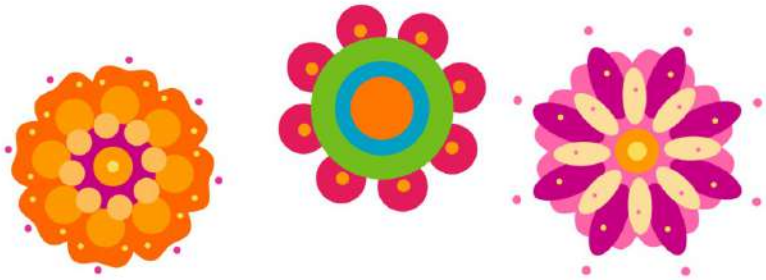
Spring Science Activities

10 Science Activities for Little Learners



by Angela Thayer

Thank you for purchasing my Spring Science Packet!

I hope these activities will be a lot of fun for your little one and that it will increase their love of learning! Science activities are SO much fun and a lot of learning happens with these hands-on activities!

This packet covers the following science concepts:

- Life Science: Plants and Animals
- Life Cycles

If you have any questions or comments, please feel free to email me at angela@teachingmama.org

Clip Art is by Scrappin Doodles, One Stop Digital, Poppy Dreamz, Prettygrafik & Goodness & Fun

Living vs. Non-Living

Materials:

- magazine or stickers
- printable

Science Concepts:

Life Processes, Living Things

Directions:

1. Today's activity will demonstrate one of the ways to categorize things in our world. This lesson will discuss living things and nonliving things Begin by asking your child what they think a living thing is. Explain that a living thing needs food and water to live, they grow and change, they have babies/reproduce, they breathe; and are sensitive to the environment.

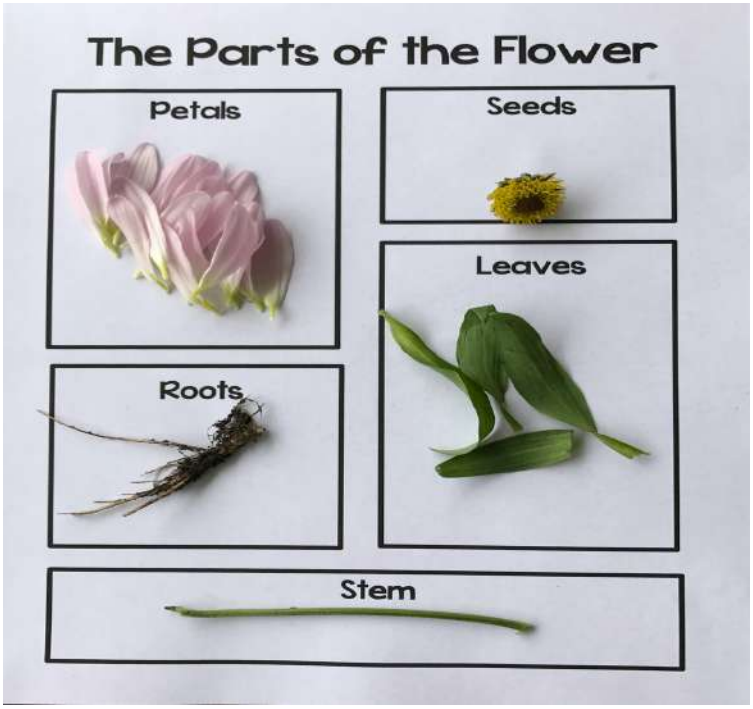
2. Show 2 items - one living thing (like an insect) and one nonliving thing (like a rock) Observe and talk about the similarities and differences.

3. Gather pictures of the two categories from magazines or from stickers. Have your child sort them by living and nonliving. You can also discuss how some items are human-made, meaning the material is made from a living source, such as cotton clothes or a rug.

4. Lastly, have your child draw a picture of something that is living and nonliving.

Living Things	Nonliving Things

Investigating Flowers



Materials:

- flowers
- scissors
- investigation sheet

Science Concept:

Investigating Living Things

Directions:

1. Observe a flower. Talk about the parts you see, how it looks, what it feels like.

2. Using scissors (or your hands), encourage your child to carefully dissect the flower. As your child takes apart the flower, talk about the different parts: petals, stem, leaf, seeds, etc. .

