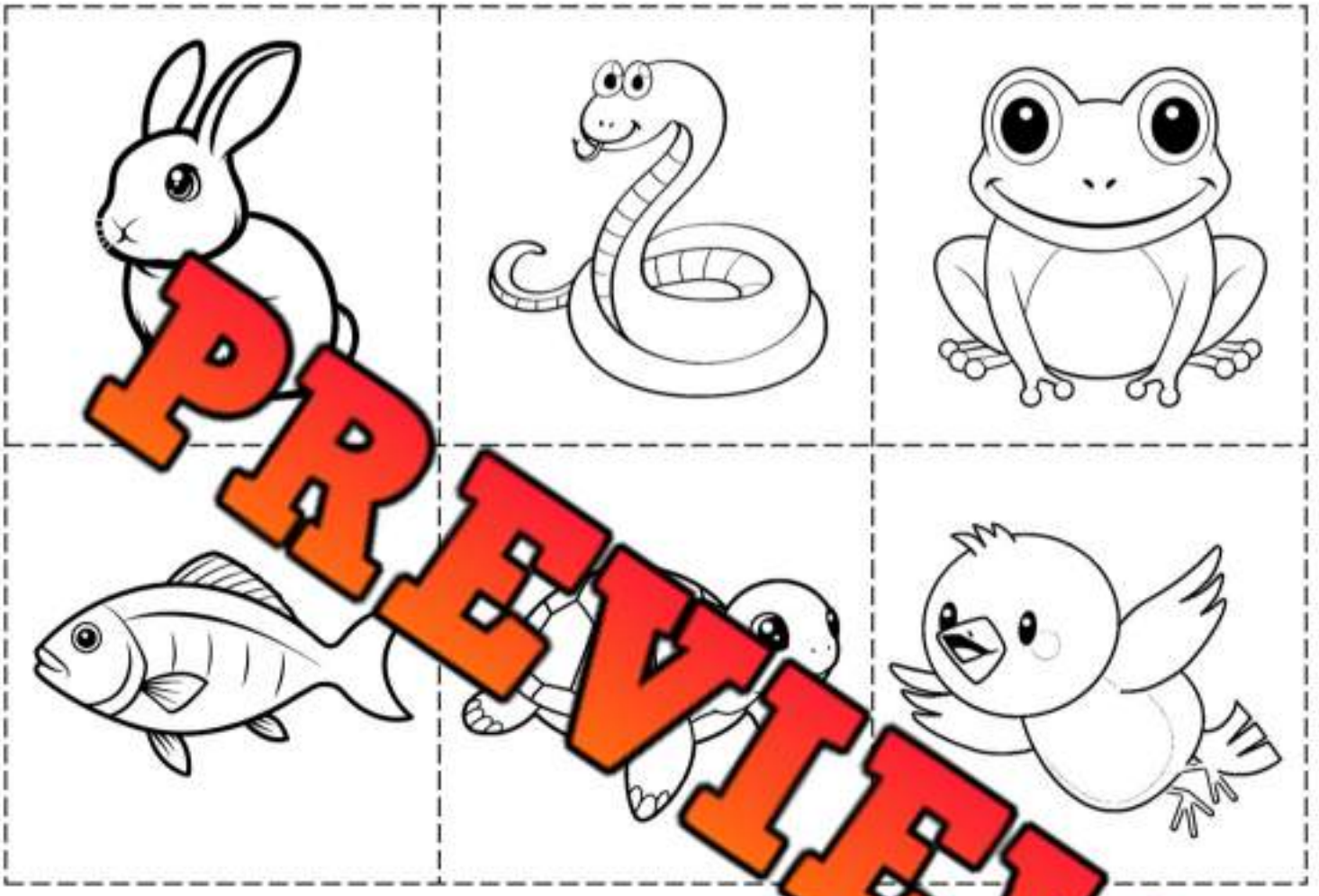
1) Show the students the animal picture cards and talk about how each moves.
2) Pick one card and show it to the class. Ask students to look closely at the animal.
3) Ask students to move their bodies like that animal. For example, flap arms like a bird, crawl like a snake, hop like a rabbit, or pretend to swim like a fish.
4) Repeat the activity with different animal cards so students practise many kinds of movements.
5) After several turns, ask students to choose their favourite animal movement and demonstrate it to the class.

Name: _____ 42

Curriculum Connection
E.3, E.4

Picture Card

Cut out the picture cards below.



Fast or Slow

Circle the correct answer.

Animal	Dose it move fast or slow	
Bird	Fast	Slow
Rabbit	Fast	Slow
Snake	Fast	Slow
Fish	Fast	Slow
Frog	Fast	Slow
Turtle	Fast	Slow

Name: _____ 43

Curriculum Connection
E.5

Why Humans Move

Why Do We Move?

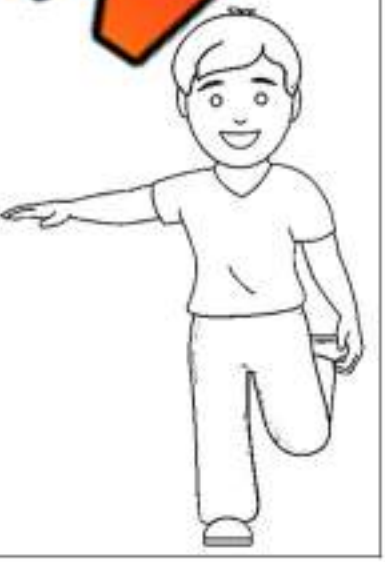
- We move for a **reason**.
- We m to get **food** and **water**.
- W to safe.

M Live and Play

- We **walk** to find
- We **run** away from dange
- We **jump** and **play** for exercise.

Playing helps our bodies grow strong.

How to Know the Reason



Ask: "Why am I moving?"

- If it is to get food or water, it helps us live.
- If it is to play or stay safe, it helps us feel good and safe.

Name: _____ 44 Curriculum Connection E.5

Why We Move – Reasons for Movement

Circle Circle Yes or No for the sentences below.

1) Do we move to get food?	Yes	No
2) Do we move to find water?	Yes	No
3) Do we move for no reason at all?	Yes	No
4) Do we move to stay safe?	Yes	No

Fill in the Blanks Cut and paste the word bank to fill in the blanks below.

1)	When I am thirsty, I move to get _____.
2)	When I am hungry, I move to get _____.
3)	When I see something scary, I move to stay _____.
4)	At recess, I move to _____ with my friends.
5)	When I need something, I move for an _____.

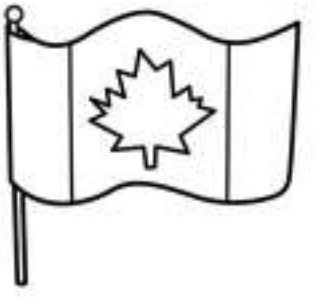
Safe	Touch	Object
Play	Food	Water

Name: _____ 45

Curriculum Connection
E.5

Migration Maze

Some people move from one place to become citizens in another place. Help Kim find her way from China to Canada.



Curriculum Connection
E.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Guess who I am and write the answer!

Food	Water	Mark
Exercise	Safe	

1) You move to find me when you are hungry.	
2) I help your body grow strong and have fun.	
3) You move to find me when you are thirsty.	
4) You move away from danger to stay ...	

Name: _____

Guess who I am and write the answer!

Food	Water	Mark
Exercise	Safe	

1) You move to find me when you are hungry.	
2) I help your body grow strong and have fun.	
3) You move to find me when you are thirsty.	
4) You move away from danger to stay ...	

Name: _____

Guess who I am and write the answer!

Food	Water	Mark
Exercise	Safe	

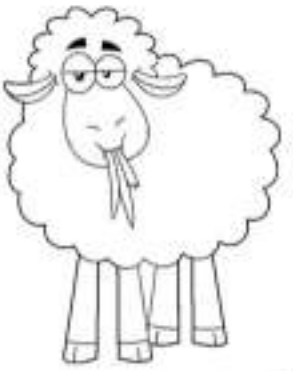
1) You move to find me when you are hungry.	
2) I help your body grow strong and have fun.	
3) You move to find me when you are thirsty.	
4) You move away from danger to stay ...	

Name: _____ 47

Curriculum Connection
E.5

Why Animals Move

Why Do Animals Move?



Animals move for a reason. They do not move for no reason. They move to live and stay safe. Anima[illegible]ed food and water just like we do. M[illegible]m find what they need.

Moving to [illegible]ood [illegible]ter

A bird flies to fi[illegible]. A de[illegible]lks to find water. A fish swi[illegible]to [illegible]d in the water. Animals must m[illegible]e to ea[illegible]d drink. If they do not move, they ca[illegible]t li[illegible]

Moving to Stay Safe and Play

Some animals run away from danger. A deer can run fast to stay safe. Animals also move to play and grow strong. Moving helps animals live and grow.

Think About It

Ask: "Why is the animal moving?"

Is it for food, water, safety, or play?

Name: _____ 48

Curriculum Connection
E.5

Multiple Choice Circle the correct answer.

1) Why do living things move?		
A) For no reason	B) To live	C) To sleep
2) Living things may move to find what they need. What do they need?		
A) Food	B) Toy	C) Chair
3) Why [illegible] a living thing move away quickly?		
A) Dan[illegible]	B) Rain	C) To play
4) L[illegible] things [illegible] find something to drink. What is it?		
A) Water	[illegible]nd	C) Paper
5) Living things [illegible] mov[illegible] [illegible]n and stay strong. What is this called?		
A) Sleep	[illegible]it	C) Play

Draw Draw and colour an animal tha[illegible]ving. [illegible]tails to show why the animal is moving (for food, wat[illegible] play, or [illegible]ay).

Curriculum Connection
E.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
Animals move to find food.	
Animals move to find water.	
Animals never move to stay safe.	
Some animals run away from danger.	
Animals move to play and grow strong.	

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
Animals move to find food.	
Animals move to find water.	
Animals never move to stay safe.	
Some animals run away from danger.	
Animals move to play and grow strong.	

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
Animals move to find food.	
Animals move to find water.	
Animals never move to stay safe.	
Some animals run away from danger.	
Animals move to play and grow strong.	

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
Animals move to find food.	
Animals move to find water.	
Animals never move to stay safe.	
Some animals run away from danger.	
Animals move to play and grow strong.	

Name: _____ 54

Curriculum Connection
E.1

Comparing How Things Move

Looking at Movement

Hi, my name is Sam! Let's compare how things [illegible] A ball moves when I push it. A c[illegible] w[illegible] someone drives it. People ca[illegible] un, [illegible]mp. Animals can hop, swim, or [illegible]ects [illegible]help to move, but people and anima[illegible] mo[illegible] themselves.

I can tell how things move...

Chec[illegible]on[illegible] are true.

- ☐ ...objects may need a push or pull to [illegible]
- ☐ ...people can move by themselves.
- ☐ ...objects can move by themselves without help.
- ☐ ...people and animals can move in many ways.
- ☐ ...some things move and some things stay still.

Name: _____ 55

Curriculum Connection
E.1

Word Scramble

Unscramble the words in the table below. The first letter is in the right spot.

HMANU		MVEO	
PHUS		OJEBTC	
AMAL		PLUL	

Fill in the Blanks

Use the words in the word bank to fill in the blanks below.

1) A ball moves when we _____ it.

2) People can move by _____

3) Animals can move in _____

4) Some objects need a _____ to move.

5) Humans and animals can _____ on their own.

move	push	many ways
pull	force	themselves

Name: _____ 57

Curriculum Connection
E.1

Movement All Around Us

How Movement Helps Us See Energy

Movement helps us notice how things change place. When something moves, it is using energy. **Energy** helps things start m[illegible], stop moving, or change direction. We can see mo[illegible]y places around us. Here are some examples:

Swing		Movement can go in **different [illegible]ections**
Running Person		Bo[illegible] can [illegible] using **energy**
Flying Bird		Animals move in [illegible]ys
Toy Car		Some objects need a **push** or **pull**
Flowing Water		Movement happens **in nature** too

Name: _____ 58

Curriculum Connection
E.1

True or False

Is the statement true or false?

1) Movement means something changes place.	True	False
2) When something moves, it uses energy.	True	False
3) Moving things stay in the same place.	True	False
4) Peop[illegible] animals, and objects can move.	True	False
5) Mo[illegible] can happen fast or slow.	True	False

Circle

[illegible] word that comes right after the word MOVE.

MOVE [illegible] USE MOVE

ENERGY MOV[illegible] MOVE CHANGE

MOVE PLACE MOV[illegible] MOVE OUR

MOVE WORLD MOVE [illegible] MOVE

DAY MOVE AROUND [illegible]

MOVE US MOVE TOGE[illegible]

Write the words you circled here:

_____

_____

_____

Name: _____ 60

Curriculum Connection
CS.1

Instructions Help Things Move

Robots Can Follow Steps

A robot is a kind of machine. It can move when it follows steps. These steps are called instructions. A computer or a person can give the robot the steps. The robot must follow the steps in the right order.

Energy Helps Robots Move

When a robot moves, it uses energy. Energy helps the robot turn its wheels, lift its arms, and move forward. Without energy, the robot cannot move.

Simple Robot Instructions

A robot can follow easy steps like these:

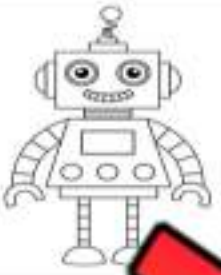
1) Move forward.
2) Turn left.
3) Stop.
4) Move fast.
5) Move slow.

When the robot follows the instructions, it moves the way we planned.

Name: _____ 61

Curriculum Connection
CS.1

Help the Robot Find Its Battery

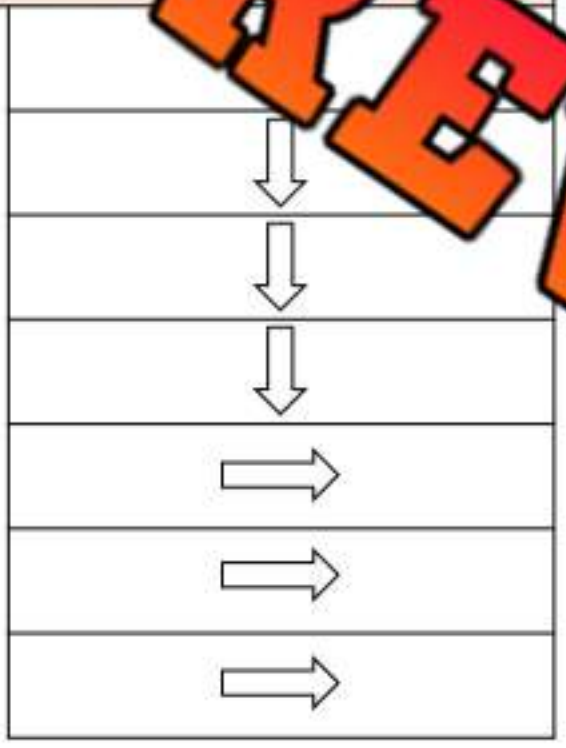


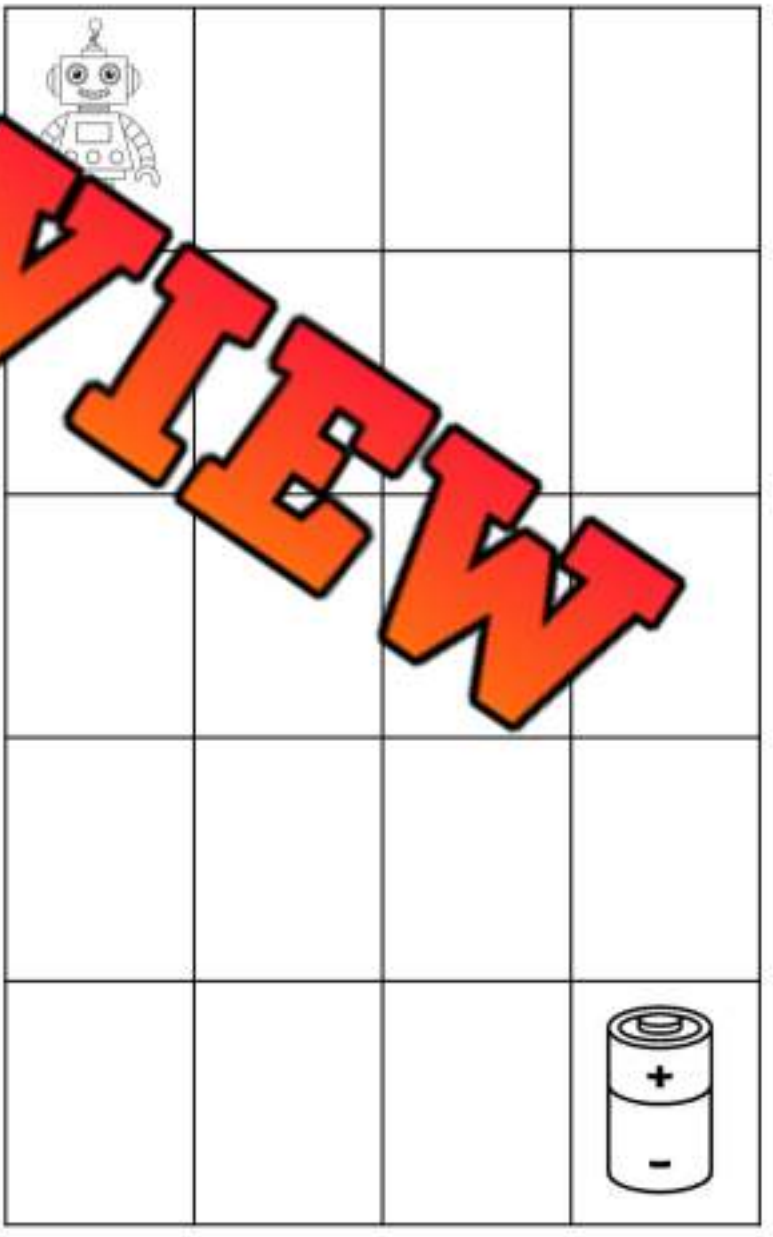
This is **Robo**, a small robot. Robo can move, but only when it follows instructions. Robo needs energy to move. Its energy comes from a battery.

Oh no! Robo's battery is at the end of the path. Robo must follow the right instructions to reach it.

How to Follow the steps to guide Robo to get his battery.

Follow the inst **w**





Robo understands 4 instructions	
Right	**Left**
→	←
Forward	**Backward**
↓	↑

Name: _____ 62

Curriculum Connection
CS.1

If Then Conditional Statements - Activity

Directions Follow the if / then instructions to move the cat across the path to get his lunch.

1)	If movement means changing place	then	Move ↓ 1 spots
2)	If ru ing is a way to move	then	Move → 4 spots
3)	If j uses energy	then	Move ↓ 2 spots
4)	ergy) h gs move	then	Move ← 4 spots
5)	If instru us t to do	then	Move ↓ 1 spots
6)	If the orde teps	then	Move → 5 spots
7)	If movement ca or s	then	Move ↓ 1 spots
8)	If slow means moving entl	en	Move → 2 spots

Name: _____ 63

Unit Test – Energy

Total
/

Circle Does it move or stay still? Circle the correct answer below each picture.

Mark
/

1

Move | St

2

Stay

3

Move | Stay

4

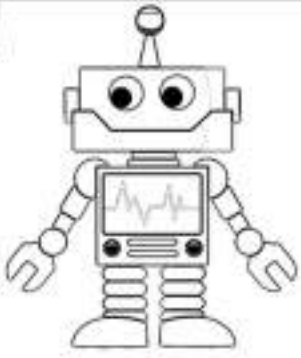
Move | Stay

Move | Stay

6

M ve | Stay

7

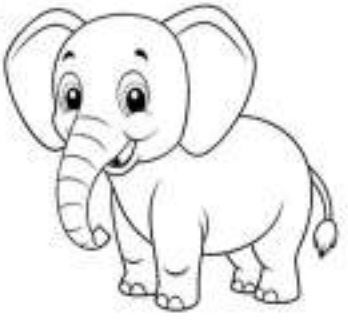


Move | Stay

8

Move | Stay

9



Move | Stay

Name: _____ 64

Mark
/

True or False | Is the statement true or false?

1) Movement means something changes place.		
2) Movement can happen over time.		
3) M[illegible] happen in one way.		
4) Movement [illegible] in [illegible] line, a curve, or a circle.		
5) Movement can be fast or sl[illegible]		
6) Some movement happens only wh[illegible]er[illegible] push or pull.		
7) Some movement can happen by itself.		
8) Movement can help living things find what they need.		
9) Movement can help something stay safe.		
10) Movement shows that energy is being used.		

Name: ____________________ 65

Definition	Connect the word to its meaning:

Mark: /

Movement	Energy	Fast	Slow	Direction
What [illegible] some[illegible]ing moves.	The way [illegible]ement [illegible]p, [illegible]own, [illegible]traig[illegible]	Moving and taking more time	Changing place over time	Moving quickly

Matching	Draw a[illegible] t[illegible] mat[illegible] movement idea with what i[illegible]ean[illegible]

Mark: /

Straight	[illegible]em[illegible]oes around.
Circle	Move[illegible]at[illegible] speed.
Zigzag	Movement that go[illegible]ne way then the other way.
Back and Forth	Movement that goes in one line.
Up and Down	Movement that goes higher then lower.
Fast and Slow	Movement that goes side to side.

Workbook Preview

Kindergarten – Science Unit

Matter

Organizing Idea	**Matter:** Understandings of the physical world are deepened by investigating matter and energy.
Guiding Question	How can properties of an object be distinguished from one another?
Learning Outcome	Children examine properties of objects.

	Skill and Procedures	Pages
M.1		69,
M.2		61,
M.3		-80
M.4	Compare properties of various objects.	40-45, 81-86

Organizing Idea	**Computer Science**: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.
Guiding Question	How can instructions be used?
Learning Outcome	Children interpret instructions in various environments.

	Skill and Procedures	Pages
CS.1	Follow a sequence of two steps related to a learning experience.	87-90

NAME: _____

MATTER

Name: _____ 6

Curriculum Connection
M.1, M.2

What are Objects?

Objects Are All Around Us

An object is a thing you can see, touch, hear, smell, or taste. Objects are all around us at home and at school. We can use our five s[illegible]s to learn about objects and tell what they are like.

Direc[illegible]ther the item is an object or not.

	
Object	Not Object

A Dream	
	
[illegible]ject	Not Object

A Chair	
	
Object	Not Object

A [illegible]	
	
Object	Not Object

A Hug	
	
Object	Not Object

Air	
	
Object	Not Object

Name: _____ 7

Curriculum Connection
M.1, M.2

True or False

Is the statement true or false?

1) An object is a thing you can see or touch.		
2) A sound is an object you can hold.		
3) Som cts can make a loud sound.		
4) A n is g you can see and touch.		
5) We can use bout objects.		

