



# Let's Do SCIENCE

Kindergarten

Activity Book

B



# Let's Do! Science

Let's Do! Science is based on the United States Next Generation Science Standards (NGSS). The series consists of full-color textbooks and full-color activity books for Grades K to 6.

Let's Do! Science engages students with a highly visual presentation of the disciplinary core ideas in the textbooks and places an emphasis on applying scientific knowledge using NGSS practices through numerous scientific investigations. Let's Do! Science sees engineering as an essential element of science education and as such is tightly integrated into both the textbooks and activity books.

The Let's Do! Science activity books include the following features:

## AB Activity

Activities and investigations related to concepts and topics covered in the Let's Do! Science Textbook.

## Engineer It!

Goes beyond inquiry by encouraging students to design, model and build to engineer solutions to defined problems.

## Review

Topical questions at the end of each chapter for formative assessment.





# Contents

Unit 6 – Changes to the Environment 2

Unit 7 – The Earth and the Sun 28

Unit 8 – Weather and Seasons 44

Unit 9 – Forces and Motion 70

Unit 10 – Matter 102

Unit 11 – Sound and Light 122



## Activity 6.1



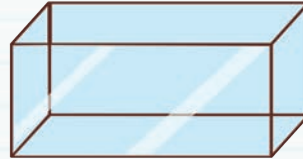
# How Plants Change the Environment

## Materials

- pea seeds



- clear container



- soil

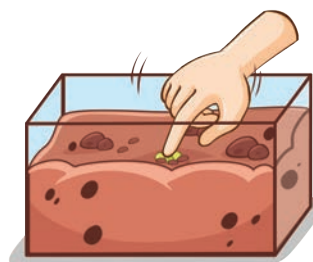
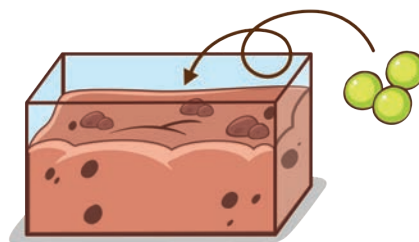
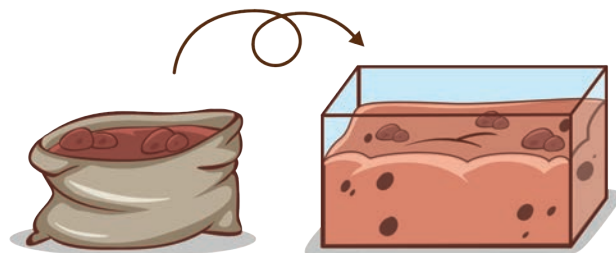


- spray bottle



## Procedure

1. Fill the clear container with soil.
2. Place three pea seeds in the soil.
3. Push the seeds under the soil with your finger.





4. Place the pot near a window.
5. Use the spray bottle to water the seeds every day for two weeks.
6. Record your observations.



## Observations

Draw what you see in the pot every three to four days. Label the day.



		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>



## Analyze and Interpret

How did the plant change the soil during the investigation?

---

---

---

---

---

---

## Application

In Blake's garden, the rain keeps washing away the soil. What could Blake do to stop the rain from changing the environment?



---

---

---

---

---

---

---

---



## Activity 6.2



# How Are Plants Changing My School?

1. Walk around your schoolyard with your friends. Find ways in which plants are changing the environment.
2. Record your observations by drawing a model.

### Draw a Model

How plants are changing my schoolyard.







## Analyze and Interpret

1. How are plants changing your schoolyard?

---

---

---

---

---

2. Why are the plant roots growing towards the stream?



---

---

---

---

---



# Changes to the Environment

1. Draw a picture to show how plants can change the environment. Why does this change happen?

A large dashed rectangular box for drawing, followed by a solid top line, a dashed middle line, and a solid bottom line for writing.

2. Draw a picture to show how animals can change the environment. Why does this change happen?

A large dashed rectangular box for drawing, followed by a solid top line, a dashed middle line, and a solid bottom line for writing.



3. Check ( ✓✎ ) to tell how people are changing the environment.

(a)



water pollution

land pollution

clearing forests

(b)



air pollution

water pollution

clearing forests

4. List two ways you can help the environment.

(a)

---



---



---

(b)