3. Sort the parts of the flower onto the printable.

4. For a more advance look at the parts of a flower, look at the diagram printable.

5. Do this again with a different type of flower and talk about the similarities and differences between the two flowers.

The Parts of a Flower

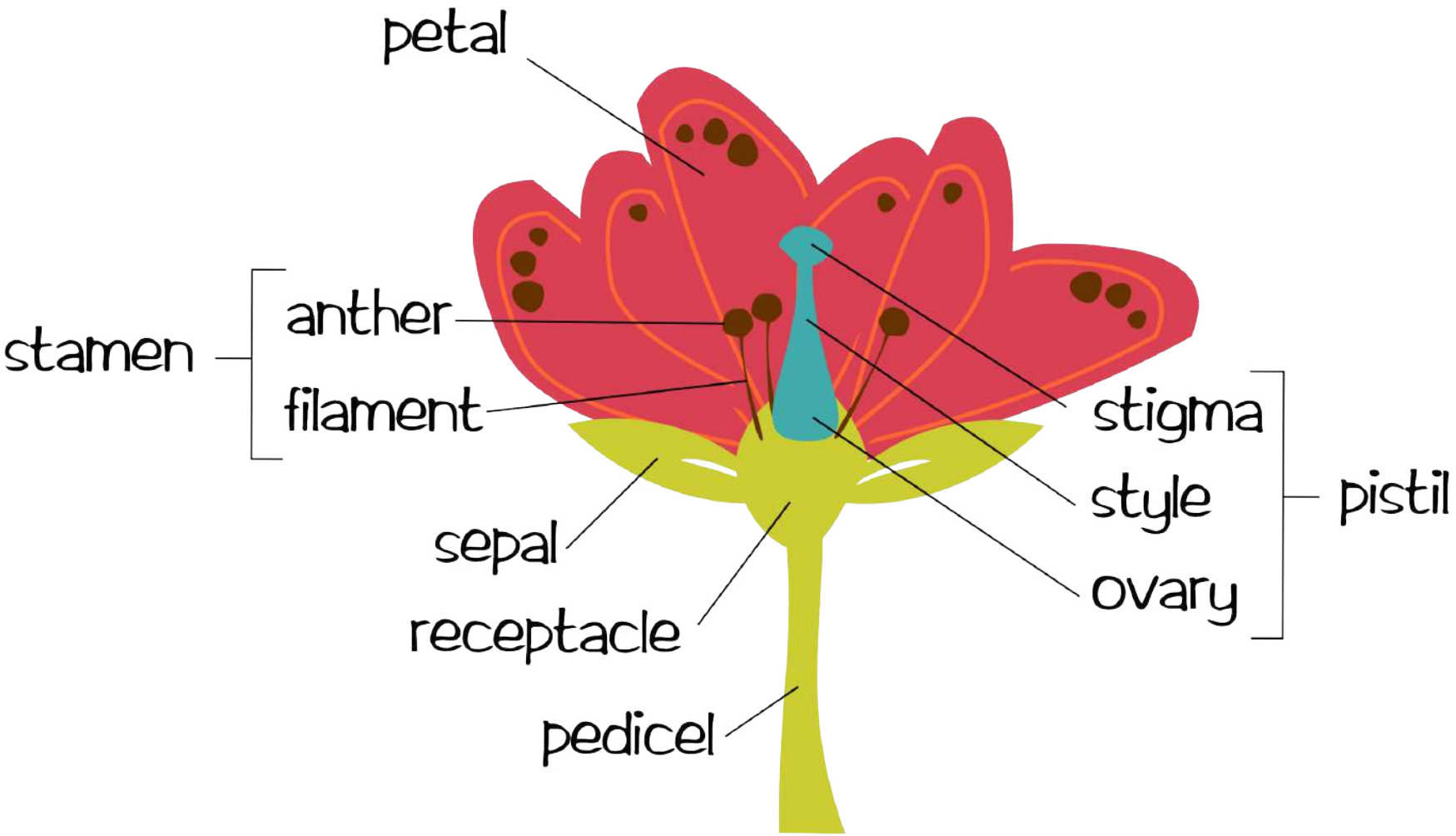
Petals

Seeds

Leaves

Roots

Stem


petal
stamen
anther
filament
stigma
style
ovary
pistil
sepal
receptacle
pedicel

Plant Life Cycle

Materials:

- Life Cycle Printables
- scissors
- glue

Science Concepts:

Life Processes, Living Things

Directions:

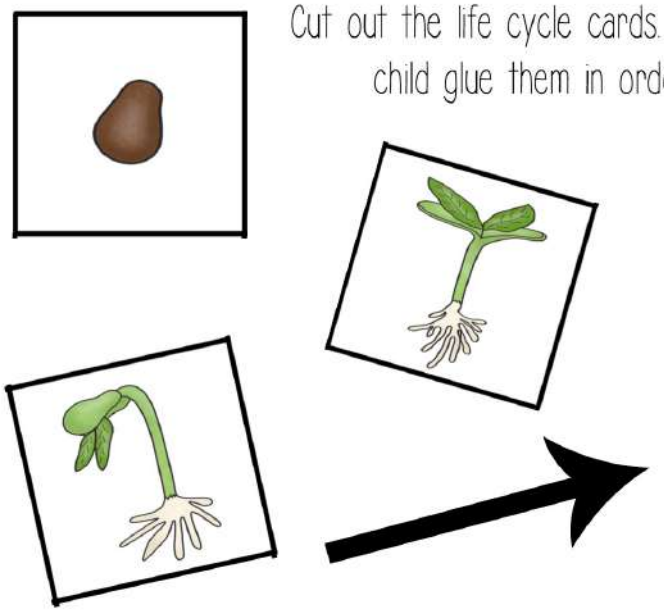
1. Read the "Life Cycle of a Bean" book here:
https://www.storyjumper.com/book/index/20903278/The-Life-Cycle-of-a-Bean-Plant

2. Discuss how plants start as seed and they eventually grow into plants and flowers. The cycle continues when the seeds spread.

3. Have your child cut out the 9 life cycle pictures. Shuffle the life cycle cards and have your child put them in order. Paste them in order onto the life cycle chart.

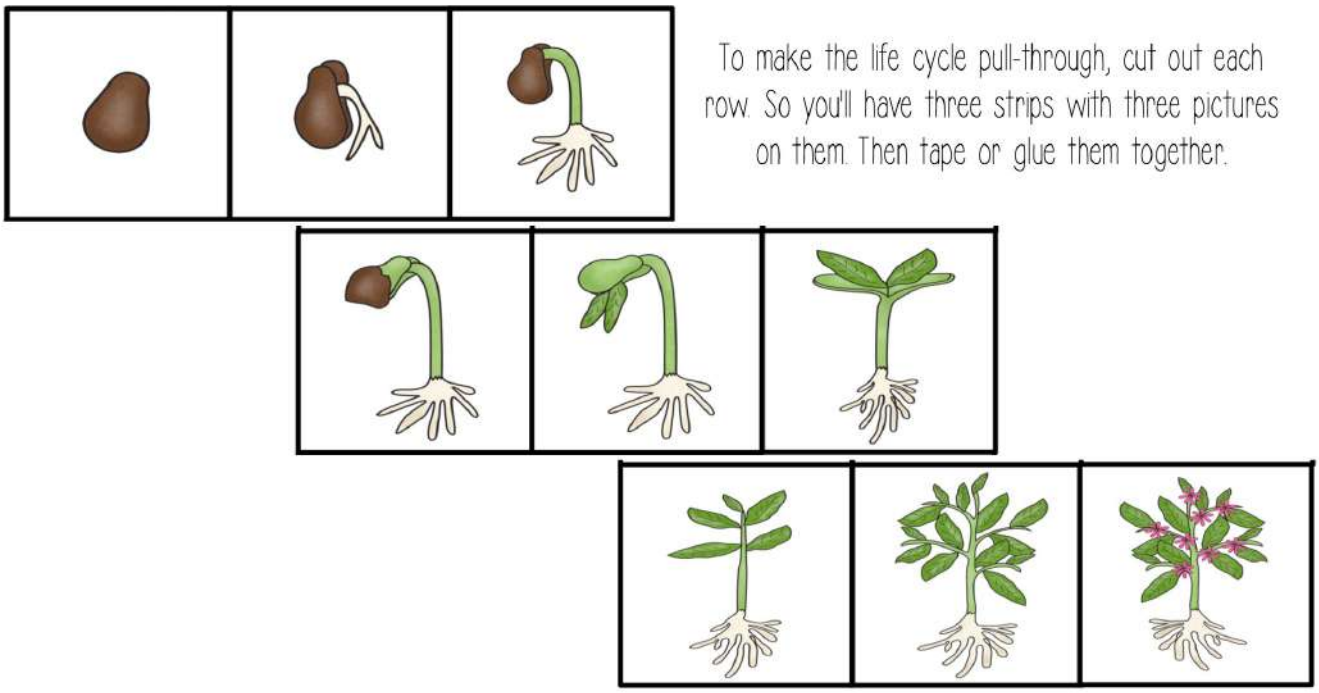
4. As a fun way to remember the life cycle, make a pull-through strip with the printables. Follow the directions on page 9-10 to make this.