Word Search

Find the words i ord

Object
Matter
See
Touch
Hear
Smell
Taste
Ball
Chair
Rock

U T O U N W K G
G V Z U L Q M P P U
K W E K H O E G
U F T Y J G L X L O
R N A W I M L Y U M A X A
O Z S C W K W C Q S I E I
C F T H T M A T T E R F H
K E E G M I I C S E E X E
T L D T X K E V I J P V A
I W G B A L L Q B T W O R
O B J E C T S F A K M E L

Name: _____ 8

Curriculum Connection
M.1, M.2

Colour Read the sentences and colour the correct object or objects.

1) Matter is part of the world around us. I see something I can touch.			
	Kite	Rainbow	Smile
2) Object[illegible] matter I see something I can hold.			
	Sc[illegible]ote	[illegible]rt	Pencil
3) Matter is everything in the real world. I see something that is real and I can see it.			
	Cloud	Tree	Star
4) Objects are things we can use our senses to learn about. I see something I can see and touch.			
	Rock	Lightning Bolt	Smoke

Name: _____ 10

Curriculum Connection
M.1, M.2

Our Five Senses

Our Five Senses: Tools for Investigating Objects

We have **five senses**. We use them to learn about objects in our world. [illegible]bject is part of matter, and we can explore it with our [illegible]ense helps us notice a different property. We can use o[illegible]r [illegible] than one sense at a time.

How Each Sense [illegible]s

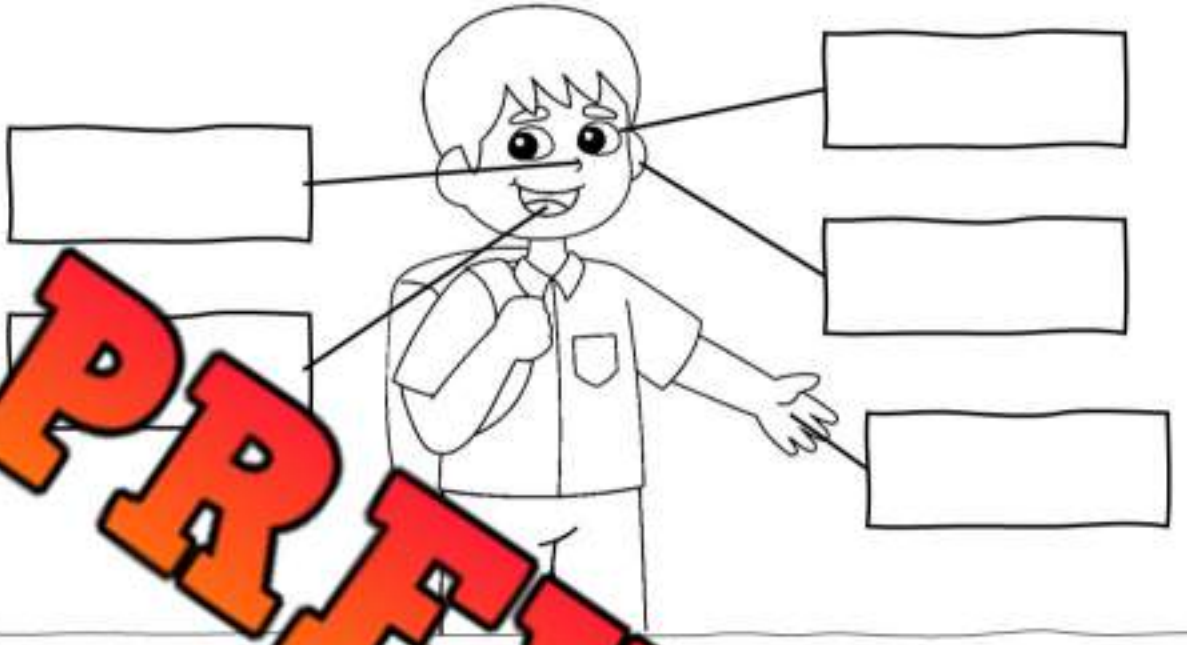
- **Sight** helps us see colour[illegible]hap[illegible]
- **Touch** helps us feel texture and [illegible]per[illegible]
- **Hearing** helps us notice sound, like lou[illegible]uie
- **Smell** helps us notice scent.
- **Taste** helps us notice taste, like sweet or sour.

There are 5 senses and many properties. We use our senses like little science tools every day.

Name: _____ 11

Curriculum Connection
M.1, M.2

Fill in the Blanks Cut and paste the words in the word bank to fill in the blanks below.



1) I can _____ my hands.

2) I can _____ an obje th m

3) I can _____ some objects wi y

4) I can _____ some objects with my ear

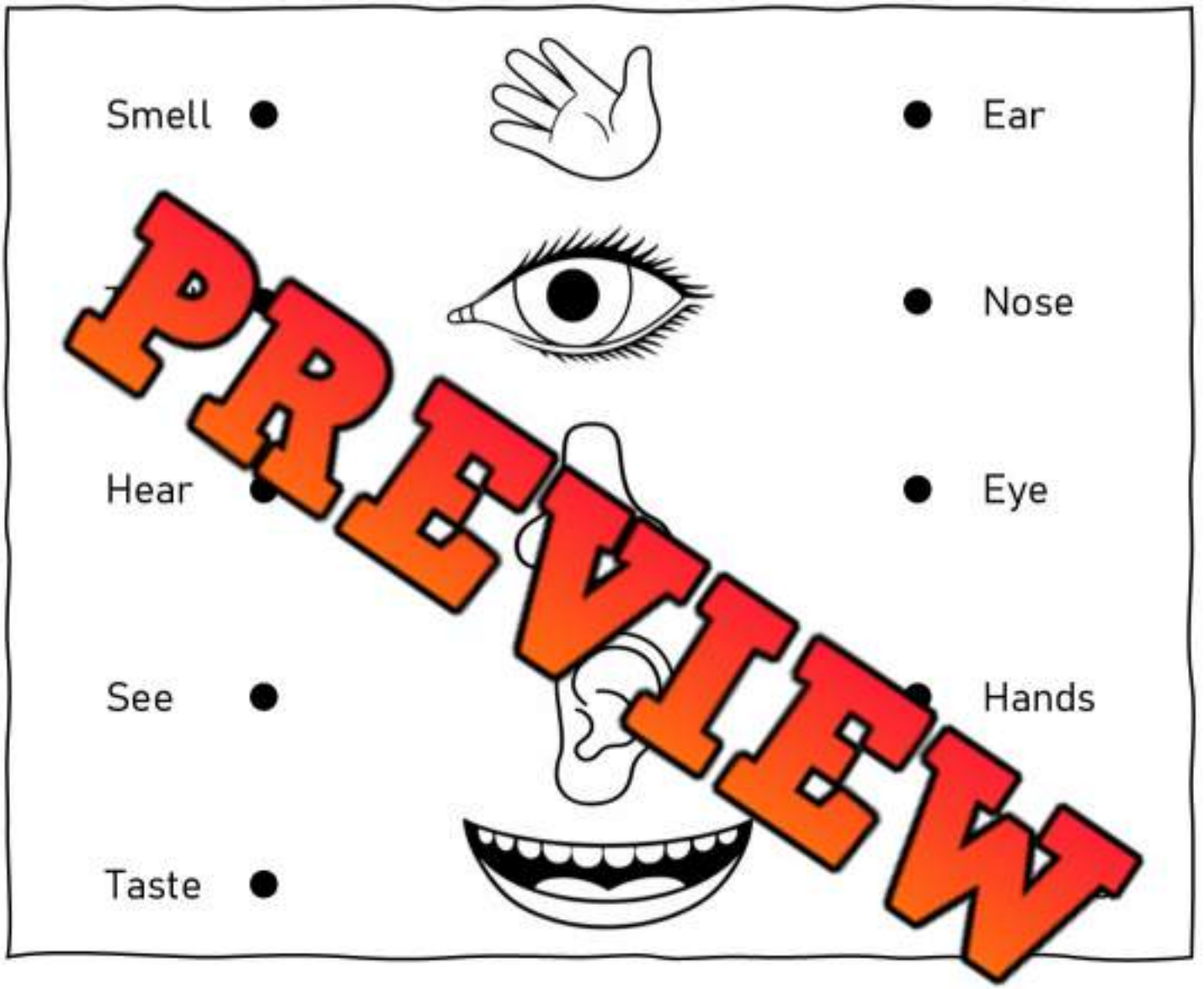
5) I can _____ some objects with my mouth.

Taste	See	Touch	Hear	Smell
Taste	See	Touch	Hear	Smell

Name: _____ 12

Curriculum Connection
M.1, M.2

Matching Draw a line to match the sense to the body part we use to learn about objects.



Directions Draw an object you can taste, see, hear, touch and smell.

Taste	See	Hear	Touch	Smell

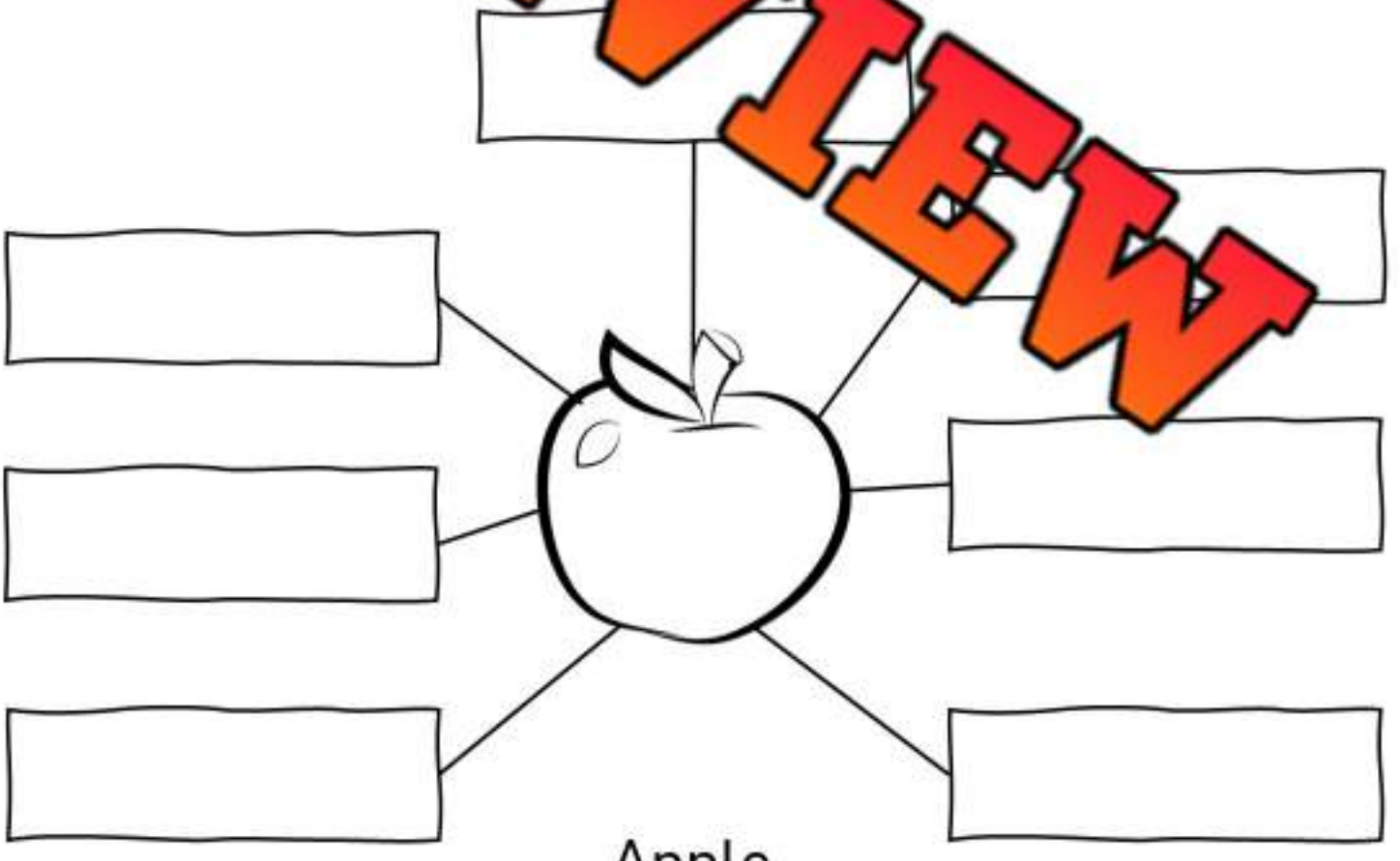
Name: _____ 13

Curriculum Connection
M.1, M.2

Five Senses – Describing Objects

Brainstorm Use the word bank or your own words to describe the apple.

Smell	Taste	Touch	See	Hear
Stinky	Good	Hard	Tall	Loud
Bu	veet	Soft	Short	Quiet
Sw		Bumpy	Wide	Silent
Rotten	picy	Hot	Thin	Deep
Good		th	Colour	Whisper



Apple

Curriculum Connection
M.1, M.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: ______________ Mark [ ]

Put a checkmark (✓) on the correct answer!

What do **our five senses** help us do?	
○ Learn about objects around us	○ Turn objects into something new

Name: ______________ Mark [ ]

Put a checkmark (✓) on the correct answer!

What do **our five senses** help us do?	
○ Learn about objects around us	○ Turn objects into something new

Name: ______________ Mark [ ]

Put a checkmark (✓) on the correct answer!

What do **our five senses** help us do?	
○ Learn about objects around us	○ Turn objects into something new

Name: ______________ Mark [ ]

Put a checkmark (✓) on the correct answer!

What do **our five senses** help us do?	
○ Learn about objects around us	○ Turn objects into something new

Name: _____ 16

Curriculum Connection
M.1, M.2

Activity: Mystery Object Sense Bags

Objective

What are we testing?

Students will use one or more of their five senses to explore and describe objects. They will learn that an object is anything we can detect with our senses. Students will ident[illegible]perties such as smooth, hard, soft, or loud.

Materi[illegible] will need for the activity:

- Paper lu[illegible]g
- Simple classro[illegible]bje[illegible]ck, cotton ball, bell, eraser, sm[illegible]
- Recording sheet (optional)

Instructions

How you will complete the ac[illegible]

1) Place one object inside each paper bag before[illegible]on be[illegible]
2) Pass one bag to a student and let them use only one sense[illegible] example, touch first).
3) Ask the student to describe what they feel using property words such as smooth, rough, hard, soft, or round.
4) If safe, allow students to shake the bag to listen for sound.
5) Have the class guess what the object might be.
6) Take the object out and reveal it.
7) Discuss which senses helped them identify the object.

Name: _____ 17

Curriculum Connection
M.1, M.2

Observations What did you discover?

Bag #	What Sense Did I Use? Circle				What I Felt / Heard / Smelled	Was I Correct? Circle	
1)	Touch	Hearing	Smell	Sight		Yes	No
2)	Touch	Hearing	Smell	Sight		Yes	No
3)	Touch	Hearing	Smell	Sight		Yes	No
4)	Touch	Hearing	Smell	Sight		Yes	No
5)	Touch	Hearing	Smell	Sight		Yes	No

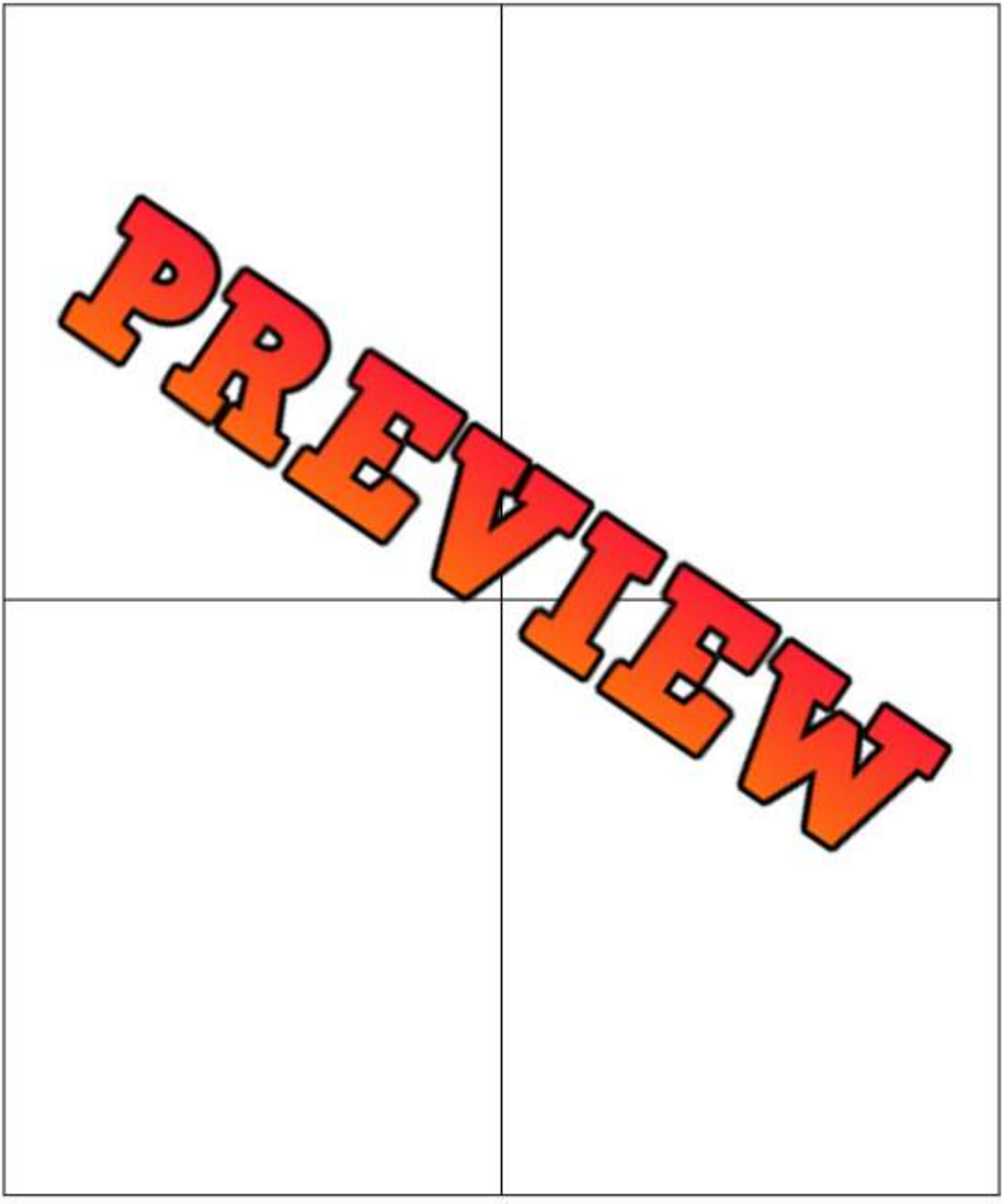
Question What did you learn? Circle the answer.

1) An object is something we can use our senses to explore.	
Yes	No
2) Objects have properties like hard, soft, loud, or smooth.	
Yes	No

Name: _____ 18

Curriculum Connection
M.1, M.2

Draw Draw four mystery objects you explored.



Name: _____ 22

Curriculum Connection
M.1, M.2

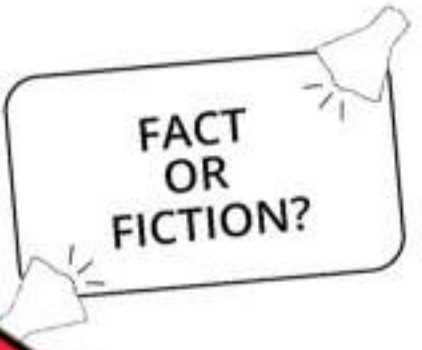
Fact or Fiction – Using Our Senses

Objective What are we learning about?

Students will understand that we use our five senses to explore the properties of objects. They will learn which sense matches each property (seeing colour, hearing sound, smelling scent, tasting flavour, feeling t[illegible]e).

Materi[illegible] [illegible]u need for the activity?

- Fact and [illegible]igns
- Statement ca[illegible] (ex[illegible]n see colour." "We use [illegible]s to s[illegible]We feel with our hands." "We [illegible]wi[illegible]e.")
- Open classroom space



Instructions How will you complete the a[illegible]?

1) Your teacher will read statements. Pay clos[illegible]nti[illegible] statement is shared.
2) Consider carefully whether you think the statement is t[illegible]false.
3) If you decide the statement is true, walk to the 'Fact' side of the room.
4) If your guess is that it's not true, move to the 'Fiction' side of the room.
5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
6) When the right answer is announced, return to your seat, ready for the next round.
7) Have fun getting up and moving!

Name: _____ 23

Curriculum Connection
M.1, M.2

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	We use our eyes to see colours.	Fact
2	We can taste with our ears.	Fiction
3	Our [illegible]elps us smell flowers.	Fact
4	[illegible]nd quiet sounds.	Fact
5	We use [illegible]ds to [illegible]gh and smooth things.	Fact
6	We can smell wh[illegible]eet.	Fiction
7	A bell makes a sound we ca[illegible]	Fact
8	We can hear colour.	Fiction
9	Our tongue helps us taste sweet and sou[illegible]	Fact
10	Ice can feel cold when we touch it.	[illegible]
11	We use our eyes to hear music.	Fiction
12	Some objects are soft and some are hard.	Fact
13	We can feel hot and cold with our skin.	Fact
14	All objects smell the same.	Fiction
15	A drum can make a loud sound.	Fact

Name: _____ 24

Curriculum Connection
M.1, M.2

What Are Properties?

Discovering Distinctive Characteristics

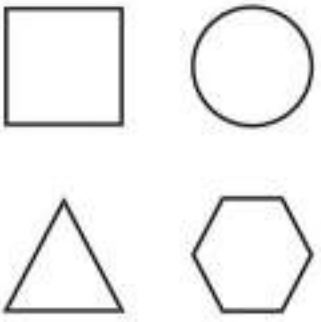
Properties are the ways we tell what an object [illegible]. A property helps us know how [illegible] **same** or **different** from another. We use our senses to learn about the properties of objects.

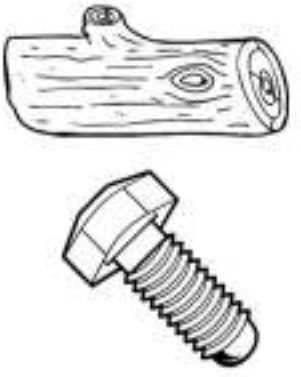
How We Know the Properties

- We use our **eyes** to see colour and [illegible]
- We use our **hands** to feel texture and temperature.
- We use our **ears** to hear sound.
- We use our **nose** to smell scent.
- We use our **mouth** to taste flavour.