---



---



---

## Activity 9.1



# Make It Move!



## Materials

- toy car



- piece of string



- tape



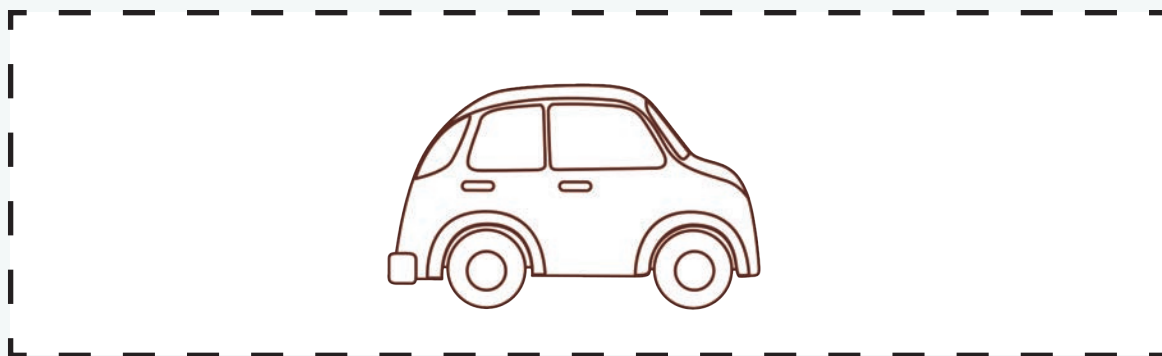
## Procedure

1. Place the toy car on the floor and push it. Observe what happens.
2. Tape the string to the toy car. Tug on the string. Observe what happens.
3. Draw pictures to show what you observed.

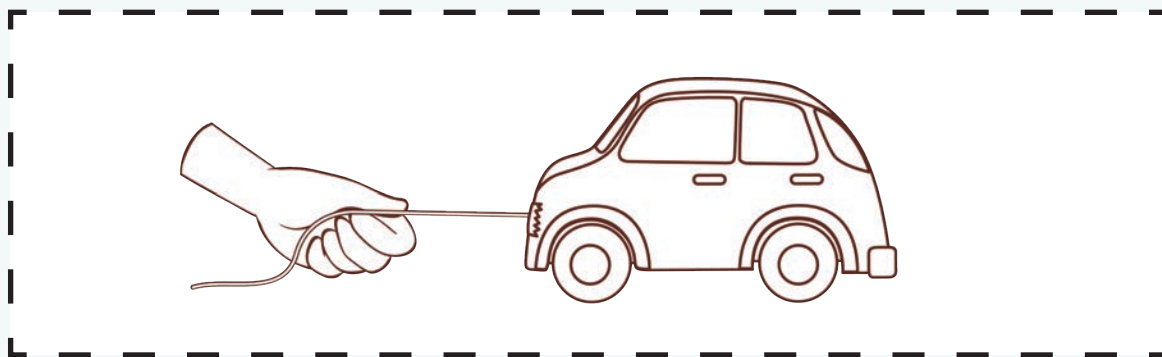


## Observations

1. Use arrows to show what happened when you pushed the car.



2. Use arrows to show what happened when you tugged on the string.



## Analyze and Interpret

Tell what happened to the car.

---

---

---

---

---

---

Activity 9.2



# Pushes and Pulls

1. Use the words in the box to label each action.

push pull



-----

-----



-----

-----



---

---

---

---

---

---



---

---

---

---

---

---



---

---

---

---

---

---



2. Tell how Blake can move the cart from the garden to the house.



---

---

---

3. Tell how Ethan can move the box into the truck.



---

---

---







## Observations

Draw and tell about what you observed.

1. How did you start the ball moving?

A large dashed rectangular box for drawing and writing. It contains three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

2. How did you speed up the moving ball?

A large dashed rectangular box for drawing and writing. It contains three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



3. How did you slow down the moving ball?

Handwriting practice area for question 3, featuring a dashed rectangular border and three horizontal lines (top solid, middle dashed, bottom solid) for writing.

4. How did you change the direction of the moving ball?

Handwriting practice area for question 4, featuring a dashed rectangular border and three horizontal lines (top solid, middle dashed, bottom solid) for writing.



5. How did you stop the moving ball?

A large rectangular area with a dashed border, intended for drawing or writing an answer to the question above. It contains a solid horizontal line near the bottom and a dashed horizontal line just above it.

## Analyze and Interpret

How could you improve your design?

A series of horizontal lines for writing an answer to the question above. The lines are organized into three pairs, each consisting of a solid top line and a dashed bottom line.



# Forces and Motion

1. Use the words in the box to tell what is happening in each picture.

push

pull

push and pull

(a)



---

---

---

(b)



---

---

---

(c)



---

---

---

2. What force is pushing the boat?



---

---

---

3. True ( ✓ ) or false ( ✗ ).

(a) A force is a push or a pull.

(b) You use a pull to throw a ball.

(c) You use a push to catch a ball.

(d) A force can make things move.

(e) A force can stop a moving object.

Activity 11.1



# Sounds Around Us

1. Circle the things that make sound.





2. Draw and name two things that make sound.  
Circle the part that makes the sound.