Directions

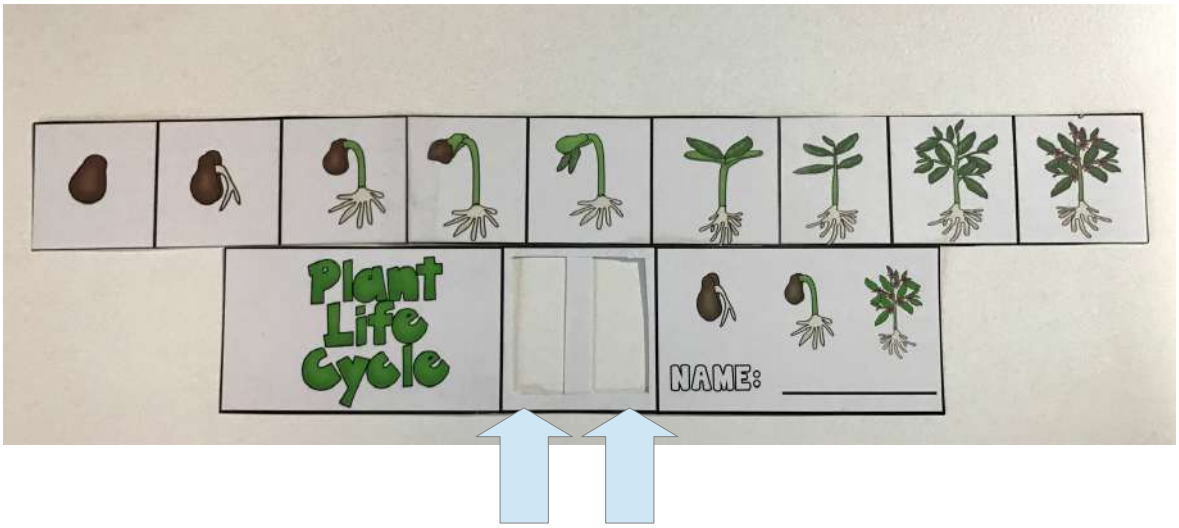


Cut out the life cycle cards. Mix them up. Have your child glue them in order onto the chart.