Name: _____ 25

Curriculum Connection
M.1, M.2

Types of Properties	
Colour	
Size	
Shape	
Texture	

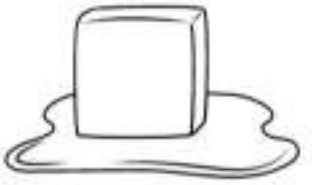
Types of Properties	
Temperature	
Sound	
Scent	
Material	

Name: _____ 26

Curriculum Connection
M.1, M.2

Properties of an Object

Cut and Paste | Which properties matches the object?

Cotton Candy	Pineapple	Melting Ice
		
Fries	**ther**	**Apple**
		
Diamond	**Glass**	**ll**
		

Green	Bouncy	Sticky
Slippery	Salty	Shiny
Breakable	Soft	Rough

Name: _____ 27

Curriculum Connection
M.1, M.2

What is my Property?

Matter is the stuff everything is made from. All matter has **physical properties**. **Objects** are part of matter. Physical properties describe objects ... use our senses to identify the properties.

Instructi... Rea... ...ription below. In each section colour the correct picture.

1) I am hard, s... th... ...e-shaped. What am I?



2) I am sweet, hot, brown, liquid. What am I...



3) I am heavy, rough, big and grey. What am I?



Curriculum Connection
M.1, M.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

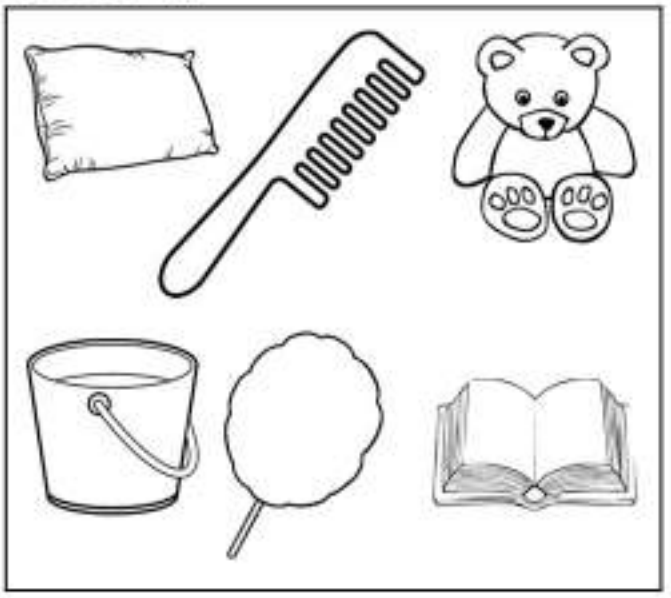
Colour the objects that are SOFT.

Name: _____ Mark

Colour the objects that are SOFT.

Name: _____ Mark

Colour the objects that are SOFT.



Name: _____ Mark

Colour the objects that are SOFT.

Name: _____ 29

Curriculum Connection
M.1, M.2

Memory Game – Discover the Property!

Objective What are we learning about?

Students will understand that objects have identifiable properties and that we use our five senses to notice those properties.

Materials t you will need for the activity:

- Se Mem cards for each group (provide
- A small table o loor

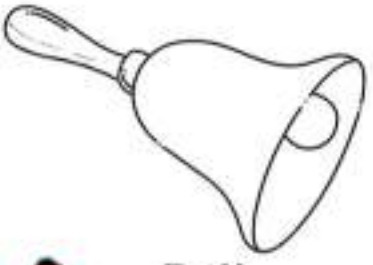
Instructions How you will comple

1) Divide the class into groups of 3 or e ea a set of Memory Game cards (provided)
2) Have each group lay all the cards face do grid table or the floor.
3) The students take turns flipping over two cards at a to find a matching object and its description.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the match.
8) Discuss why it is important to know that objects have properties and how our senses help us explore them.

Name: _____ 30

Curriculum Connection
M.1, M.2

Cards | Memory Game Cards



Bell

Loud

Lem

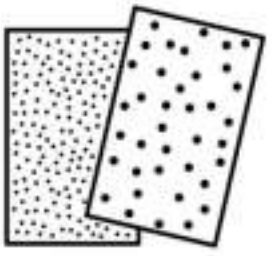
Sour

Ice Cube

Cold

Cotton Ball

Soft



Sandpaper

Rough

Name: _____ 31

Curriculum Connection
M.1, M.2

Cards | Memory Game Cards

Drum

Noisy

Choc[illegible]

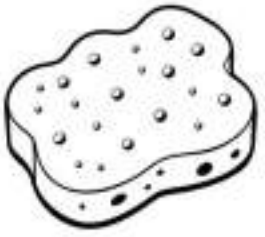
Sweet

Flower

[illegible]elly

Rock

Hard



Sponge

Squishy

Name: _____ 32

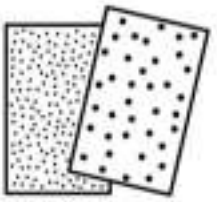
Curriculum Connection
M.1, M.2

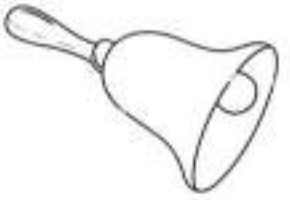
Quiz Check-In	This quiz will check how well you understand object properties from the Memory Match game.

Name: _____

Mark

Look at the picture. What is the property of this object?





Sour	Sweet	Rough	Smooth	Quiet	Loud

Name: _____

Mark

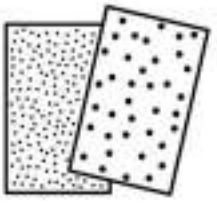
Look at the picture. What is the property of this object?

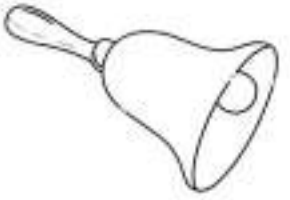
Sour	Sweet	Rough	Smooth	Quiet	Loud

Name: _____

Mark

Look at the picture. What is the property of this object?





Sour	Sweet	Rough	Smooth	Quiet	Loud

Curriculum Connection
M.1, M.2

Story: Sam's Shape and Colour Hunt

Sam's Shape and Colour Hunt

Sam went on a shape and colour hunt at school. He use[illegible]yes because sight helps us see prop[illegible]es. A[illegible]y is what an object is like.

Sam found [illegible] round. He also found a yellow book. It [illegible]s 2 properties: colour and shape.

Sam saw a red stop sign. It was not r[illegible] It had 8 sides. The ball and the sign were both red, but they had different shapes. Two objects can have the same colour but different shapes.

Two objects can have the same shape but different colours. Sam learned that colour and shape help us tell objects apart.

Name: _____ 34

Curriculum Connection
M.1, M.2

Fill in the Blanks Circle the missing word.

1)	We use our eyes to see the _____ of an object.	Colour	Sound
2)	We use our hands to feel the ___ of an object.	Texture	Song
3)	A ball can be round in _____.	Smell	Shape
4)	We [illegible] ears to hear a _____.	Colour	Sound
5)	[illegible] words that tell about ___.	Size	Taste

This or That [illegible] the [illegible] matches the property.

1) Which word tells about size?	Loud	Big
2) Which word tells about sound?	[illegible]	Quiet
3) Which word tells about shape?	[illegible]	Round
4) Which word tells about texture?	Smo[illegible]	[illegible]ed
5) Which word tells about temperature?	Hot	Blue
6) Which word tells about colour?	Yellow	Soft
7) Which word tells about smell?	Big	Fresh
8) Which word tells about taste?	Sour	Loud

Name: _____ 35

Curriculum Connection
M.1, M.2

Seeing – Colour and Shape

Using Our Eyes

We use our **eyes** to see objects. With our eyes, we can see the colour and shape of an object. **Colour** can be red, blue, or yellow. **Shape** can be round, square, or triangle. Two objects can be the same colour but a different shape.

Matching Draw a line from each word to what we see.

Colour ▪	▪ Piece of matter
Shape ▪	▪ Red, Blue, Yellow
Object ▪	▪ Round, Square, Triangle

Draw In the first box draw an object that is round and coloured in. In the second box draw another object that is also blue but a different shape.

Object 1	Object 2

Name: _____ 37

Curriculum Connection
M.1, M.2

Activity: Guess the Object by Looking

Objective What are we testing?

Can you use your eyes to see the colour and shape of an object? We are learning that objects are part of matter. Matter is everything in the real world. We use our eyes to see properties like colour and shape.

Materials What you will need for the activity:

- 6–10 objects with different colours and shapes
- A table or tray to place the objects

Options

- Red ball (round), blue book (square), yellow [illegible] (square), green plate (round), orange cone (triangular prism), [illegible] (rectangle)

Instructions How you will complete the activity:

1) Place one object on the table.
2) Let the class look at it carefully.
3) Ask: What colour is it? What shape is it?
4) Students say the colour and shape out loud.
5) Compare two objects. Ask: Are they the same colour? Are they the same shape?

Name: _____ 38

Curriculum Connection
M.1, M.2

Why We Use Our Eyes – Colour and Shape

Write Look at the object your teacher shows you. Use your eyes to see its colour and shape. Cut and paste the words from the word bank.

1)	The colour is [ ]
2)	[ ]
3)	I can [ ] with my eyes.
4)	Another obje[ct] may have [ ] but a different shape.

Draw In the first box draw an object that is [ ] are [ ]lour it red. In the second box draw another object [ ] also [ ] different shape.

Object 1	Obje[ct]

Red	Blue	Colour
Shape	Square	Triangle

Name: _____ 40

Curriculum Connection
M.4

Size and Comparing Objects

Big and Small

Size is a property of an object. Size tells us how big or small something is. We can use our eyes to see size. We can use our hands to feel if something is big or small.

Comparing Sizes

To compare means to look at two things and see how they are the same or different.

Ball

Marble

A ball and a marble can both be round. The ball can be big. The marble can be small.

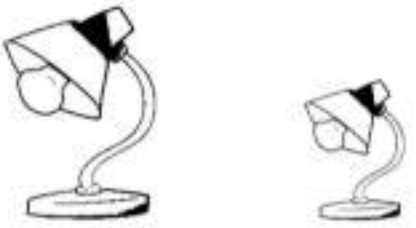
Two books can both be square.
One book can be big. One book can be small.

Comparing helps us notice size.

Name: _____ 41

Curriculum Connection
M.4

Circle Look at the pictures in the boxes. Answer the questions by circling the correct picture.

1) Which is bigger?	2) Which is smaller?
	
3) W[illegible]	4) Which is bigger?
	
5) Which is bigger?	[illegible] is smaller?
	

Draw Draw two objects that are the same shape but dif[illegible] sizes.

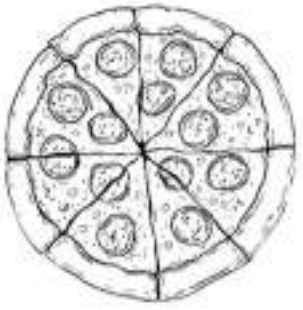
Name: _____ 42

Curriculum Connection
M.4

Matching the Sizes

Draw a line to match the big and small objects





Curriculum Connection
M.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

(O) Circle the big objects.
(X) Cross the small objects.

Lion	Feather	Building
Computer	Cup	Car
Flower	Rat	Truck

Name: _____ Mark

(O) Circle the big objects.
(X) Cross the small objects.

Lion	Feather	Building
Computer	Cup	Car
Flower	Rat	Truck

Name: _____ Mark

(O) Circle the big objects.
(X) Cross the small objects.

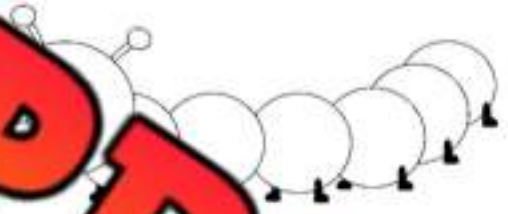
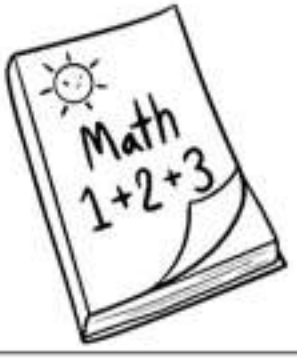
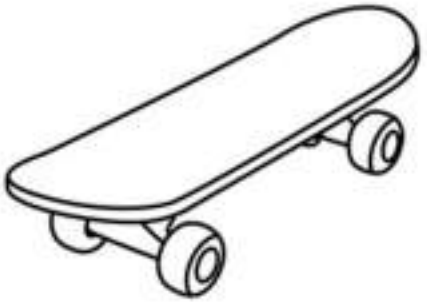
Lion	Feather	Building
Computer	Cup	Car
Flower	Rat	Truck

Name: _____ 44

Curriculum Connection
M.4

What is Heavier?

Colour Look at the pictures in each box. Colour the picture that is heavier.

1)		
2)		
3)		
4)		

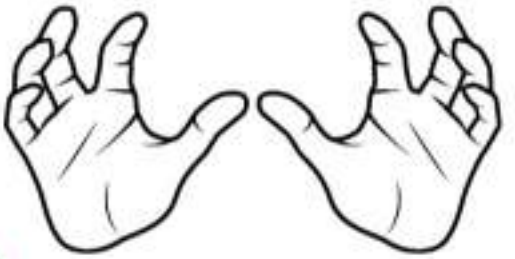
Name: _____ 45

Curriculum Connection
M.1, M.4

Touch – Texture and Temperature

Texture and Temperature

We use our hands to feel objects. When we touch an object, we can feel its texture and temperature. Texture tells us if something is rough or smooth. Temperature tells us if something is hot or cold. These are properties we feel with our hands.



Examples of Texture

- Rock – can feel rough.
- Table – can feel smooth.
- Ice – feels cold.
- Soup – feels hot.

Draw Draw one object that feels rough, smooth, and cold.

Rough	Smooth	Cold

Name: _____ 46

Curriculum Connection
M.1, M.2

Why We Use Our Hands – Texture and Temperature

Word Search Find the words in the word search.

U	N	I	O	A	S	W	Q	L	N	T	Q	B	O	O
C	O	W	V	X	O	M	E	S	T	I	C	K	Y	M
X	Z		K	I	F	L	D	E	K	A	B	F	O	J
A	L		O	T	B	U	M	P	Y	D	N	L	T	
C				F	X	O	J	R	Q	E	Q	S		
W	A	R	M		R		T	R	Y	I	V	L	L	

Word Bank
Soft
Bumpy
Warm
Cool
Hard
Sticky

Cut and Paste the word?

1)	We use our hands to _____ object.
2)	Soup can feel _____.
3)	A table can feel _____.
4)	Texture and temperature are things we can _____
5)	Ice feels _____.

Touch	Rough	Smooth
Hot	Cold	Feel

Name: _____ 51

Curriculum Connection
M.1, M.2

Hearing – Sounds All Around Us

Our Ears and Sound

We use our ears to hear sounds. Sound is a property of an object. Some objects make loud sounds. Some objects make quiet s... Two objects can look the same but make different sou... e... lp us learn about objects by listening.

Examples:

- A drum can s...
- A whisper can s... iet.
- A bell can ring loud.
- Leaves can sound quiet.

Question Circle the correct answer.

1)	Drum	Loud	
2)	Bell	Loud	Quiet
3)	Leaves	Loud	Quiet
4)	Clapping	Loud	Quiet
5)	Drinking	Loud	Quiet

Name: _____ 53

Curriculum Connection
M.1, M.2

Why We Use Our Ears

Word Search Find the words in the word search.

S	O	U	N	D	H	U	W	W	W	H	S	T	D	Z
B	G	T	Q	Y	V	U	I	U	U	E	H	Z	K	T
N	Z			I	W	P	H	W	I	A	Q	M	V	B
P	I			E	T	E	H	E	R	L	O	U	D	
I				E	A	R	S	W	Z	O	B	V		
I	M	Z				Z	D	R	U	M	Z	S		

Word Bank
Hear
Loud
Quiet
Sound
Ears
Drum

Cut and Paste Use [illegible] ban[illegible]mplete the sentences.

1	We use our _____ to list[illegible]
2	Sound is something we can _____
3	A drum can be very _____ .
4	A whisper is very _____ .
5	Sound is a property of an _____ .
6	Two objects can look the same but make a different _____

Hear	Loud	Quiet
Sound	Ears	Object

Name: _____ 54

Curriculum Connection
M.1, M.2

Why We Use Our Ears

Directions Colour the objects that make a sound.

Name: _____ 56

Curriculum Connection
M.1, M.2

Activity: Guess the Sound

Objective What are we testing?

Can you use your ears to tell if a sound is loud or quiet and guess the object?

Materials What will you need for the activity?

What you'll need:

- Computer
- Speakers
- Different sound clips (e.g. bell, dog bark, leaves, car horn, whisper)
- YouTube – Guess the sound video (e.g. YouTube)

Instructions How will you complete the activity?

1) Listen carefully to one sound at a time.
2) Ask: Is the sound loud or quiet?
3) Guess what object is making the sound.
4) Optional: Have students draw a picture of the sound they hear.
5) Say your answer out loud.

Name: _____ 57

Curriculum Connection
M.1, M.2

Activity: Guess the Sound

Draw Draw the object you think made the sound

1)

2)

3)

4)

6)

7)

8)

9)

Name: _____ 58

Curriculum Connection
M.1, M.2

Smell – Exploring Scent

How Do We Smell?

We use our nose to smell objects. Smell is a property of an object. Some objects smell fresh. Some objects smell ro... Our nose helps us tell if we like a smell or not. N... have a strong smell, but many do.

Draw ...ing ...t smell fresh or good.

Circle What is the missing word?

1)	We use our _____ to smell.	Nose	Ears
2)	Smell is a _____ of an object.	Colour	Property
3)	Flowers can smell _____.	Fresh	Loud
4)	Rotten food smells _____.	Fresh	Rotten
5)	Objects are part of _____.	Matter	Sound

Name: _____ 59

Curriculum Connection
M.1, M.2

Why We Use Our Nose – Smells

Directions Circle the dangerous smells.

Word Search Find the words in the wo

Q	H	A	X	G	A	R	B	A	G	E	K	I	C	N
G	Y	V	Z	P	D	T	C	X	P	Q	F	B	K	I
T	R	B	Z	Y	G	H	C	A	Q	G	L	W	R	R
X	R	J	S	O	A	P	X	W	K	A	O	A	K	T
V	N	O	S	E	S	M	O	K	E	Y	W	Y	C	C
K	B	S	M	E	L	L	O	B	F	R	E	S	H	A
A	L	R	O	T	T	E	N	B	M	S	R	P	H	S

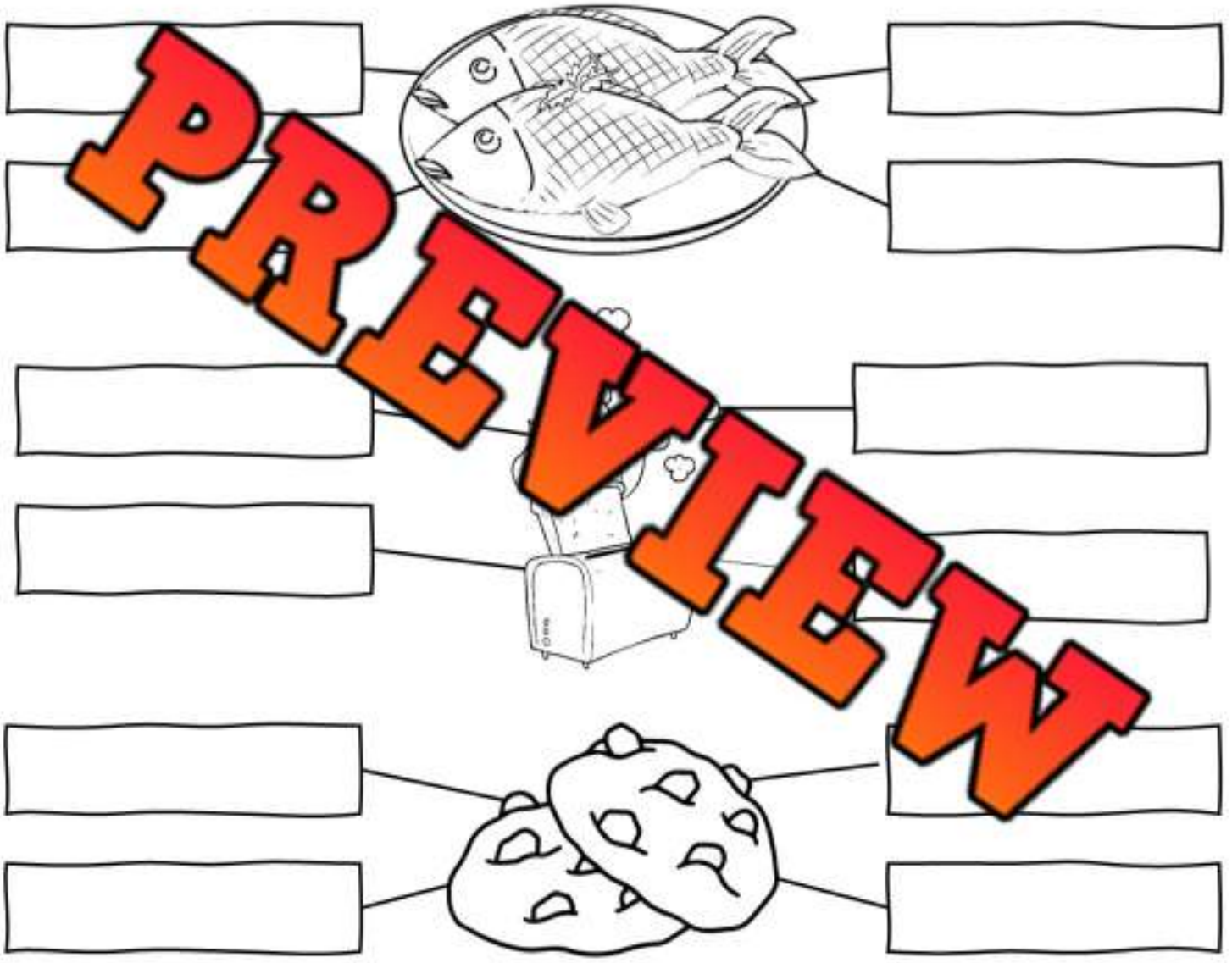
- lk
- mell
- Nose
- Fresh
- Rotten
- Flower
- Smoke
- Garbage
- Soap

Name: _____ 60

Curriculum Connection
M.1, M.2

Five Senses – Smell

Directions Cut and paste the words in the word bank to describe the smell of the food



Good	Bad	Stinky	Sweet
Yummy	Spicy	Rotten	Burnt

Curriculum Connection
M.1, M.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: ____________________ Mark

Put a checkmark (✓) on the correct answer!

What does **your nose** help you learn?	
○ Tells if something is blue or red	○ Smells like fresh flowers or yummy food

Name: ____________________ Mark

Put a checkmark (✓) on the correct answer!

What does **your nose** help you learn?	
○ Tells if something is blue or red	○ Smells like fresh flowers or yummy food

Name: ____________________ Mark

Put a checkmark (✓) on the correct answer!

What does **your nose** help you learn?	
○ Tells if something is blue or red	○ Smells like fresh flowers or yummy food

Name: ____________________ Mark

Put a checkmark (✓) on the correct answer!

What does **your nose** help you learn?	
○ Tells if something is blue or red	○ Smells like fresh flowers or yummy food

Name: _____ 62

Curriculum Connection
M.1, M.3

Activity – Smell and Find

Objective What are we testing?

Can you use your nose to find an object by its smell?

Materials What do you need for the activity?

- 3–4 small containers with lids
- Cotton balls
- Safe scents (vanilla, lemon extract, soap, cinnamon)
- A table to place the containers

Instructions How will you complete the activity?

1) The teacher puts a different scent in each container.
2) Students take turns smelling each container (no touching inside).
3) Ask: Does it smell fresh, sweet, strong, or bad?
4) Students try to match the smell to the object (lemon, soap, spice).
5) Talk about how smell is a property of the object.

Name: _____ 63

Curriculum Connection
M.1, M.3

Observations

What do you think the smell is?

Container Number	My Guess (What do you smell?)	Is it Fresh or Strong?	
1		Fresh	Strong
2		Fresh	Strong
3		Fresh	Strong
4		Fresh	Strong

Results

Answer the questions below.

Which smells did you like the best? What smells did you not like?

Best	Worst

Name: _____ 64

Curriculum Connection
M.1, M.2

Tasting – Exploring Taste

Taste

We use our tongue to taste food. Taste is a property of an object. Some foods taste sweet. Some foods taste sour. Some foods can taste salty or bitter. T lps us tell foods apart. Not all objects have a ta ds do.

Exam s:

- Candy ta eet.
- Lemon tastes
- Chips taste salty.

Draw Draw foods that are sweet, so ter, lty below.

Sweet	Sour	B	Salty

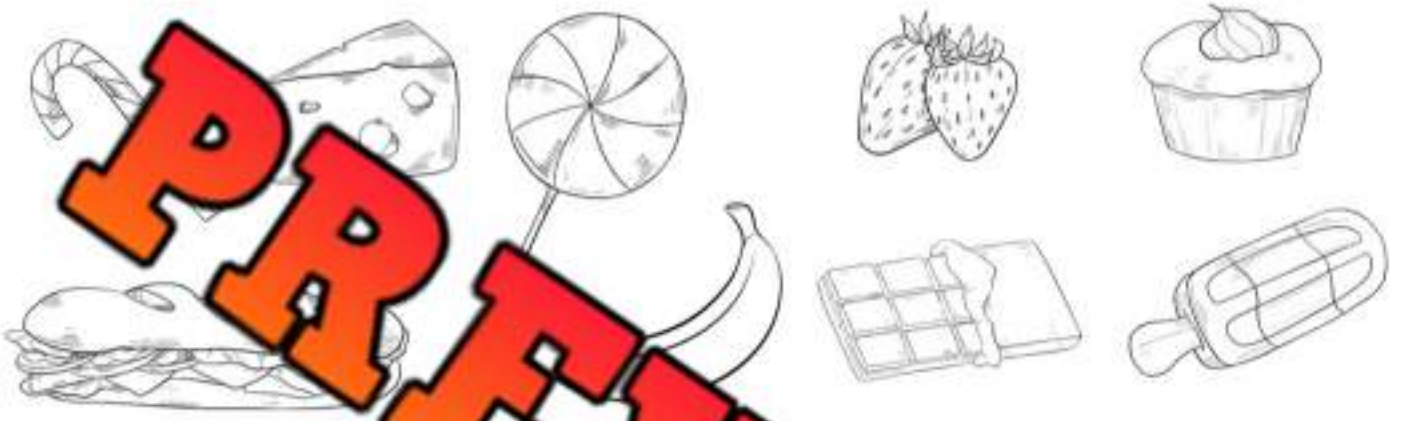
Name: _____ 66

Curriculum Connection
M.1, M.2

Five Senses – Taste

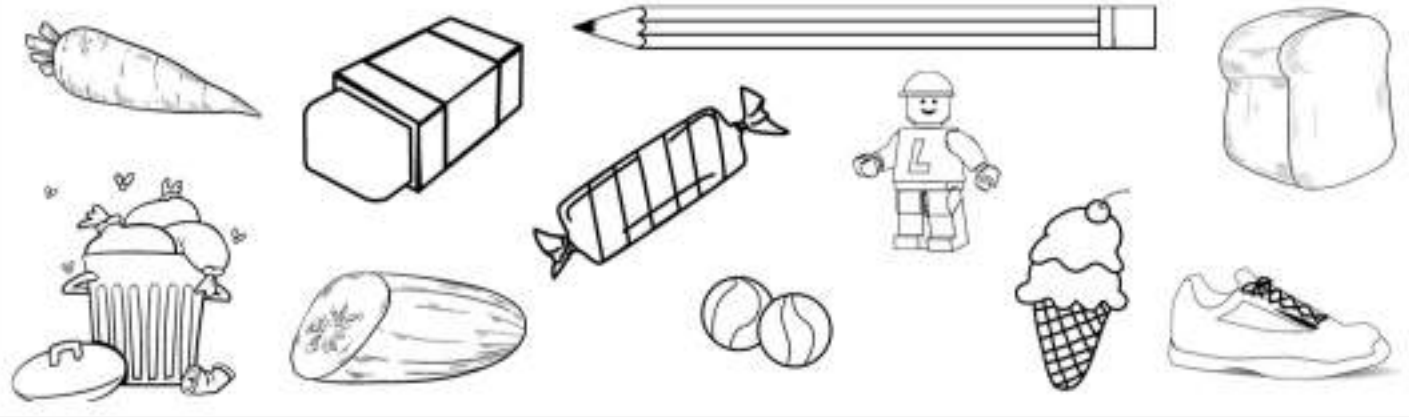
Question Answer the questions below.

1) Colour the things that taste <u>sweet.</u>



2) Colour the things tha[illegible] s[illegible]

3) Colour the things we shouldn't taste.



Name: _____ 68

Curriculum Connection
M.1, M.3

Activity – Taste and Tell

Objective What are we testing?

Can you use your tongue to tell different tastes?

Materials What we need for our experiment?

- Small pieces of food (banana, lemon, cracker, dark chocolate)
- Small plates or cups
- Water
- Recording sheet

Instruction How do we complete the experiment?

1) Sit with a partner.
2) Look at the food. Talk about what you think it will taste like.
3) Taste one small piece.
4) Ask: Is it sweet, sour, salty, or bitter?
5) Say your answer out loud.
6) Take a sip of water before the next taste.
7) Try the next food.

Name: _____ 69

Curriculum Connection
M.1, M.3

Recording Sheet

Record your partner's guesses.

Name			
Number	**Food**	**Taste**	**My Partner's Guess**
1			
2			
3			
4			
5			

Draw

Answer the questions below.

1) Which taste did you like and not like? Draw them.	
Best	**Worst**

2) Which taste was the easiest and the hardest to guess? Draw them.	
Easiest	**Hardest**

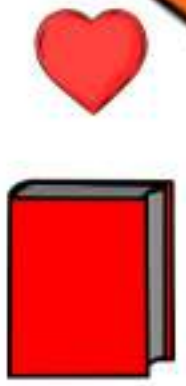
Name: _____ 70

Curriculum Connection
M.3

Sorting Objects by Their Properties

What Is Sorting?

Sorting means putting objects into groups. We group objects that are the same in one way. Objects have properties that help us sort them.



We can sort objects by colour. Red objects go together.

Sort by Colour

We can sort objects by shape. Round objects go together.

Sort by Shape

We can sort objects by size. Big objects go in one group.

Sort by Size

We can sort objects by how they feel. Smooth objects go together.

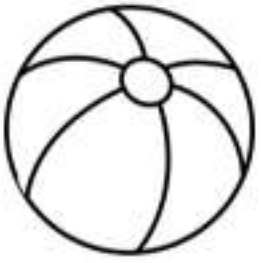
Sort by Texture

Name: _____ 71

Curriculum Connection
M.3

Sort Cut and paste the images in the correct boxes.

Round Objects	Rectangular Objects



Ball

Book

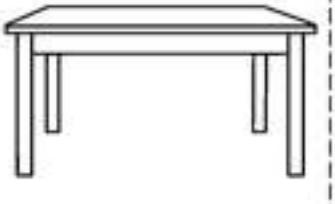
Plate

Window

Clock

Box

Orange



Table

Name: _____ 72

Curriculum Connection
M.3

Colour Colour the objects by their texture.

Colour the soft objects **blue**.

Colour the Hard objects **red**.

Name: _____ 73

Curriculum Connection
M.3

Sort the School

Take a short walk around the classroom. Look at the objects around you. Think about their properties. Draw four objects that are big. Draw four objects that are small.

Big Objects	Small Objects

Curriculum Connection
M.3

Exit Cards

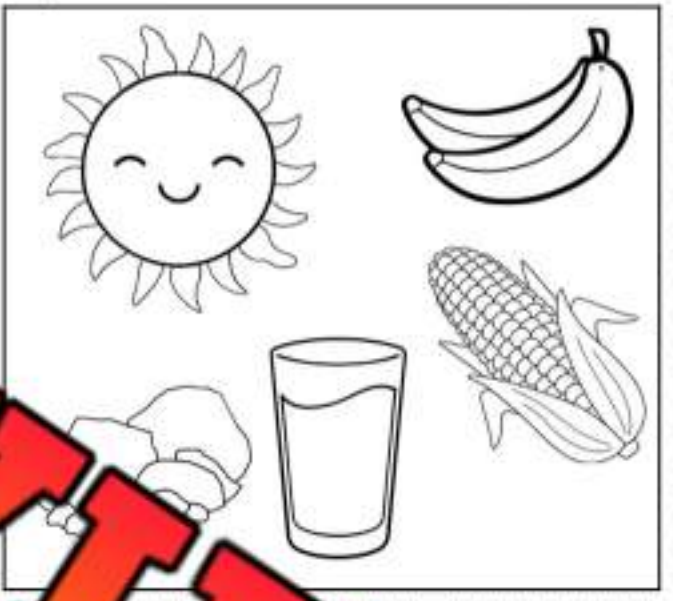
Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Colour all the yellow objects.

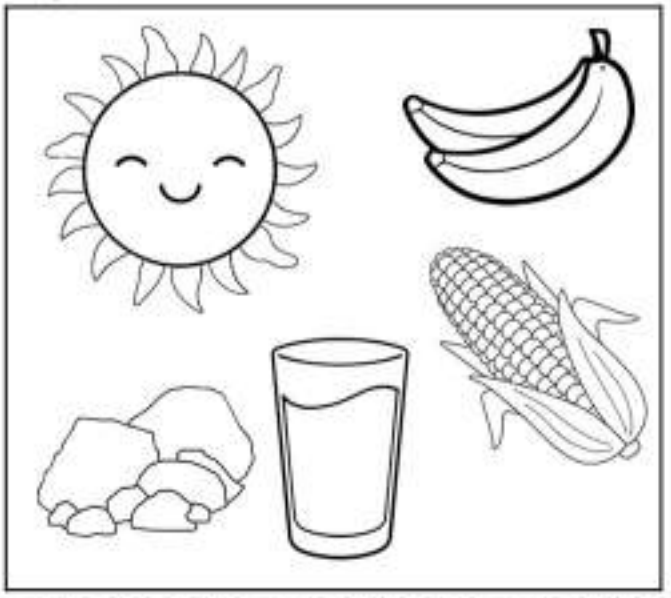
Name: _____ Mark

Colour all the yellow objects.



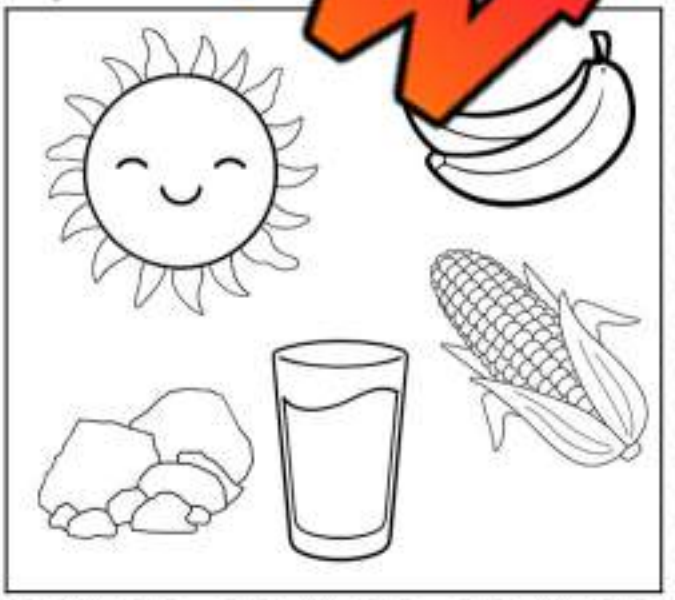
Name: _____ Mark

Colour all the yellow objects.



Name: _____ Mark

Colour all the yellow objects.



Name: _____ 81

Curriculum Connection
M.4

Comparing Objects Around Us

What Does Compare Mean?

To compare means to look at two objects and see how they are the same and how they are differe[nt]. We look, touch, hear, smell, and taste to lea[rn] their properties.

Same in S[ome Ways]

Two objects ca[n be] th[e same] property. Two balls can both b[e red]. Tw[o apples] can both be red. Objects can share colo[r, s]hape, [or size].

Different in Other Ways

Objects can also be different. One ball can [be red] and one can be small. One apple can be sweet and one can be sour. They may look the same but they sound or taste different.

Using Our Senses

We use our eyes to see colour and shape. We use our hands to feel texture and temperature. We use our ears to hear sound. Our nose smells scent. Our tongue tastes flavour.

Name: _____ 82

Curriculum Connection
M.4

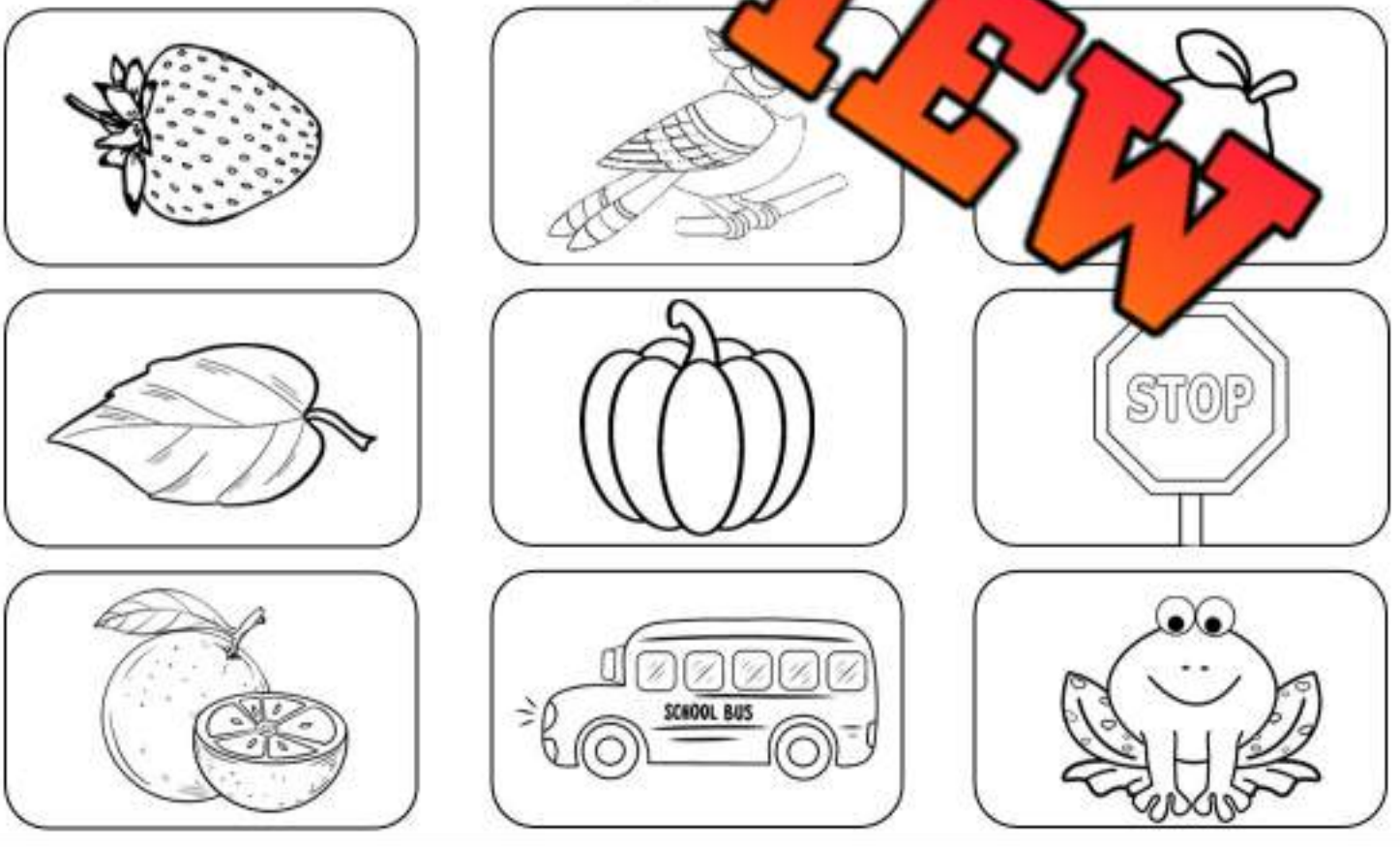
Multiple Choice

Circle the correct answer.

1) Two balls are both round. What is the same?		
A) Colour	B) Shape	C) Sound
2) One apple is red and one apple is green. What is different?		
A) Colour	B) Size	C) Texture
3) One r[illegible] big and one rock is small. What is different?		
A) Sh[illegible]	B) Sound	C) Size
4) A [illegible] is lo[illegible] low is quiet. What is different?		
A) Sound	[illegible]lour	C) Shape
5) A lemon is s[illegible] ca[illegible] t. What is different?		
A) Size	[illegible]aste	C) Shape

Colour

Colour the objects that are th[illegible] colo[illegible] use 2-3 colours for sorting



Name: _____ 83

Curriculum Connection
M.4

Fill in the Blanks

Circle the missing word.

1)	We use our senses to learn about an object's _____.	Colour	Properties
2)	When two things are the same, they are _____.	Different	Alike
3)	When two things are not the same, they are _____.	Different	Round
4)	We [illegible]are objects by looking at their _____.	Properties	Names
5)	[illegible]ing at how things are the _____ an[illegible]	Same	Loud

Word Search

Fi[illegible] wo[illegible]rdsearch.

Same
Different
Compare
Colour
Size
Shape
Big
Small
Round
Smooth
Loud
Sweet

[illegible]	[illegible]	[illegible]	[illegible]	F	D	P	B	B	U
M	A	[illegible]	K	[illegible]	[illegible]	I	B	F	Y	P
A	P	M	[illegible]	[illegible]	[illegible]	[illegible]	E	K	S
L	B	B	A	[illegible]	[illegible]	[illegible]	[illegible]	U	H
L	K	T	M	J	[illegible]	[illegible]	[illegible]	[illegible]	A
C	J	D	E	H	Y	R	[illegible]	[illegible]	P
O	S	Z	D	L	P	E	P	[illegible]	V	E
L	B	P	J	O	J	N	R	W	A	J
O	Z	W	S	U	R	T	I	G	D	C
U	H	E	I	D	S	W	E	E	T	X
R	M	C	Z	R	O	U	N	D	Z	K
I	G	W	E	E	S	M	O	O	T	H
U	L	C	O	M	P	A	R	E	J	W

Curriculum Connection
M.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) To compare means to see how things are the same and different.	T / F
2) Two objects must look exactly the same to be compared.	T / F
3) Two red balls can be the same colour but different sizes.	T / F

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) To compare means to see how things are the same and different.	T / F
2) Two objects must look exactly the same to be compared.	T / F
3) Two red balls can be the same colour but different sizes.	T / F

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) To compare means to see how things are the same and different.	T / F
2) Two objects must look exactly the same to be compared.	T / F
3) Two red balls can be the same colour but different sizes.	T / F

Name: _____ 85

Curriculum Connection
M.1, M.4

Two Corners – Property Opinions

Objective What are we learning about?

Students will think about properties of objects and the five senses. They will share the[illegible]pinions and explain their thinking. Students will understand that differen[illegible]ies help us notice and compare objects.

Materia[illegible] Wh[illegible]need for the activity?

- A list of quest[illegible]
- Labels for 2 corner[illegible]room "Corner 1" and "Corner [illegible]

Instructions How will you complete the activi[illegible]

1) Label two corners of the room as Corner 1[illegible]orner 2[illegible] the labels clear for everyone to see.
2) Explain that you will read questions about properties a[illegible] each corner will represent a choice. For example:
   1) Corner 1 = Colour
   2) Corner 2 = Texture
3) Read one question aloud and tell students what each corner represents. Students will think about their answer and move to the corner that matches their choice.
4) Once in their corners, students will talk to others about why they made their choice.
5) After discussing, bring the class together to share their ideas as a group.
6) Repeat the activity with the next question to explore more sorting.

Name: _____ 86

Curriculum Connection
M.1, M.4

Two Corners Read the questions to the class:

	Question	Corner 1	Corner 2
1	Which helps you pick a toy?	Colour	Size
2	Whi[illegible] easier to notice first?	Loud sound	Bright colour
3	[illegible]anket, what [illegible]	Soft	Big
4	When choo[illegible] fruit[illegible]u notice first?	Smell	Colour
5	Which do you use more at [illegible]?	[illegible]yes	Ears
6	Which is easier to feel?	[illegible]h	Smooth
7	Which snack would you choose first?	Sweet	[illegible]ur
8	Which is easier to compare?	Big and small	Loud and quiet
9	Which do you notice faster?	Hot	Cold
10	Which sense do you use most at school?	Sight	Touch

What Are Instructions?

Instructions tell us what to do. They are steps we can follow. When we follow instructions, we can finish a job the right way. Instructions help us stay safe and learn new things.

Where We Hear Instructions

We hear instructions at home and at school. We hear them in games and when we have things. A teacher might say, "First sit down. Then open your book." The order matters.

Steps Go in Order

Most instructions have one or more steps. We must do them in the right order. If we mix them up, the result can change.

We can get instructions from:

- A teacher speaking
- A picture
- A hand signal

Following instructions helps us think carefully and solve problems.