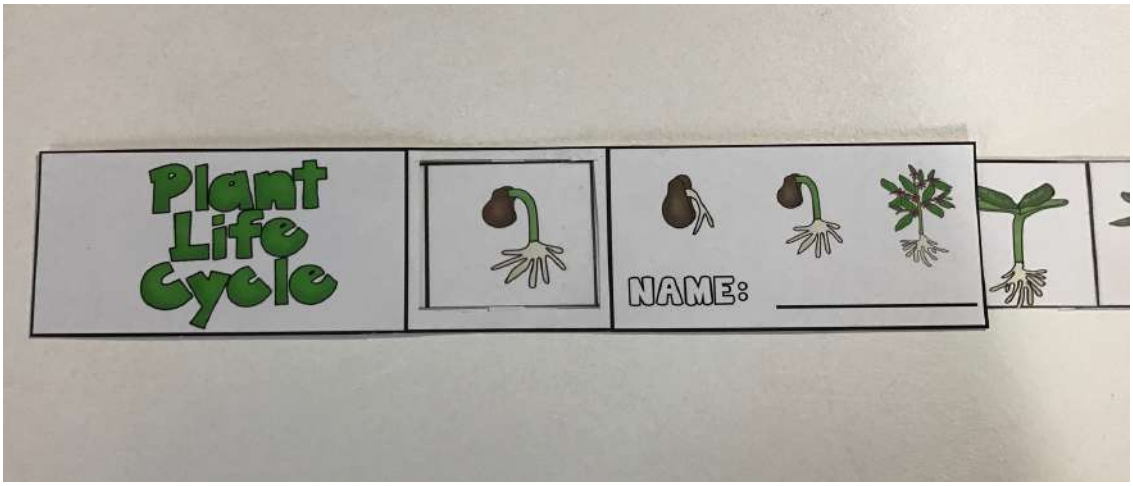
1.	2.	3.
4.	5.	6.
7.	8.	9.

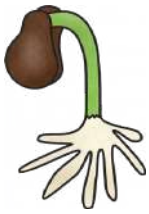


To make the life cycle pull-through, cut out each row. So you'll have three strips with three pictures on them. Then tape or glue them together.



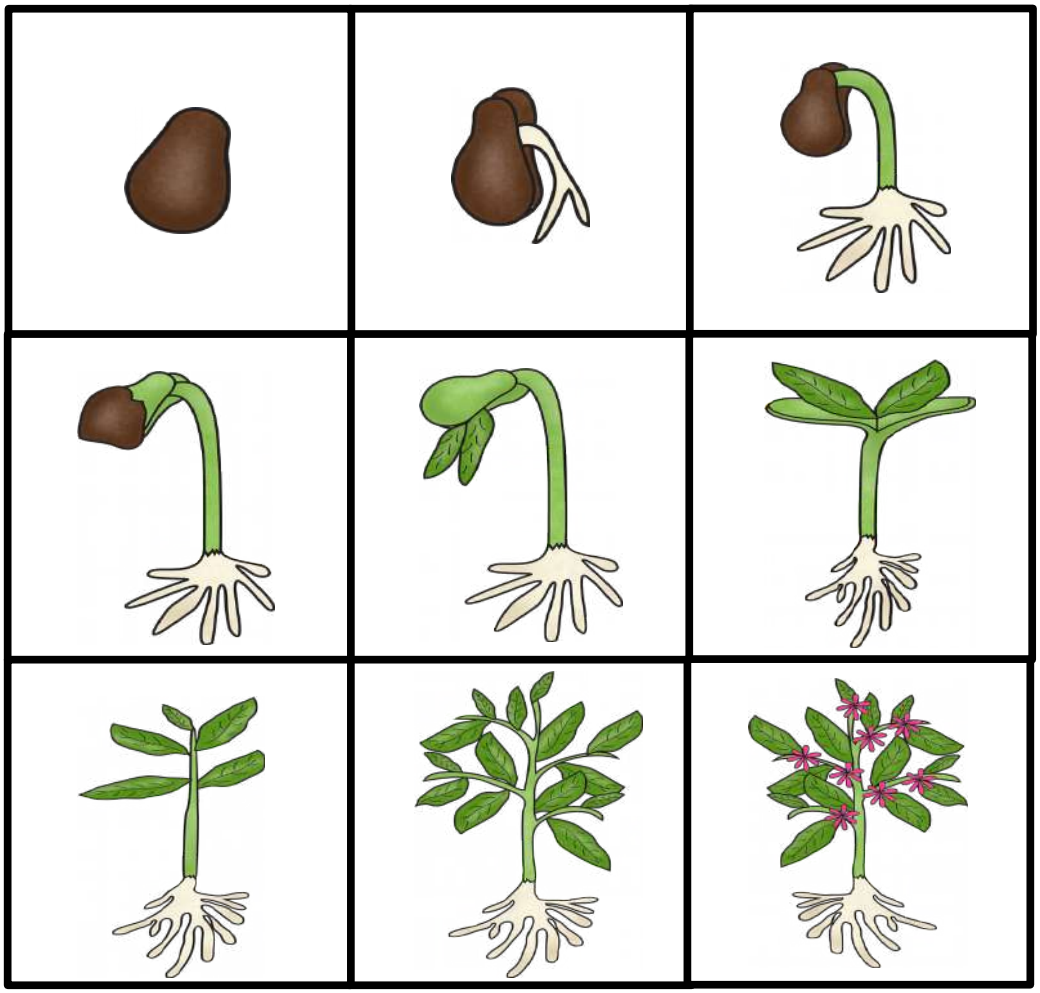
Cut out the strip. Make sure to cut out these rectangles so the strip can pull through.