Name: _____ 88

Curriculum Connection
CS.1

Following Steps: Learning About Instructions

Directions Listen to your teacher read the instructions and draw below.

1) Draw a big circle in the middle of your page.
2) Draw a small square inside the circle.
3) Draw a triangle on top of the square.
4) Draw two circles beside the square, one on each side.
5) Draw three straight lines under the square.

Name: _____ 89

Curriculum Connection
CS.1

Following Steps: Learning About Instructions

When we **follow steps**, we can do a task the right way. At school and at home, we listen to directions. Directions tell us what to do **first**, **next**, and **last**. The order is important. If we change the order, t[illegible]sk may not work the same way.

F[illegible]	o[illegible]r coat and zip it up.
Next	put[illegible]ha[illegible]
Then	lin[illegible]t th[illegible]
Last	walk out[illegible]ely.

Directions Draw 4 things yo[illegible]before[illegible]o school

1)

2)

3)

4)

Name: _____ 90

Curriculum Connection
CS.1

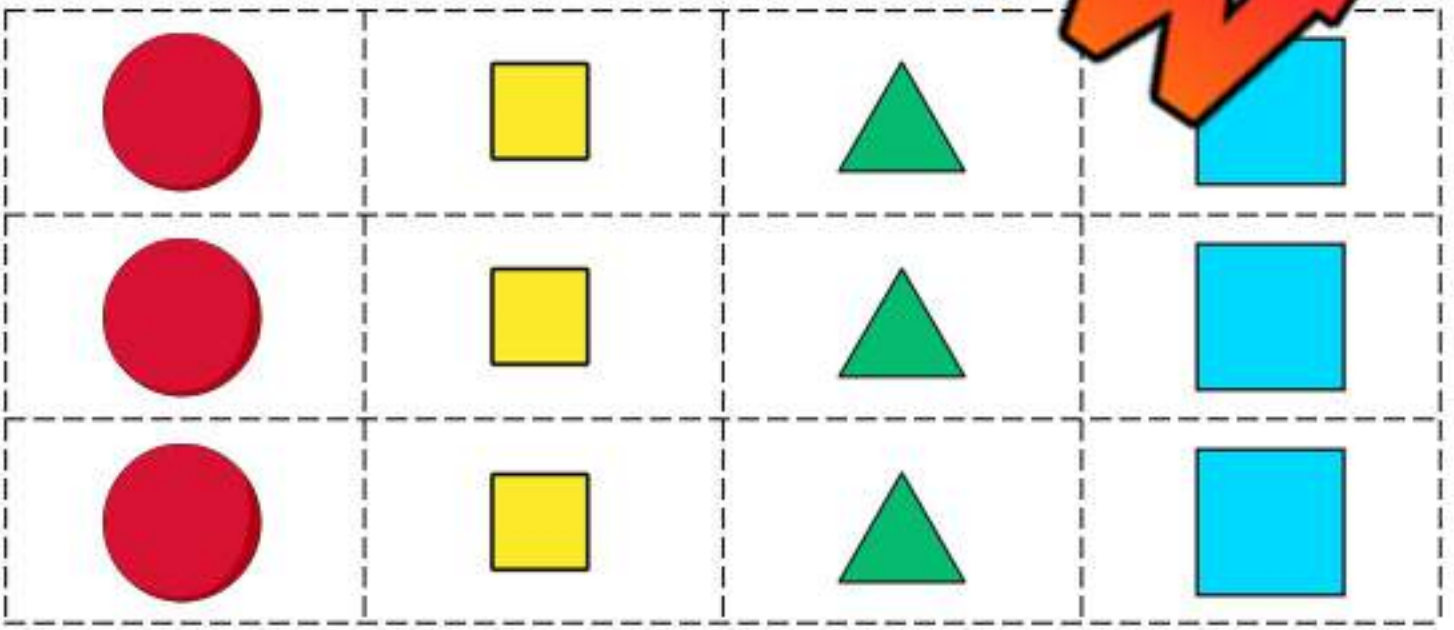
Follow the Sorting Code

Directions Cut and paste the pictures into the boxes by following instructions.
Instructions: First sort by colour, then by size, last by shape.

Red	Blue	Yellow	Green

	Small

Circle	quare	Triangle



Name: _____ 91

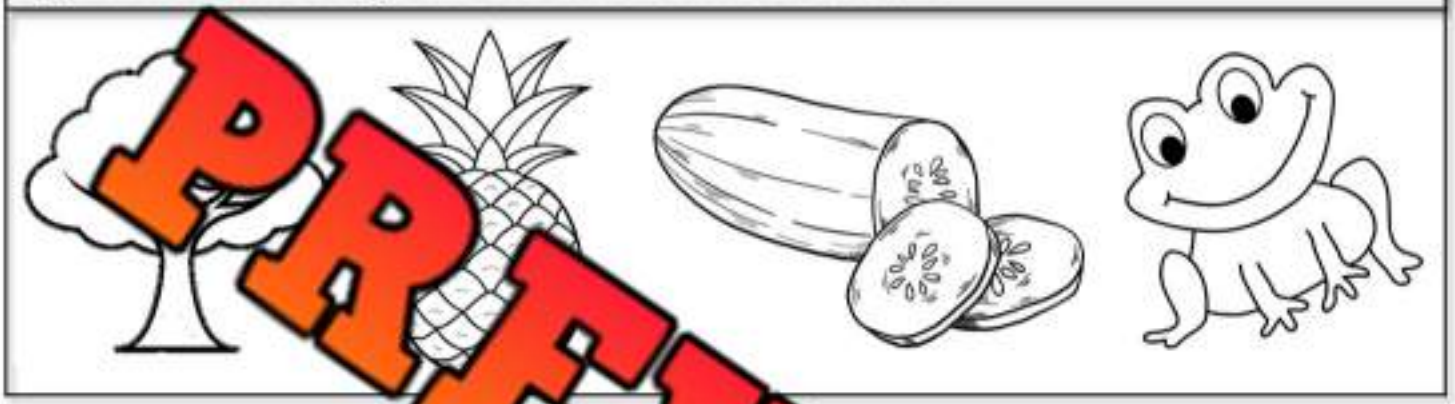
Total
/

Unit Test – Matter

Mark
/

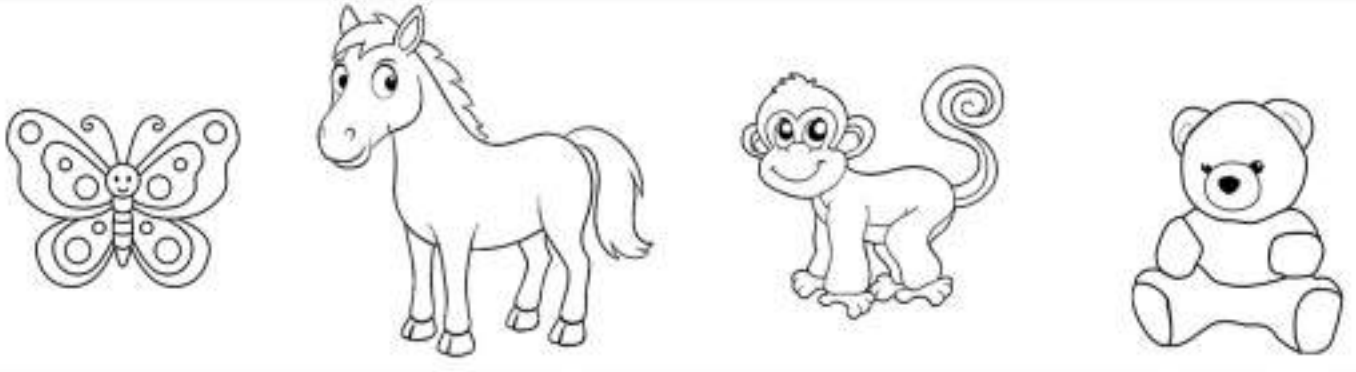
Colour Read the questions and colour the correct answer below:

1) Which two objects are the same colour?



2) Which sense helps us hear?

3) Which object is bigger?



Definition

Connect the word to its meaning:

Mark: /

Object	Property	Sight	Touch	Sort
A spe[illegible] s[illegible] looks, feels, or sounds[illegible]	[illegible]ing your [illegible]s to [illegible]ngs.	Putting things into groups that [illegible]e the same.	Something we can see, feel, hear, smell, or taste.	Using your eyes to look at things.

Matching

Draw a[illegible] t[illegible] mat[illegible] group rule with what it mea[illegible]

Mark: /

- Colour ○ — ○ [illegible] som[illegible]g feels, like [illegible]gh[illegible]
- Size ○ — ○ What y[illegible]ell[illegible] fr[illegible]h or rotten.
- Texture ○ — ○ How big or small [illegible]ething is.
- Sound ○ — ○ What you taste, like sweet or sour.
- Scent ○ — ○ What you hear, like loud or quiet.
- Taste ○ — ○ What you see with your eyes, like red or blue.

Who Am I?	Read the sentence. Look at the picture. Fill the box with the correct word from the word bank.

Mark
/

Word Bank		
Hearing	Taste	Touch
Size	Sight	Smell

I help you see if something is blue or yellow. Who am I?

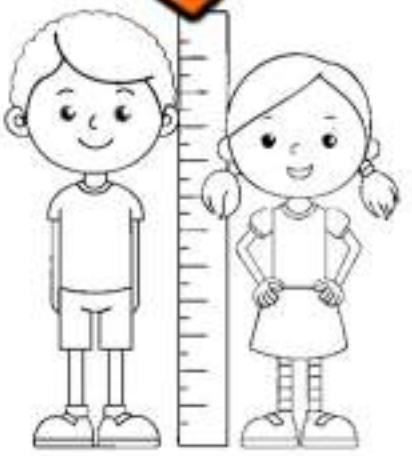
I help you feel if something is rough or smooth. Who am I?

I help you hear if something is loud or quiet. Who am I?

I help you know if food is sweet or sour. Who am I?

I help you know if something smells fresh or stinky. Who am I?

I help you see if something is short or tall. Who am I?



Workbook Preview

Kindergarten – Science Unit

Earth Systems

Organizing Idea	**Earth Systems**: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions
Guiding Question	How can environments be explored?
Learning Outcome	Children examine and describe surrounding environments.

	Skill and Procedures	Pages
ES.1	Use the senses to make observations and ask questions about surrounding environments.	7-17
ES.2		
ES.3		
ES.4		
ES.5		
ES.6	Observe a variety of local environments over time.	39-48
ES.7	Record observations of changes in environments.	49-79
ES.8	Discuss the importance of protecting and respecting environments.	80-88
ES.9	Identify ways to protect and respect environments.	80-88
ES.10	Identify physical locations, objects, and experiences in nature that can lead to personal feelings of connection.	89-91
ES.11	Reflect on what is personally considered to be beautiful and appreciated in nature.	89-91
ES.12	Discuss connections First Nations, Métis, or Inuit have with nature.	92-97

Kindergarten – Science Unit

Earth Systems

Organizing Idea	**Computer Science**: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking
Guiding Question	How can objects, humans, and other animals move?
Learning Outcome	Children explore movement of objects, humans, and other animals.

	Skill and Procedures	Pages
CS.1	Follow a sequence of two steps related to a learning experience.	98-101

EARTH SYSTEMS

Name: _____ 7

Curriculum Connection
ES.1

Using Our Senses to Explore

We use our **senses** to learn about the world. Our senses help us explore our environment. We can **see**, **hear**, **touch**, **smell**, and **taste**. Seeing helps us notice plants, animals, water, and sky. Hearing helps us listen to wind, and peo[illegible]ouch helps us feel things like rocks, soil, and water. Smell helps [illegible]ers, rain, or fresh air.

Examp[illegible]s of O[illegible]

- **Eyes** – he[illegible]e tre[illegible]als, and people.
- **Ears** – help us [illegible]
- **Hands** – help us feel [illegible]so[illegible]es.
- **Nose** – helps us smell flowe[illegible]ain.

Draw Draw one thing you ca[illegible] ar[illegible]ture.

See	He[illegible]

Name: _____ 8

Curriculum Connection
ES.1

Which Sense Do We Use?

Circle Circle the sense we use to explore the objects.

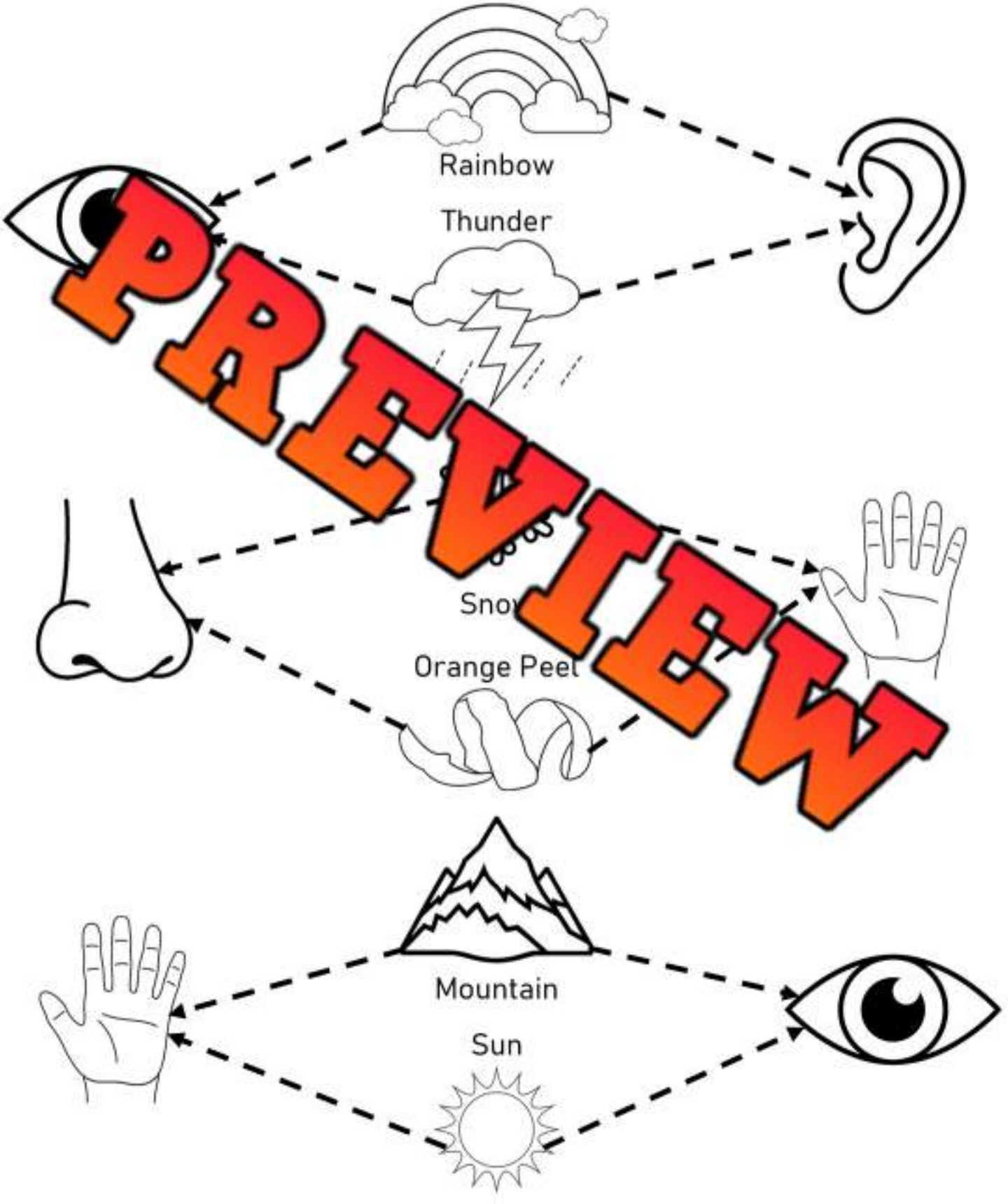
1) 	See	Smell	Hear
2) 		Hear	Touch
3) 	See		Hear
4) 	Touch	Smell	Hear
5) 	See	Hear	Touch

Name: _____ 9

Curriculum Connection
ES.1

Trace the Dotted Line

Trace on the dotted lines to connect the picture to the sense we use to explore it.



Curriculum Connection
ES.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Which sense helps you **see** a tree?	
○ Ears	○ Eyes
Which sense helps you **smell** flowers?	
○ Tongue	○ Nose

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Which sense helps you **see** a tree?	
○ Ears	○ Eyes
Which sense helps you **smell** flowers?	
○ Tongue	○ Nose

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Which sense helps you **see** a tree?	
○ Ears	○ Eyes
Which sense helps you **smell** flowers?	
○ Tongue	○ Nose

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Which sense helps you **see** a tree?	
○ Ears	○ Eyes
Which sense helps you **smell** flowers?	
○ Tongue	○ Nose

Name: _____ 11

Curriculum Connection
ES.1

What is in Our Environment?

Our Environment

An environment is the place around us. It is where people, plants, and animals live. An environment has land, water, and air. Trees, grass, [illegible]owers are part of it too. Some things in an env[illegible]ade by people, like houses, roads, and playg[illegible]ex[illegible]lore our environment by using our senses.

T[illegible]ironment

L[illegible] walk[illegible]ark near his home. He see[illegible]tree[illegible]een grass. Birds are in [illegible]s, ar[illegible]og runs on the path. The p[illegible]k h[illegible]d a playground made by peo[illegible]

The School Environment

Maya looks around her school yard. She sees plants growing in the garden. She sees the school building and the road beside it. Her school yard is an environment with living things and things made by people.

Name: _____ 12

Curriculum Connection
ES.1

Circle Circle Yes or No for the sentences below.

1) Are trees part of our environment?	Yes	No
2) Do animals live in environments?	Yes	No
3) Is wa[illegible] part of the environment?	Yes	No
4) Are [illegible]ade by nature in our environment?	Yes	No

Fill in the Blanks [illegible] the words in the word bank to fill in [illegible]lan[illegible]

1)	A tree grows in the _____.
2)	A fish lives in the _____.
3)	A bird can live in the _____.
4)	A playground is made by _____.
5)	We use our _____ to explore our environment.

Air	Senses	Water
House	Environment	People

Name: _____ 13

Curriculum Connection
ES.1

Colour Colour the objects.

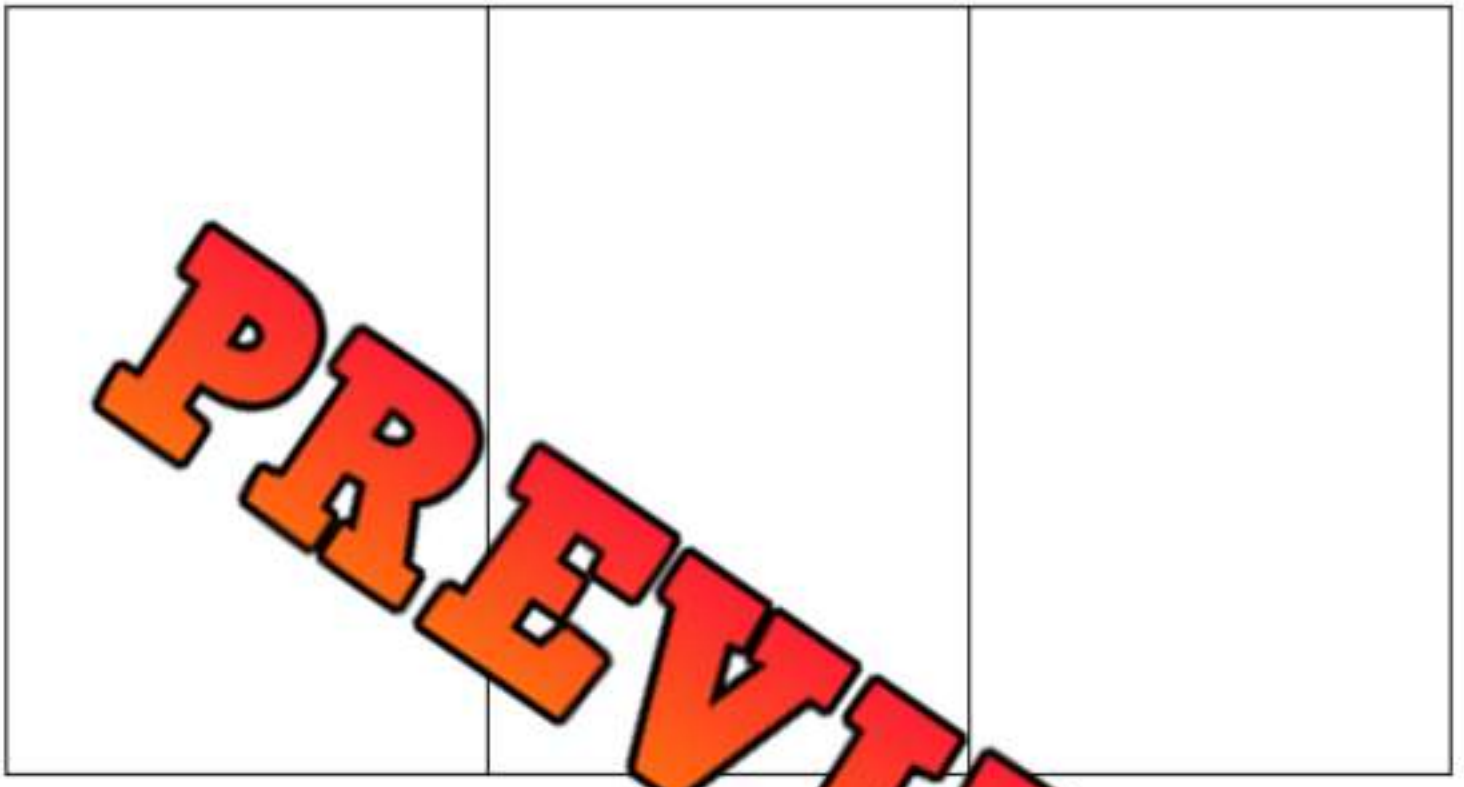
Colour **blue** the objects that **make up an environment.**

Colour **red** the objects that **do not make up an environment.**

Name: _____ 14

Curriculum Connection
ES.1

Draw Look around your classroom or outside. Draw three things from nature.



Draw Look around your classroom or outside. Draw three things made by people.

Name: _____ 15

Curriculum Connection
ES.1

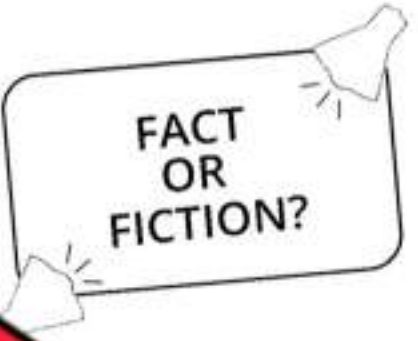
Fact or Fiction – Living and Non-Living Game

Objective What are we learning about?

Students will learn the difference between living and non-living things by listening to statements and deciding if they are true or false.

Materials What you need for the activity?

- Fact and Fiction signs
- Fact/Fiction statement cards
- Open classroom space



Instructions How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each statement is shared.
2) Consider carefully whether you think the statement is true or false.
3) If you decide the statement is true, walk to the 'Fact' side of the room.
4) If your guess is that it's not true, move to the 'Fiction' side of the room.
5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
6) When the right answer is announced, return to your seat, ready for the next round.
7) Have fun getting up and moving!

Name: _____ 16

Curriculum Connection
ES.1

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	A tree is a living thing.	Fact
2	A rock can grow bigger by itself.	Fiction
3	A b ds water to live.	Fact
4	ir is a hing.	Fiction
5	Plants n light	Fact
6	A car can grow ge wn.	Fiction
7	A toy needs food to live.	Fiction
8	A dog is a living thing.	Fact
9	Living things can grow.	Fact
10	People need food and water.	
11	A pencil is a living thing.	Fiction
12	A rock needs air to live.	Fiction
13	A flower can grow taller.	Fact
14	A table can move by itself.	Fiction
15	Living things need care to stay alive.	Fact

Name: _____ 18

Curriculum Connection
ES.4, ES.5

Story: Living Things in Our Environment

Draw Draw pictures that show the story:

Living Things All Around Us

Maya w[illegible] outside into her yard. She looks around and sees ma[illegible] in her environment. Plants, animals, and peopl[illegible] all s[illegible] space together.

Living things are [illegible] they g[illegible] need food, need water, and breathe air. All living things [illegible] grow.

Name: _____ 19

Curriculum Connection
ES.4, ES.5

Plants are living things. Grass, flowers, and trees gr[illegible] from small seeds. Some trees can live for over 100 years..

Animals are living things too. A rabbit eats plants and drinks water. Birds eat seeds and insects to stay healthy.

Name: _____ 20

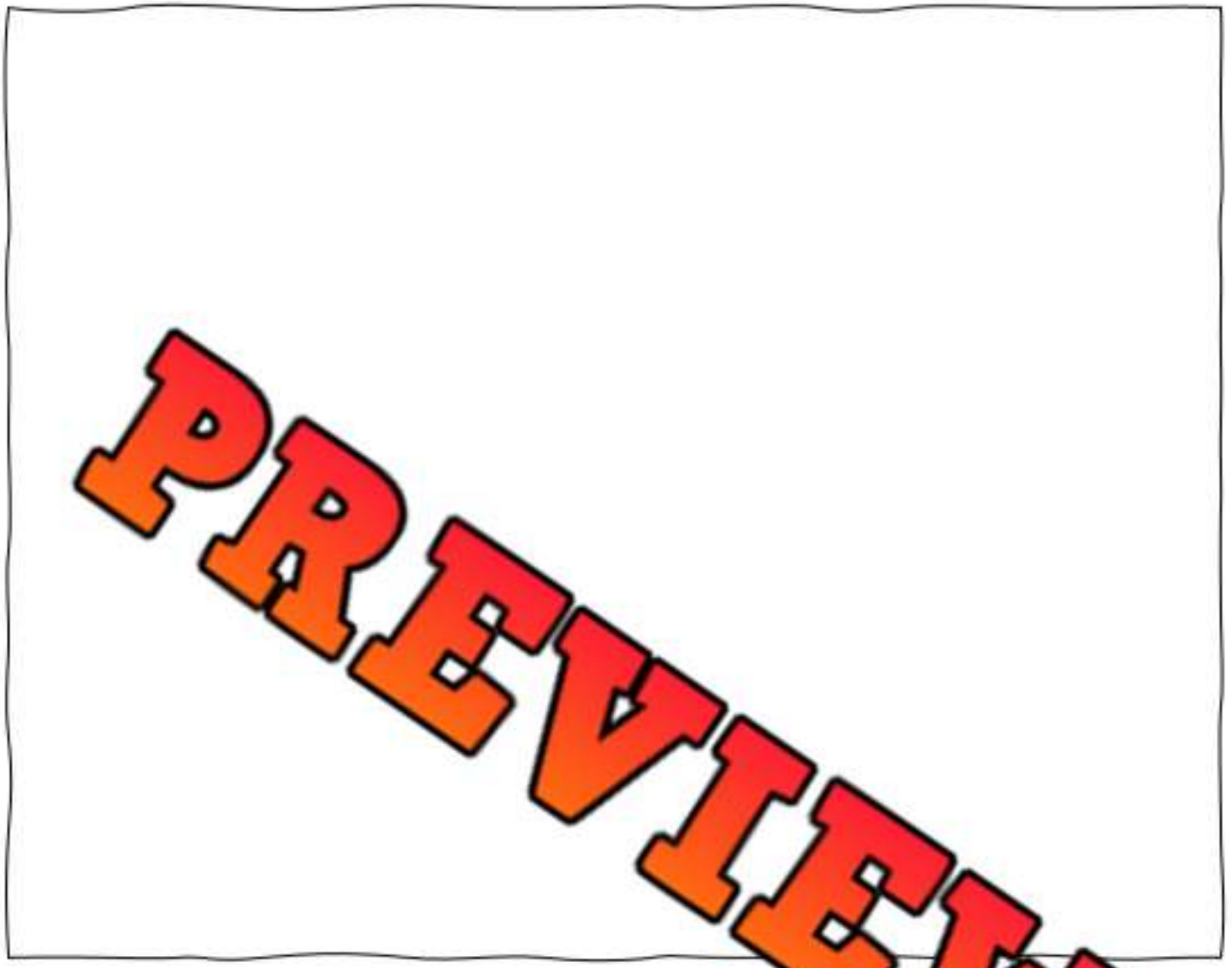
Curriculum Connection
ES.4, ES.5

People are living things as well. Children need food, water, air, and sleep every day to grow strong.

In one park you might see 10 birds, many insects, and several trees. Many living things share the same place.

Name: _____ 21

Curriculum Connection
ES.4, ES.5



Plants help animals live. Trees give birds homes. Flowers give bees sweet nectar for food.

Animals help plants too. Bees carry pollen from flower to flower so new plants can grow.

Name: _____ 22

Curriculum Connection
ES.4, ES.5

Living Things Around Us

Word Search Find the words in the word search.

Y	L	J	Q	U	Q	N	U	P	U	D	F	O	X	R
D	J	S	O	F	I	J	Z	L	A	N	I	M	A	L
V	S			W	Q	K	V	A	Q	U	U	S	D	G
C	O			M	K	D	N	W	A	T	E	R	A	
F					L	T	J	C	T	T	D	M		
Y	V	G				V	E	S	H	Q	L	J		

Word Bank
Plant
Animal
Water
Food
Grow
Live

Fill in the Blanks Cut and [illegible] word bank to fill in the blanks below,

1)	A tree is a living _____
2)	A rabbit is an _____ .
3)	Living things need _____ to drink.
4)	Living things need _____ to eat.
5)	Living things _____ bigger over time.

Water	Animal	Grow
Live	Plant	Food

Name: _____ 23

Curriculum Connection
ES.4, ES.5

Non-Living Things in Nature

Parts of Our Environment

Some things in our environment are not alive. These are called **non-living things**. Land, rocks, soil, air, and water are not alive. They do not grow or [illegible]od. But they are very important for living things.

Pla[illegible]d need water to live. Animals drink water and breathe air. T[illegible]es light and warmth to plants and animals. Rocks and land help [illegible]hom[illegible]ny animals.

Examples

- **Rocks** – are part of the [illegible]nd [illegible]
- **Soil** – helps plants grow roo[illegible]
- **Water** – helps plants, animals, and [illegible]e li[illegible]
- **Air** – helps living things breathe.

Question	Circle the correct answer.

1)	Which one is not living?	Rock	Bird
2)	Which one helps plants grow in the ground?	Soil	Fish
3)	Which one do animals drink to live?	Leaf	Water
4)	Which one do people need to breathe?	Tree	Air
5)	Which one is not alive but is part of land?	Sand	Rabbit

Name: _____ 24

Curriculum Connection
ES.4, ES.5

Colour Colour the objects.

Colour **blue** the **living things.**

Colour **red** the **non-living things.**

Curriculum Connection
ES.4, ES.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle yes or no for each question.

1) Do non-living things grow bigger by themselves?	Yes / No
2) Does soil help plants grow?	Yes / No
3) Is air important for breathing?	Yes / No
4) Do rocks need food to live?	Yes / No

Name: _____ Mark

Circle yes or no for each question.

1) Do non-living things grow bigger by themselves?	Yes / No
2) Does soil help plants grow?	Yes / No
3) Is air important for breathing?	Yes / No
4) Do rocks need food to live?	Yes / No

Name: _____ Mark

Circle yes or no for each question.

1) Do non-living things grow bigger by themselves?	Yes / No
2) Does soil help plants grow?	Yes / No
3) Is air important for breathing?	Yes / No
4) Do rocks need food to live?	Yes / No

Name: _____ Mark

Circle yes or no for each question.

1) Do non-living things grow bigger by themselves?	Yes / No
2) Does soil help plants grow?	Yes / No
3) Is air important for breathing?	Yes / No
4) Do rocks need food to live?	Yes / No

Name: _____ 26

Curriculum Connection
ES.2, ES.4, ES.5

Show and Tell: Discovering Our Environment

Objective What are we learning about?

Students will identify a natural object, describe where it comes from, and explain how people should care for nature. They will learn that environments include both living and non-living things.

Materials What you will need for the activity:

- One natural object (e.g., leaf, rock, flower, pinecone, stick, printed picture of one)
- Planning page (provided)
- Example presentation (teacher-led)

Instructions How you will complete the activity:

1) Begin by discussing what nature is and explain that nature includes living things like plants, rocks, soil, water, and animals that we find outside.
2) Show students a few example items such as a leaf and a rock and talk about where they come from and what environment they belong to.
3) Hand out the planning page for students to use at home with their families.
4) Ask each student to bring a small natural object from home or a picture of something from nature.
5) During Show and Tell, have each student present their item.
6) Encourage students to explain whether their object is living or non-living.
7) Allow classmates to ask one question about the items after each presentation.
8) After all students have shared, discuss how all these objects are part of our environment and why we should respect and protect nature.

Name: _____ 27

Curriculum Connection
ES.2, ES.4, ES.5

Criteria Use the criteria below to complete the activity.

Criteria	Description
Show Nature Item	The student brought one object or picture from nature.
Tell Where It Come[illegible]m	The student explained where the object can be found (forest, park, garden, river).
Ca[illegible]	The student shared one way people should care for [illegible] place in nature.
Speak and Sh[illegible]	The s[illegible] spoke clearly and shared their idea with the [illegible]

Example Presentation [illegible]y Pi[illegible]

Hi everyone! I'm Liam. Today I brough[illegible]

pinecone. A pinecone comes from a pine

tree. Pine trees grow in forests and parks.

A pinecone is part of nature. It is not made by people. We should take care of trees and forests by not breaking branches or leaving trash. Thank you!

Name: _____ 28

Curriculum Connection
ES.2, ES.4, ES.5

Planning Page | Answer the questions below.

What Should I Bring?

My Nature Item

Draw the natural item you will bring or show in the box below.

Name: _____ 29

Curriculum Connection
ES.2, ES.4, ES.5

Reflection Draw two nature items that your friends shared during show and tell.

My friends brought...	
Living Thing from Nature	**Non-Living Thing from Nature**

Name: _____ 30

Curriculum Connection
ES.2, ES.4, ES.5

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Show Nature Items	Did not bring items	Brought an item but did not show it well	Brought a nature item and showed it	Brought a clear nature item and showed it proudly
Explai… Wh…	…id not talk …ut the	Said a few words about it	Explained what the item is	Clearly explained what the item is and where it comes from
Listen and Share	…ay …e it com…	…id where …mes …ot cl…	Explained where it comes from in nature	Clearly explained where it comes from and why it is part of nature
Speak Clearly	Did not speak or was very quiet	Spo… litt… hard to hear	S… …learly …	Spoke clearly, loudly, and shared with confidence

Teacher Comments

…ark

Student Comments – What Could You Do Better?

Name: _____ 32

Curriculum Connection
ES.4, ES.5

Nature or Made by People

Looking at Objects

Hi, my name is Sam! Let's look at objects around us. Some objects come from nature. These are called **natural objects**. Trees, rivers, and animals are natural objects. Some objects are made by people. People build houses, roads, bridges, and playgrounds. These are called **human-made objects**.

I can tell if things are made by nature or by people...

Check the boxes that are true.

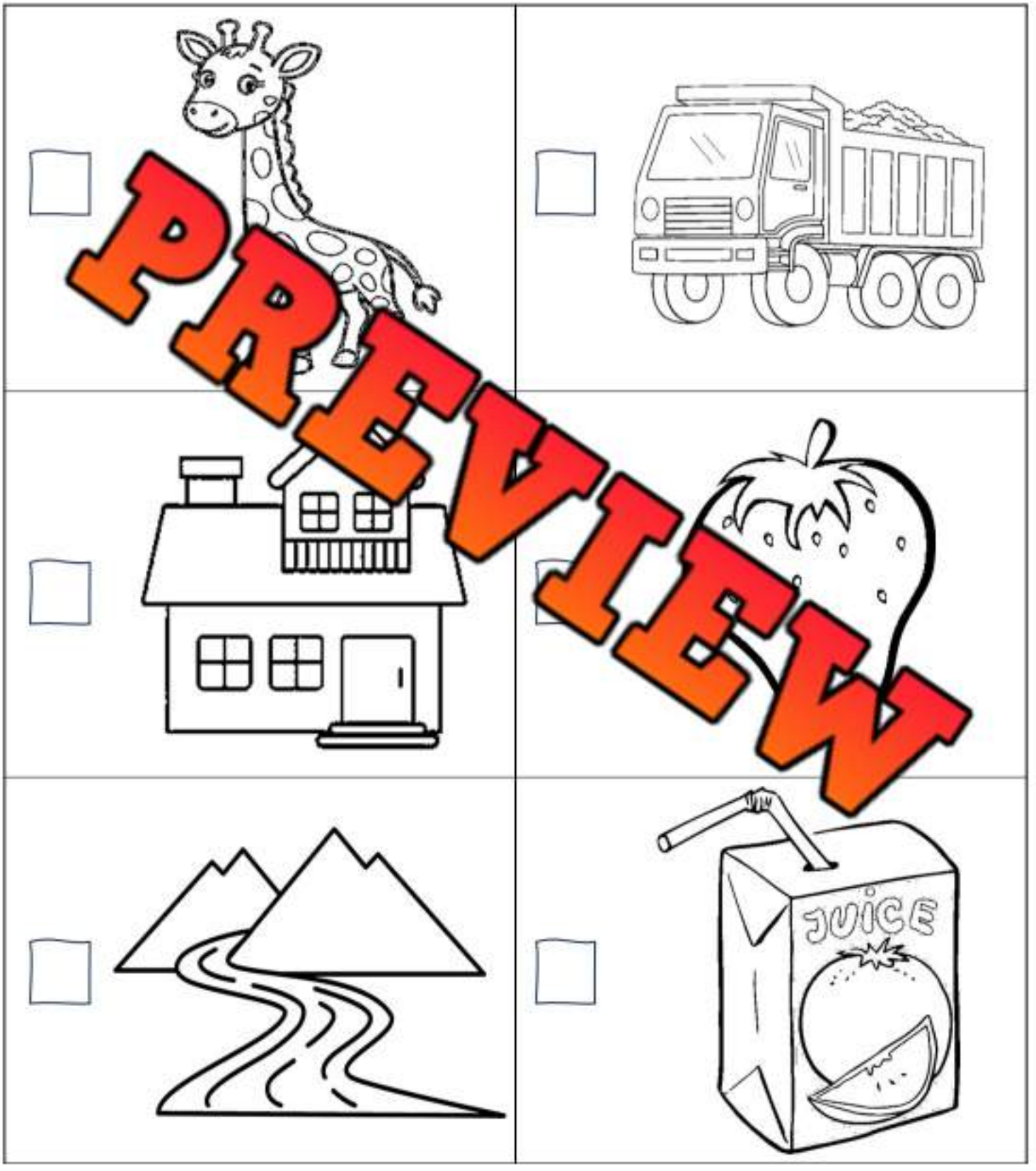
- ☐ ...trees and rocks are natural objects.
- ☐ ...houses and roads are made by people.
- ☐ ...animals are made by people.
- ☐ ...playgrounds are built by people.
- ☐ ...nature and human-made objects can be in the same place.

Name: _____ 33

Curriculum Connection
ES.4, ES.5

Directions

Place a X in the box for natural objects.
Place an ✓ in the box for human made objects.



Curriculum Connection
ES.4, ES.5

Exit Cards

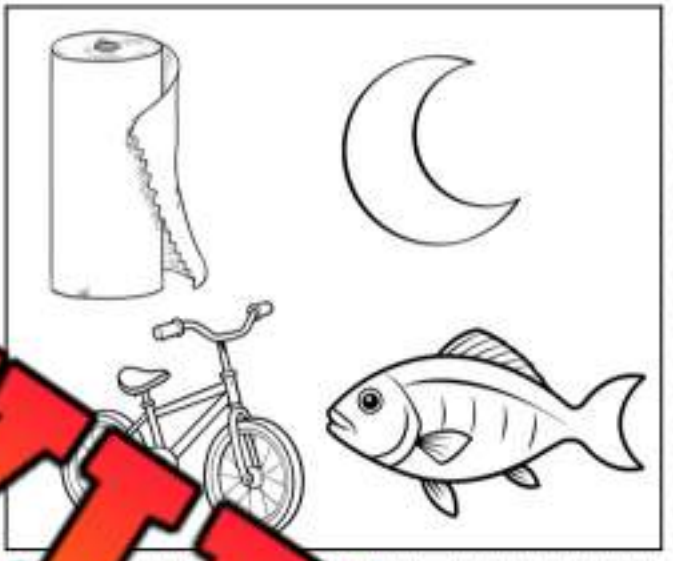
Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Colour the natural objects yellow and the people made objects blue.

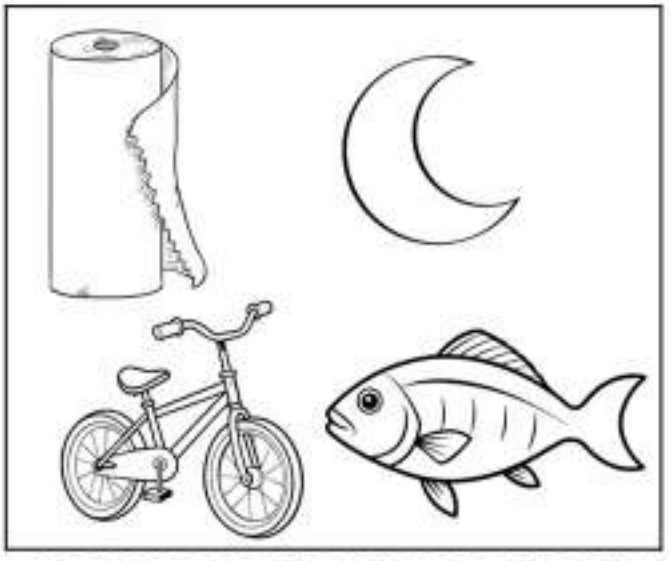
Name: _____ Mark

Colour the natural objects yellow and the people made objects blue.



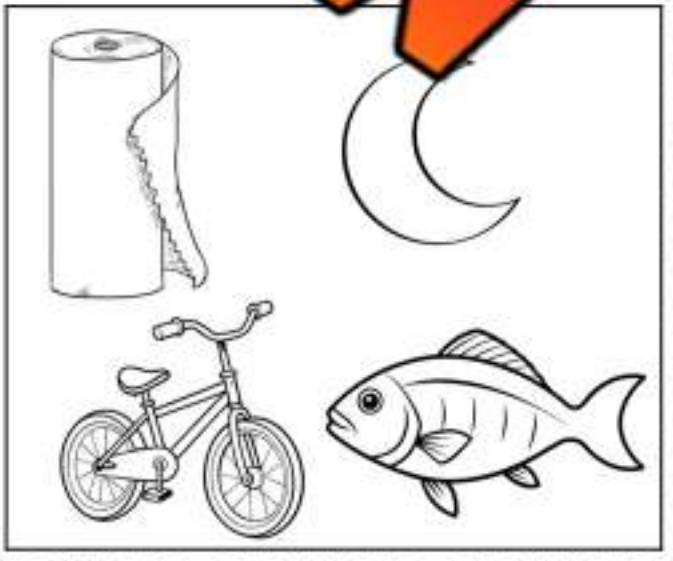
Name: _____ Mark

Colour the natural objects yellow and the people made objects blue.



Name: _____ Mark

Colour the natural objects yellow and the people made objects blue.



Name: _____ 35

Curriculum Connection
ES.4, ES.5

Memory Game – Nature and People-Made Things

Objective What are we learning about?

Students will learn to tell the difference between natural objects and human-made objects by playing a fun memory matching game.

Materials t you will need for the activity:

- Set of Mem ds for each group (pro
- A small table or a on r

Instructions How you will complet ctivit

1) Divide the class into groups of 3 or set of Memory Game cards (provided)
2) Have each group lay all the cards face down gri r the floor.
3) Students take turns flipping over two cards to try to fin atching pair (one natural and one related human-made object).
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the match.
8) Discuss how the natural and human-made object match.

Name: _____ 36

Curriculum Connection
ES.4, ES.5

Tree

Paper

Bridge

Rock

Wood

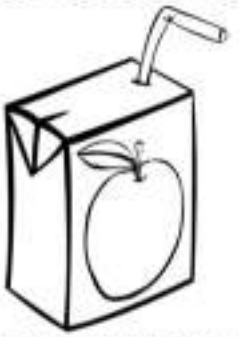
Chair

Cotton

Shirt

Name: _____ 37

Curriculum Connection
ES.4, ES.5

Apple 	Juice 
	Car 
Flower 	
Wheat 	Bread 
Clay 	Pot 

Name: _____ 38

Curriculum Connection
ES.4, ES.5

Quiz Check-In This quiz will check how well you understand nature and people-made objects from the Memory Match Game.

Name: _____

Mark

Look at the picture. Is it from nature or made by people?

Nature	People Made

Nature	People Made

Nature	People Made

Name: _____

Mark

Look at the picture. What is the property of this object?

Nature	People Made

Nature	People Made

Nature	People Made

Name: _____

Mark

Look at the picture. What is the property of this object?