Plant Life Cycle

Directions: Cut out the 9 life cycle pictures. Have your child arrange them in order and glue them on the life cycle chart.

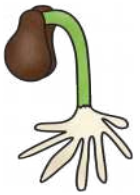


Plant Life Cycle

Directions: Have your child arrange the life cycle cards in order and glue them onto this chart.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Plant Life Cycle



NAME: _____

Growing Seeds

Materials:

- jars
- wet paper towels
- seeds
- journal

Science Concepts:

Living Things

Directions:

1. Fill a jar with wet paper towels. Make sure to ring out the paper towels so there's no excess water in the jar.

2. Place seeds in the jar, near the bottom half of the jar.

3. Label the jars if you do different types of seeds.

4. Place them by the window and wait. After a couple days, you will see them start to sprout!

5. After about a week, they will really start to grow!.

6. While you're waiting for the plants to grow, observe them and track their growth in the seed journal.

Growing Seeds Journal

Day 1	Day 2
Day 3	Day 4
Day 5	Day 6
Day 7	Day 8

Growing Seeds Journal

Day 9	Day 10
Day 11	Day 12
Day 13	Day 14
Day 15	Day 16

Sink or Float?

Materials:

- nature items
- recording sheet

Science Concept:

Density, Categorizing Objects

Directions:

1. Begin by taking a nature walk and finding plants, leaves, and various nature items.

2. Fill a container with water. Ask your child to make a prediction of whether or not each item will sink or float.

3. Test out your predictions and sort your nature items by which ones could float and which ones sunk.

4. In the end, observe your results and talk about why you think some items could float and some couldn't. Use the printable to record your findings.

Sink or Float?

Record if the nature pieces sink or float.

Item	Sink	Float

Why Rain is Important

Materials:

- jar
- ice cubes
- plate
- hot water

Science Concept:

Earth & Sky, Precipitation

Directions:

1. Begin by asking your child why rain is important. Explain that rain is water and it falls from clouds when the clouds become too heavy with water drops. When it rains, everything that's not protected gets