Nature	People Made

Nature	People Made

Nature	People Made

Name: _____ 39

Curriculum Connection
ES.6

Natural Resources and What They Become

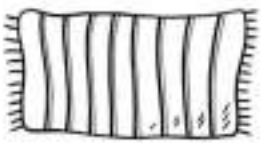
Instruction Look at the natural objects in the boxes. Cut out the natural resources at the bottom and paste the one that comes from each natural object.

1) 

2) 

3) 

Diamond



Rug

Wood

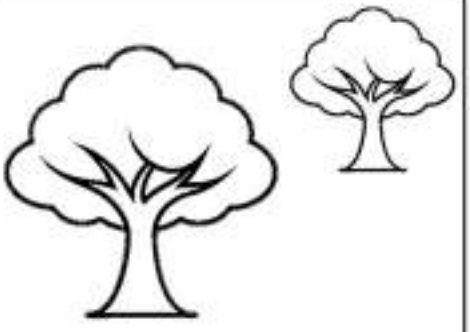
Name: _____ 40

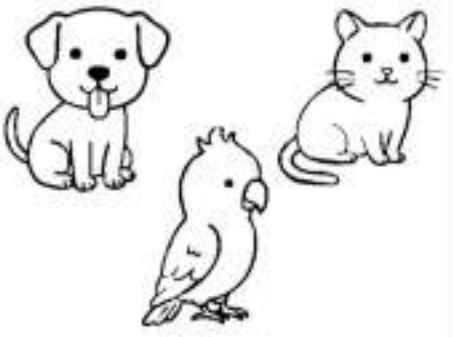
Curriculum Connection
ES.6

Natural Objects

Word Search Circle the six natural objects in the word search and write the words under the correct picture.

N	W	F	Z	X	L	M	D	W	T	L	N	X	D	K	C
N	S	U	N	N	S	B	C	R	M	R	W	I	P	H	
A		A	L	S	Y	L	E	I	R	O	C	K	S		
L	U	D	T	O	C	E	R	P	G	O	Z	K			
E	O	M	R	S	T	J	B	L	S	S					
M	O	U	N	W	A	T	E	R	S	U	N				
W	F	V	C	F	J	Y	B	B	J	N	P				





Curriculum Connection
ES.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
Trees and rocks come from nature.	
Houses are made by people.	
Rivers are made by people.	
Bridges are built by people.	
Animals are natural objects.	

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
Trees and rocks come from nature.	
Houses are made by people.	
Rivers are made by people.	
Bridges are built by people.	
Animals are natural objects.	

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
Trees and rocks come from nature.	
Houses are made by people.	
Rivers are made by people.	
Bridges are built by people.	
Animals are natural objects.	

Name: _____ 44

Curriculum Connection
ES.6

Our Local Environment

The Place Around Us

Our local environment is the place around our sch[illegible] homes. It is where we see pla[illegible]s [illegible]water, buildings, and people [illegible]nd [illegible]grass, and flowers grow[illegible] [illegible]rds, insects, and small animals may live nearby.

Things in Our Area

Here are some things we may find in our loc[illegible]nm

- **Plants** – Trees and grass grow in the soil.
- **Animals** – Birds, squirrels, and insects live nearby.
- **Land** – Soil, rocks, and hills are part of the land.
- **Buildings** – Schools and houses are built by people.

A bird may live in a tree near a school. Grass can grow beside a road.

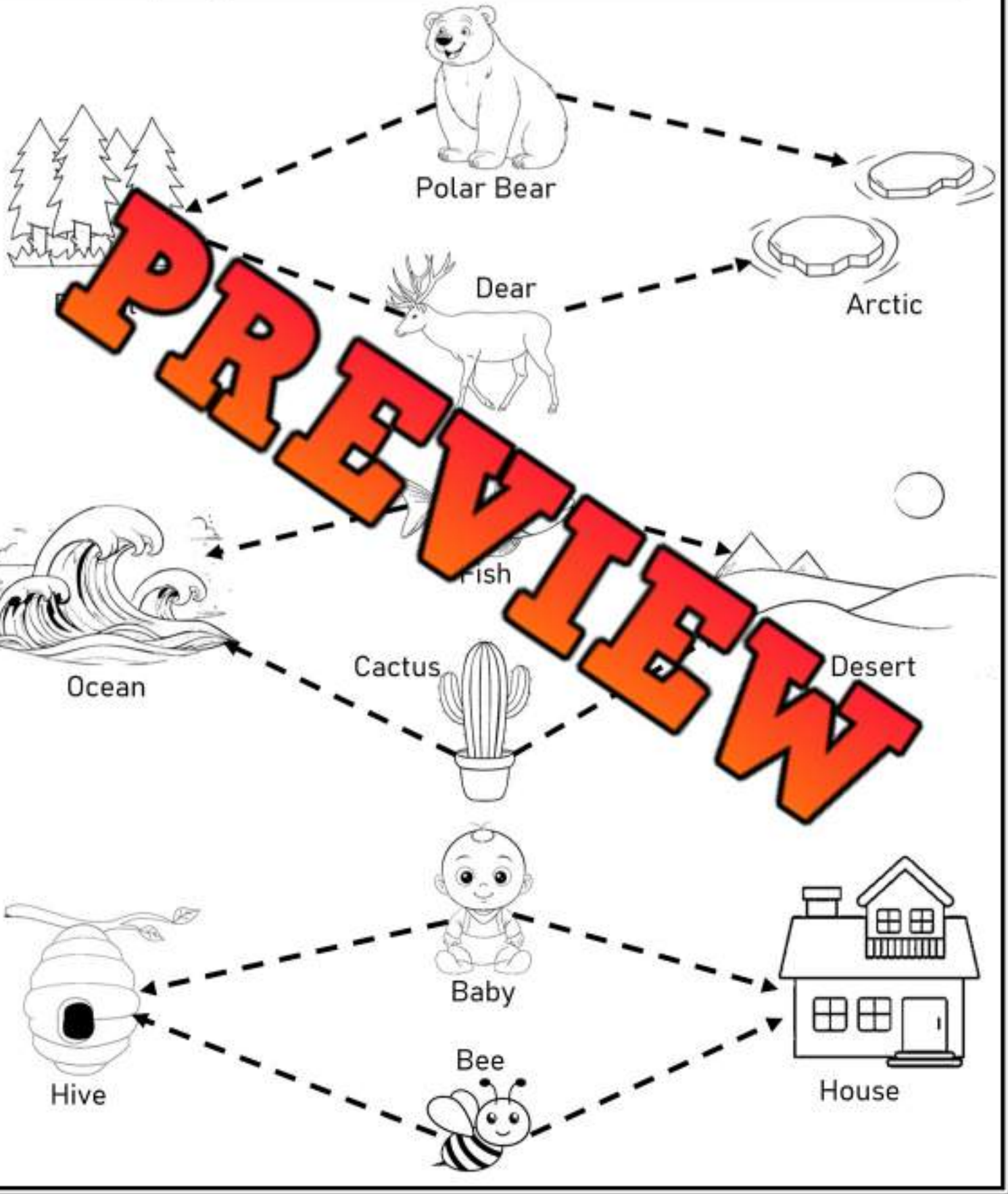
People, plants, and animals share the same place.

Name: _____ 46

Curriculum Connection
ES.6

Trace the Dotted Line

Trace on the dotted lines to match the pictures to their correct living environment.



Name: _____ 47

Curriculum Connection
ES.6

Environment Check

Let's see what you know about the place around you!

Questions	Yes	No
1) Can you see trees or plants near your home or school?	☆	☆
2) Can you see buildings like houses or schools around you?	☆	☆
3) Can you see animals like birds or insects outside?	☆	☆
4) Are deserts found in neighbourhoods near your school?	☆	☆

Colour

Colour the things you see in your local environment.

House

Grass

Whale

Playground

Road

Mountain

Bird

Flower

Curriculum Connection
ES.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

(O) Circle the things you find in the environment
(✕) Cross the things that do not belong.

		Shoe
Grass		
Flower	Person	TV

Name: _____ | Mark

(O) Circle the things you find in the environment
(✕) Cross the things that do not belong.

Tree	Bird	Shoe
Grass	School	Cloud
	Person	TV

Name: _____ | Mark

(O) Circle the things you find in the environment
(✕) Cross the things that do not belong.

Tree	Bird	Shoe
Grass	School	Cloud
Flower	Person	TV

Name: _____ | Mark

(O) Circle the things you find in the environment
(✕) Cross the things that do not belong.

Tree	Bird	Shoe
Grass	School	Cloud
Flower	Person	TV

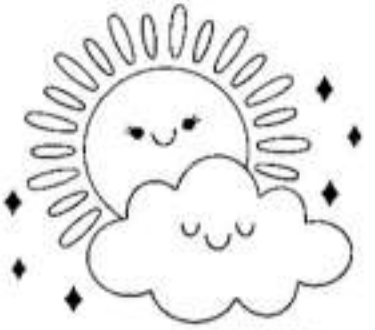
Name: _____ 49

Curriculum Connection
ES.7

Weather Changes Our Environment

What Is Weather?

Weather can change our environment. Some days are sunny and warm. Some days a[illegible]oudy or rainy. We can also ha[illegible]r[illegible]w.



sunny

How Weat[illegible]ang[illegible]

Weather can cha[illegible]w pl[illegible]nd animals live. Plants g[illegible]w w[illegible] and rain. Rain helps flower[illegible]nd gr[illegible] grow. Snow can cover the land a[illegible]ees

cloudy

How Weather Changes Things

Animals and plants react to weather. Birds may hide when rain starts. Squirrels may look for food before winter comes.

rainy

Think About It

Look outside. Is the weather sunny, rainy, windy, or snowy today?

windy

Name: _____ 50

Curriculum Connection
ES.7

Matching the Weather

Draw a line to match the weather and the words.

Sunny

Rainy

Cloudy

Windy

Snowy

Name: _____ 51

Curriculum Connection
ES.7

Instruction	Look at the weather picture. Think about how the weather can change the environment. For each weather type, circle the correct changes that might happen.

Example				
	Str… W… 	Leaves move on the trees	Branches stay still	Animals may hide

Change in …		Circle you Answer		
1)	Too Much Sun 	…	Soil …become dry	Plants lean toward the sun
2)	Rainy Day 	Plants … grass become wet	…t… g…und	Animals …will come …ay
3)	Snowy Day 	Flowers grow more	Animals stay in warm places	Snow covers the ground
4)	Cloudy Day 	The sky looks grey	Animals may be quieter or less active.	The ground look darker

Name: _____ 52

Curriculum Connection
ES.7

Colour Look at the pictures. Circle what may happen when it rains.

Name: _____ 54

Curriculum Connection
ES.7

Activity: Weather Watchers

Objective What are we learning about?

Students will observe and record daily weather using simple symbols. They will learn that weather changes over time and affects what we see in the environment. Students will understand how weather can change how plants, animals, and people behave.

Materials What you need for the activity:

- Chart paper or printed
- Weather symbols (sun, rain
- Velcro, magnets, or tape
- Crayons or pencils
- Small worksheet (optional)

Instructions How you will complete the activity:

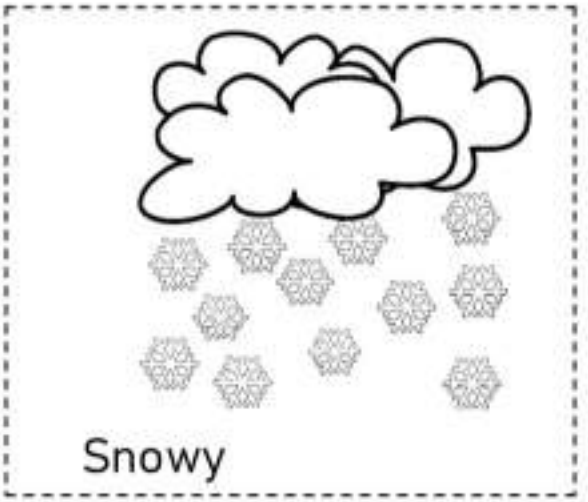
1) Begin by talking about different types of weather such as sunny, rainy, and snowy days.
2) Show students the weather symbols and explain what each one means.
3) Look outside together as a class and observe what the weather looks like today.
4) Ask students what they see in the sky and how the weather feels.
5) Choose the correct weather symbol as a class and place it on the chart for the day.
6) Talk about how the environment looks different today compared to other days.
7) Ask students how animals, plants, or people might act in this weather.
8) Repeat this activity each day to help students see patterns over time.
9) At the end of the week, review the chart and talk about which weather happened the most.

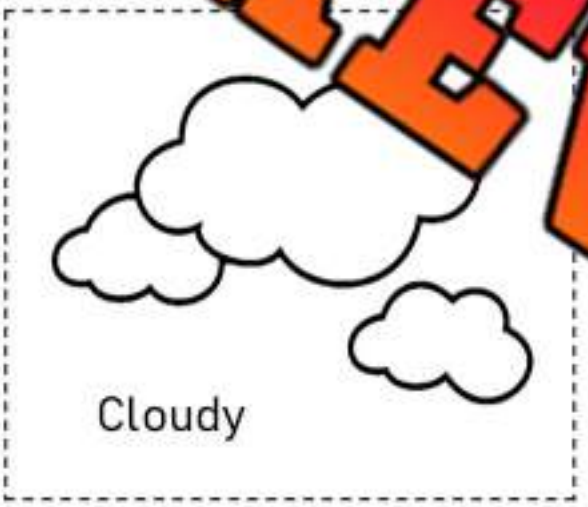
Name: _____ 55

Curriculum Connection
ES.7

Weather Symbols

Use the weather symbols below.





Name: _____ 56

Curriculum Connection
ES.7

Weather Chart

Use the weather symbols below.

Day	What is the weather today? Paste the symbol below.	How does the environment look?
Monday		
Tuesday		

Name: _____ 57

Curriculum Connection
ES.7

Weather Chart

Use the weather symbols below.

Day	What is the weather today? Paste the symbol below.	How does the environment look?
Wedne		
Thursday		
Friday		

Day and Night Around Us

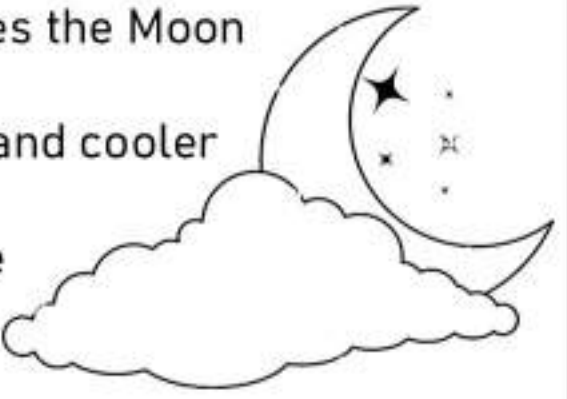
Sunlight in Our Environment

Day and night are part of our world. During the day, the Sun gives us light and warmth. The Sun helps plants grow and helps us see the ground, trees, and buildings around us.

The Sun is a star. We see the Sun in the sky. The Sun makes the daytime light and warm. Sam can see trees and flowers in the park. Plants use sunlight to grow.

Nighttime

Lena looks at the sky at night. She sees the Moon and stars shining. The night is darker and cooler than the day. Lena goes to sleep while some animals come out to find food.



Name: _____ 59

Curriculum Connection
ES.7

True or False

Is the statement true or false?

1) The Sun gives light in the day.		
2) The sky is dark at night.		
3) The [illegible] comes out in the day.		
4) Pl[illegible]s ca[illegible]ith sunlight.		
5) Night is usua[illegible]		

Word Search

Find the words [illegible]word[illegible]h

Day
Night
Sun
Moon
Light
Dark
Warm
Cool
Star
Sky

I	D	I	X	[illegible]				F	W	K	M
F	A	M	E	D	[illegible]		T	[illegible]	S	Y	E
R	Y	C	D	W	W	X	[illegible]				N
S	S	K	Y	G	L	I	G	[illegible]		M	Q
T	I	X	Z	S	R	F	R	J	D	R	O	J
A	R	B	K	C	X	R	N	R	B	P	O	M
R	N	D	T	D	A	R	K	M	L	C	N	J
U	E	G	E	C	B	W	N	I	G	H	T	U
R	F	C	V	O	I	W	A	R	M	N	C	A
R	U	S	I	O	I	R	B	N	E	V	Z	H
V	T	J	W	L	C	Y	Y	D	S	V	H	X

Name: _____ 60

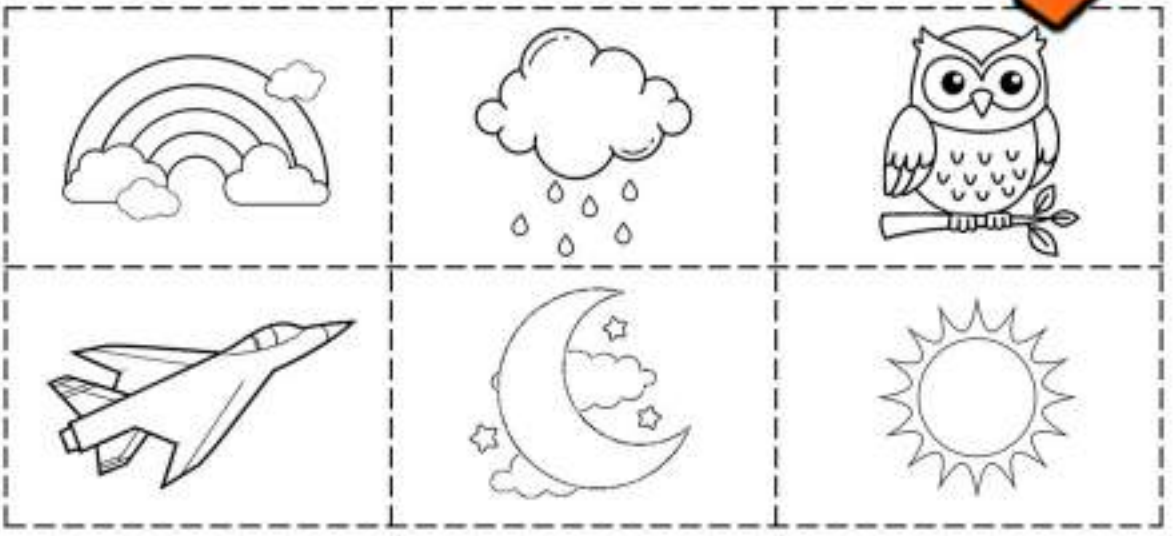
Curriculum Connection
ES.7

Instruction Look at each picture in the table at the bottom and decide if we see it in the day, night, or both day and night. Cut and paste each picture in the correct part of the Day, Day & Night, or Night circle.

Day and Night

Day

Night



Name: _____ 64

Curriculum Connection
ES.7

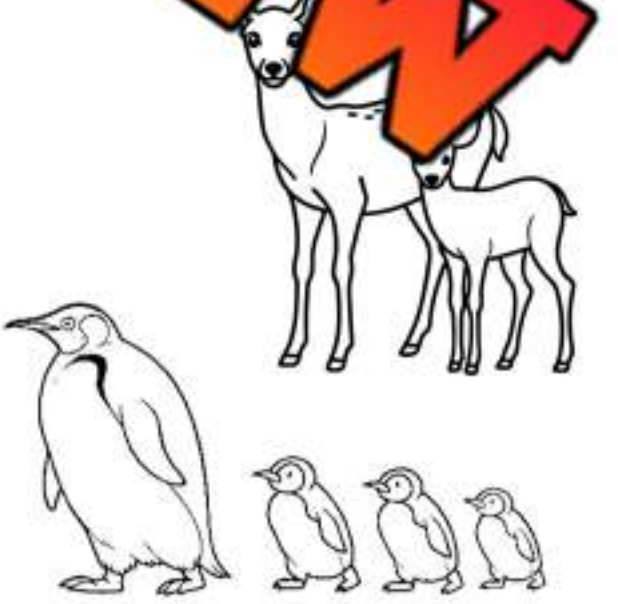
Growing and Changing

In a small pond near Sam's school, many living things grow and change. Living things like plants and animals do not stay the same.

Many frogs have life as a tadpole. A tadpole has a tail and no legs. After about 6 weeks, it grows legs and slowly becomes a frog.

Plants grow and change too. A sunflower starts as a small seed in the soil. With sunlight and water, it grows over 2 metres tall.

Baby animals also grow into adults. A baby deer is called a **fawn**. In about 1 year, the fawn grows bigger and stronger.



Name: _____ 65

Curriculum Connection
ES.7

Word Scramble Unscramble the words in the table below.

TNPLA		GFRO	
WGOR		SEDE	
BBY		GGE	

Fill in the Blanks Cut and paste the words in the word bank to fill in the blanks

1)	A plant can _____ as it gets older.
2)	Living things grow and _____ time.
3)	Plants need water and _____ to g
4)	A plant can grow from a _____ .
5)	A baby frog is called a _____ .

seed	tadpole	change
sunlight	grow	adult

Name: _____ 66

Curriculum Connection
ES.7

Matching

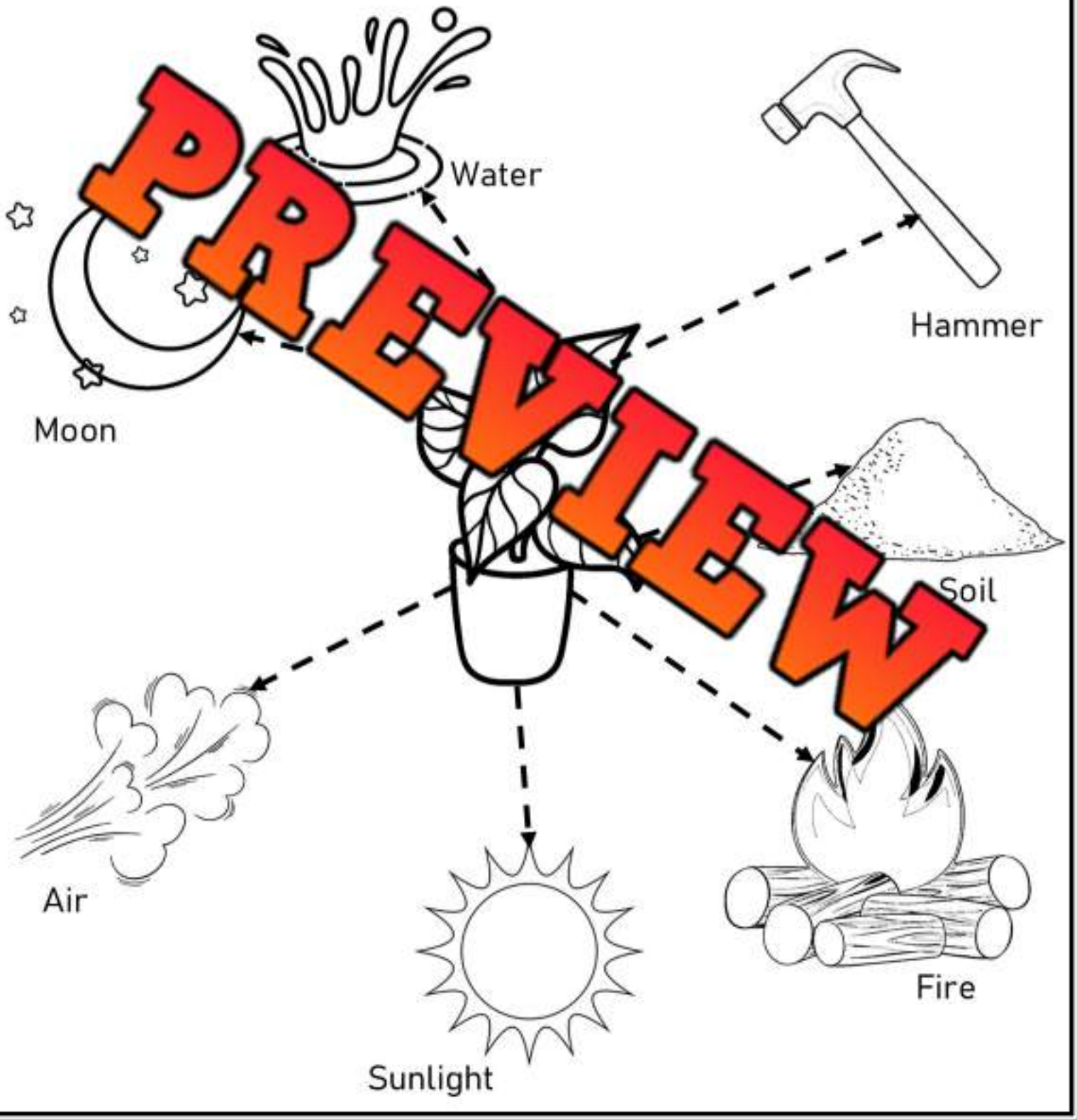
What will these baby animals look like when they grow up? Draw a line to match the baby animal with the adult version and write its name in the space.

Name: _____ 67

Curriculum Connection
ES.7

What Do Plants Need to Grow?

Trace the Dotted Line Trace on the dotted lines to match the things a plant needs to grow. Then colour them.



Caring For Our Environment

Helping Our Earth

Our environment is the land, water, air, plants, animals and places around us. It is important to keep our environment clean and safe. We can pick up trash and put it in the bin. We can use less waste and reuse things when we can. We can also recycle paper, plastic, and cans.

Trees, grass, and flowers need clean soil and water to grow. Animals need clean homes to live in.

Ways We Help

Here are some ways we can care for our environment:

- **Reduce Waste** – Use less and throw away less trash.
- **Reuse** – Use things again instead of throwing them away.
- **Recycle** – Put paper, plastic, and cans in the recycle bin.
- **Do Not Litter** – Keep parks, roads, and school yards clean.

Name: _____ 79

Curriculum Connection
ES.7

Instruction	Look at the items below, cut them out, and paste them into the correct column.

Good for the environment	Bad for the environment
Paste here	Paste here








Name: _____ 80

Curriculum Connection
ES.3, ES.8, ES.9

Respecting Nature Around Us

Caring for Living Things

Nature is full of living things. Plants, animals, and people share the sa[illegible]vironment. When we respect nature, we help keep it s[illegible]he

[illegible]ure

[illegible]m w[illegible] the park. He sees trees, flowe[illegible]d bi[illegible]om stays on the path and does n[illegible]ep [illegible]nts. He puts his trash in the bin[illegible]ep [illegible]ar clean.

With Animals

Kia sees a squirrel and a bird in her yard. She watches them quietly. Kia does not scare them or take their food. The animals feel safe in their home.

Name: _____ 81

Curriculum Connection
ES.3, ES.8, ES.9

Direction Cut and paste the actions below to identify the pictures.

Paste here

Paste here

Paste here

Paste here

Throwing trash in the river	Planting trees
Cleaning the house	Burning trash

Name: _____ 82

Curriculum Connection
ES.3, ES.8, ES.9

Direction Cut the actions below and place them in the right box to show what's right and wrong.

We should	We shouldn't
	Paste here

Drop litter around	Save a
Pollute the air	Waste water
Use solar energy	Use plastic bags
Clean the environment	Recycle materials

Curriculum Connection
ES.3, ES.8, ES.9

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Where should we **walk** in the park?	
○ Path	○ Plants
Where should we put the **trash**?	
○ In the bin	○ On the ground

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Where should we **walk** in the park?	
○ Path	○ Plants
Where should we put the **trash**?	
○ In the bin	○ On the ground

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Where should we **walk** in the park?	
○ Path	○ Plants
Where should we put the **trash**?	
○ In the bin	○ On the ground

Name: _____ | Mark

Put a checkmark (✓) on the correct answer!

Where should we **walk** in the park?	
○ Path	○ Plants
Where should we put the **trash**?	
○ In the bin	○ On the ground

Name: _____ 89

Curriculum Connection
ES.10, ES.11

People and Nature Together

Nature is the land, water, plants, and animals around us. **People** can feel calm and happy when th end time in nature.

- S peo happy when they walk in a **park** est.
- Others enjoy sitti w a pond or lake.
- We may like to watch **bird ees, ers** in nature.
- Nature can help us relax and fee
- People and nature share the same place

True or False

Is the statement true or false?

1) People can feel happy when they are in nature.	True	False
2) A park is a place where people can enjoy nature.	True	False
3) Nature only has buildings and roads.	True	False
4) Watching birds and trees can help people feel calm.	True	False
5) People and nature share the same environment.	True	False

Name: _____ 90

Curriculum Connection
ES.10, ES.11

Instruction Listen carefully to the story, then answer the questions below. Colour the answer you think is correct.

Let's Check if You Are a Good Listener!

Story Time

One sunny day, Sarah went to the park with her dad. She saw tall trees, green grass, and birds in the sky. Sarah sat near a small pond and ducks swim in the water. She said, "Nature is so beautiful!" She felt calm and happy in the park. She picked up a piece of trash and put it in the bin to help keep the park clean. Sarah and her dad smiled as they walked home.

Colour Colour the answer you think is correct.

1) Where did Sarah go?	[illegible]	The park
2) What did Sarah see in the sky?	Birds	[illegible]
3) What animals were in the pond?	Ducks	Tigers
4) How did Sarah feel in nature?	Angry	Happy and calm
5) What did Sarah do to help the park?	Picked up trash	Threw trash

Name: _____ 91

Curriculum Connection
ES.10, ES.11

Colour How does nature make you feel? Look at the face expressions below and colour the feelings you may have in nature.

Name: _____ 92

Curriculum Connection
ES.12

People and the Land

Living with Nature

Many First Nations, Métis, and Inuit people have st[illegible]ties to the land. The land gives foo[illegible]mes for animals and plants.

L[illegible] from the Land

The land teaches p[illegible]an[illegible]
People watch animals and l[illegible]whe[illegible]
they live. They learn when fish swi[illegible]
rivers and when berries grow on plants.

Think About It

Ask: How can we respect the land?

- We can **care** for plants.
- We can **respect** animals.
- We can keep nature **clean**.

Name: _____ 93

Curriculum Connection
ES.12

Matching

Draw a line from the word to what it means.

Fishing ▪	▪ Picking berries and plants from the land
Ga[illegible]g ▪	▪ Caring for nature and keeping it clean
Hun[illegible]	▪ Getting fish from rivers or lakes
Respecting the land ▪	▪ [illegible]ding animals for food

Draw

In the first box, draw a person fi[illegible] in [illegible] second box, draw a person picking berries or pla[illegible] the l[illegible]

Fishing	Picking frui[illegible]ts

Curriculum Connection
ES.12

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle yes or no for each sentence.

1) The land gives food and water.	Yes / No
2) People cannot learn from the land.	Yes / No
3) We should harm plants to respect nature.	Yes / No
4) We should catch animals to respect nature.	Yes / No

Name: _____ Mark

Circle yes or no for each sentence.

1) The land gives food and water.	Yes / No
2) People cannot learn from the land.	Yes / No
3) We should harm plants to respect nature.	Yes / No
4) We should catch animals to respect nature.	Yes / No

Name: _____ Mark

Circle yes or no for each sentence.

1) The land gives food and water.	Yes / No
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Name: _____ Mark

Circle yes or no for each sentence.

1) The land gives food and water.	Yes / No
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3) We should harm plants to respect nature.	Yes / No
4) We should catch animals to respect nature.	Yes / No

Name: _____ 98

Curriculum Connection
CS.1

Instructions Help Things Move

What Are Instructions?

Instructions are steps we follow. They tell us what to do. We follow instructions at school, at home, and outside.

Techn[illegible]elps Us

Tech[illegible]gy c[illegible]w instructions too. A robot or computer can do what w[illegible]o do[illegible]helps us learn about our world.

Using Instructions [illegible]re

We can use instructions [illegible]vironment. For example, we can follow steps [illegible]pl[illegible]or watch animals safely.

Steps We Can Follow

- **First**, look around the environment
- **Then**, find a plant or animal
- **Next**, observe quietly
- **Last**, share what you saw

Why Order Matters

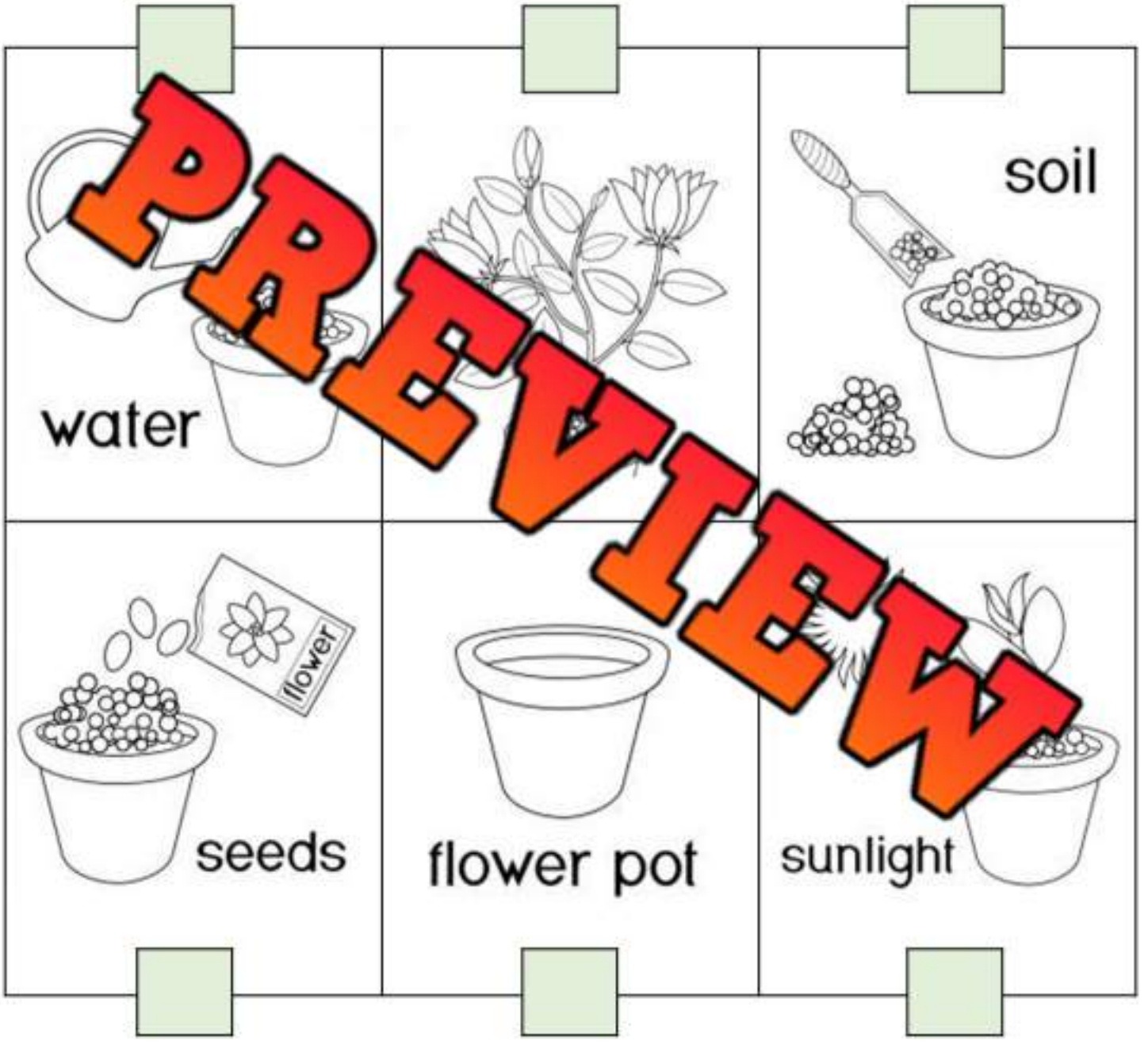
The order of steps is important. If we change the steps, things may not work the same.

Name: _____ 99

Curriculum Connection
CS.1

Plant Growing Steps Game

Directions Look at the pictures and think about how a plant grows from start to finish. Cut the numbers and paste them on each picture in the correct order.



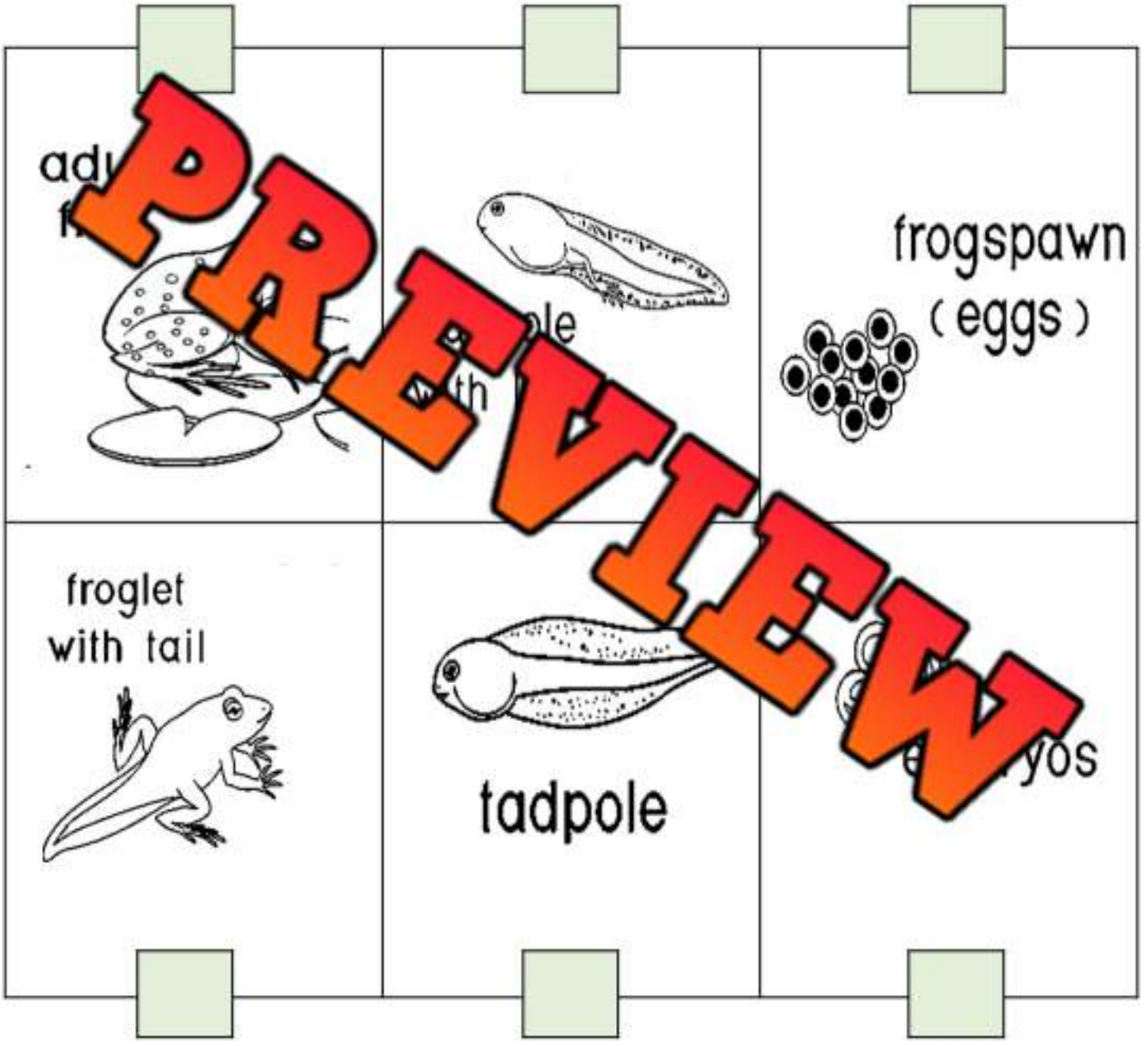
1 2 3 4 5 6

Name: _____ 100

Curriculum Connection
CS.1

Frog Life Cycle Steps

Directions Look at the pictures and think about how a frog grows and changes. Cut the numbers and paste them on each picture in the correct order.



1 2 3 4 5 6

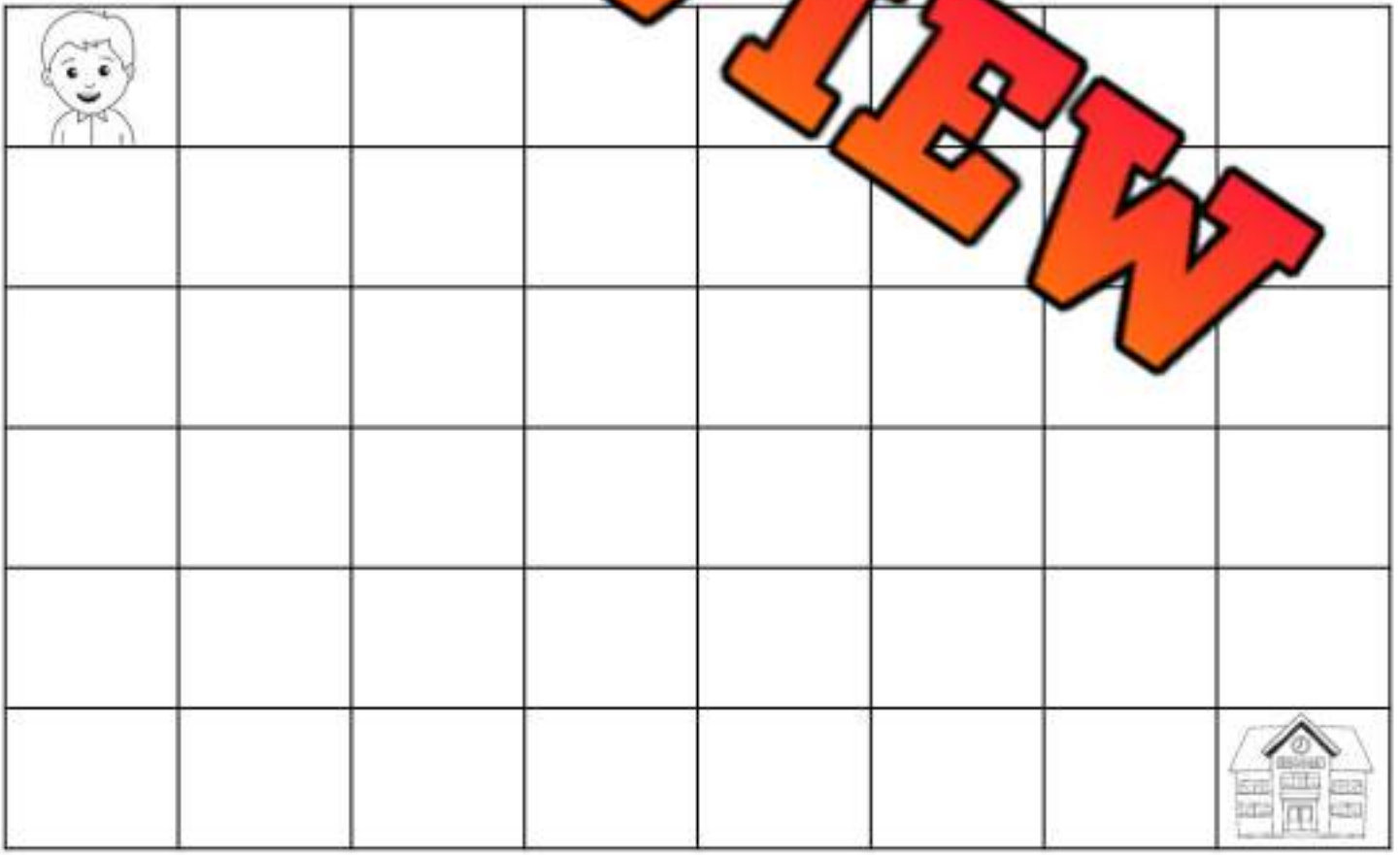
Name: _____ 101

Curriculum Connection
CS.1

If Then Conditional Statements - Activity

Directions Follow the if / then instructions to move the boy across the path to get to his school.

1)	If plants need water to grow	then	Move → 4 spots
2)	If th gives light and warmth	then	Move ↓ 1 spots
3)	If ater	then	Move → 2 spots
4)	If es are environment	then	Move ↓ 2 spots
5)	If we use to se	then	Move ← 1 spots
6)	If rain helps plant	then	Move ↓ 2 spots
7)	If we should keep nature an	then	Move → 2 spots



Name: _____ 102

Unit Test – Earth Systems

Total
/

Circle Look at each picture. Circle the correct answer below each one.

Mark
/

1

Living | Non-Living

2

Living | Non-Living

3

Living | Non-Living

4

Natural | Man-Made

5

Natural | Man-Made

6

Natural | Man-Made

7

Day | Night

8

Day | Night

9

Day | Night

Name: _____ 103

Mark
/

True or False Is the statement true or false?

1) An environment is the place around us.		
2) Plants, animals, and people can be part of an environment.		
3) Rocks are never found in an environment.		
4) We can use our senses to explore our environment.		
5) Some things in an environment are made by people.		
6) Environments always stay the same.		
7) Rain and snow can change the environment.		
8) Plants and animals can grow and change over time.		
9) Throwing trash on the ground helps the environment.		
10) We should respect plants, animals, and the land.		

Name: _____ 104

Definition	Connect the word to its meaning:	Mark	/

Environment	Living	Non-Living	Weather	Respect
○	○	○	○	○
○	○	○	○	○
Does not grow or e...	...ng for ...natu...	The place around us	Needs food and water	Changes like rain or sun

Draw	Draw a pi... ...you... ...ronment.	Mark	/

☐ I drew a living thing	☐ I drew someone caring for nature
☐ I drew a non-living thing	☐ I drew weather (sun, clouds, etc.)