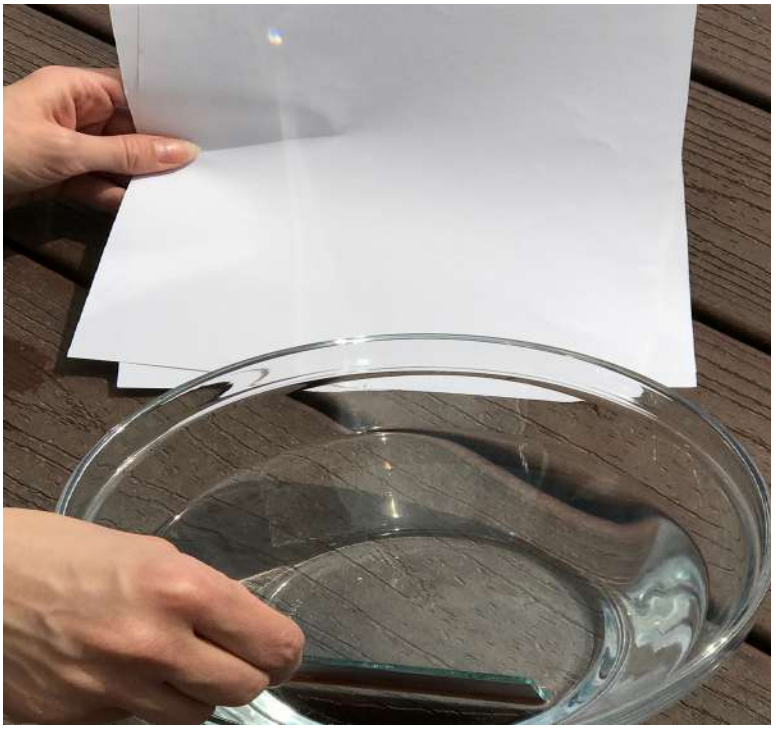
2. Explain that water is so important because it supports life. We all need to drink water everyday to help us grow and stay healthy. Ask your child what might happen if we didn't have water? (Get thirsty, dry out, animals die, etc.) Also explain that plants need water to grow.

3. Fill a glass jar 2/3rds full of very hot water. Cover the jar with the plate and wait a few minutes before you do the next step.

4. Place about 5 ice cubes onto the plate. Watch what happens! You should see little droplets start to fall inside of the jar. (You may have to look close!)

5. Why does this happen? Well, the cold plate causes moisture in the warm air, which is inside the jar to condense and form water droplets. This is the same thing that happens in the atmosphere. Warm air rises and meets colder air high in the atmosphere. The water vapor condenses and forms rain that falls to the ground.

Making Rainbows



Materials:

- bowl of water
- mirror
- white paper
- sunshine

Science Concepts:

Earth & Sky, Light

Directions:

1. Explain that today's activity is all about rainbows! Ask your child if they know all the colors in the rainbow. Explain that a rainbow appears when the light gets split up into its 7 different colors: red, orange, yellow, green, blue, indigo, and violet. The light gets split up because it's passing through a substance that bends the light. When we see a rainbow in the sky, it's usually when the sun is behind us and it is shining through lots of tiny raindrops floating in the sky.

2. Share that today we'll be making and finding rainbows!

3. Fill a large bowl with water and place a mirror inside. Part of the mirror should be under the water and the other part is sticking out. Make sure to place this bowl near a sunny window or outside with direct light coming in so it hits the mirror.

4. Hold a large white piece of paper in front of the bowl to try and catch a rainbow on the paper! Move the paper around until you find it.

5. Explore other ways to make a rainbow using the experiment sheet.

Rainbow Experiments

Test out these experiments. Mark Yes or No if you saw a rainbow.

	Yes	No
Hold a CD up to a light or sunshine.		
Blow bubbles in the sunshine.		
Fill a glass full of water and place on top of a white piece of paper. Shine a flashlight through the glass.		
Place a prism next to a sunny window.		
Spray water in the air with a garden hose or spray bottle so it creates a mist. Direct it so the sun's light passes directly through the mist.		
Look for oil on the road or driveway to find a rainbow.		

Earthworm Habitat

Materials:

- worms
- bucket
- dirt
- sand
- water
- leaves

Science Concepts:

Life Sciences, Living Things

Directions:

1. Explain that an earthworm is a small, long soft invertebrate (no spine). They like to live under pots, rocks, or bricks. After it rains, you'll see more earthworms around because they like the water.

2. Create an earthworm habitat using dirt, sand, leaves, and a big container. Place a layer of dirt on the bottom. Then add sand. Repeat that pattern until you have a few inches at the top. Add in a few leaves in between the layers for the earthworms. As the leaves decompose, it will provide food for the worms.

3. Go on a hunt for earthworms to fill your jar. (Or buy them at the store.)

4. Place the earthworms at the top. Add in a little bit of water every few days to keep the soil most.

5. Observe the worms and watch how they make tunnels! You can use a clear bucket to observe the tunnels better.

6. (Optional) Read the book "Yucky Worm" by Vivian French.

Tree Bark

Materials:

- different types of tree bark
- crayons

Science Concepts:

Life Sciences - Plants

Directions:

1. Ask your child what tree bark is. Explain that it is the "skin" of a tree. It protects the inner part of the tree from sever weather, the sun, forest fires and more. It also helps the tree retain water. Pour some water on the bark. Show how the water does not come through because the bark is thick. This demonstrates how it can protect the tree.

2. Go on a nature walk and hunt for different types of bark. Observe the various textures and colors of the bark on different trees. Use a magnifying glass to see them up close.

3. Place a piece of paper onto the bark and color with a dark crayon. Observe the different textures you see in your drawings. Try this on several trees and talk about if your bark rubbings looked the same or different. Did the rubbing pictures look like the bark on the trees?

All About Eggs

Materials:

- egg carton with eggs
- containers
- printable

Science Concept:

Life Cycle, Living Things

Directions:

1. Show your child a carton of eggs. Explain that they were laid by chickens. Also share that baby chickens come from eggs, but the eggs need to be fertilized first. The eggs in the carton aren't fertilized, so they will never be baby chickens.

2. Next, have the child hold and observe the eggs. Describe the shells, shape, and the smell.

3. Crack an egg into a container. Talk about the parts of the egg: the membrane, yolk, albumin (white part) and the white string that is attached to the yolk. Have your child practice cracking eggs into a container.

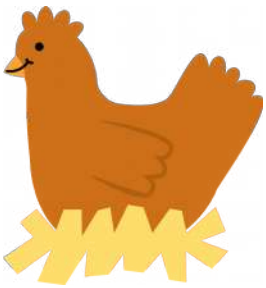
4. Talk about animals that lay eggs. Some ideas are birds, amphibians, reptiles, fish, insects, and spiders. Explain that eggs are typically laid during spring.

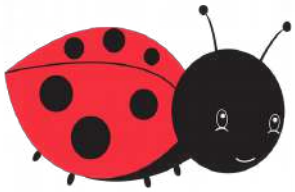
5. Then cook with the eggs. Make a fried egg and a scrambled egg. Talk about their similarities and differences. Taste, feel, and smell them.

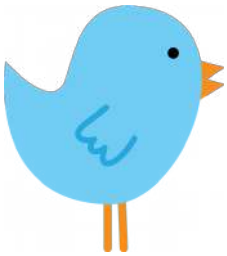
6. Lastly, complete the printable sheet to identify which animals lay eggs.

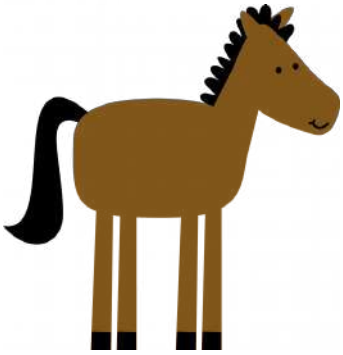
Which Animals Lay Eggs?

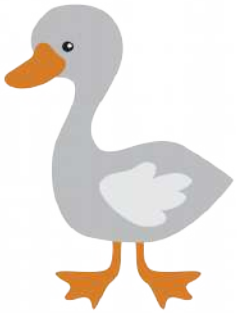
Circle the animals that lay eggs.

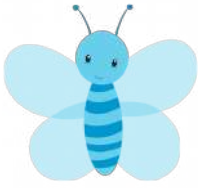


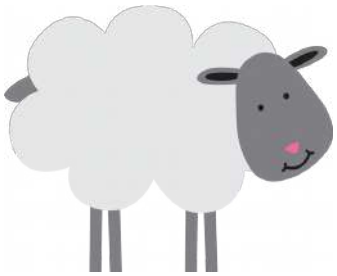


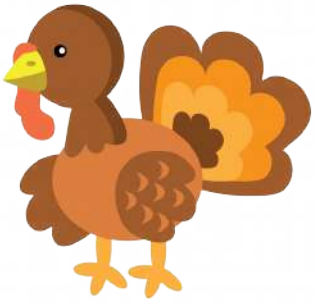












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Happy Learning!
-Angela