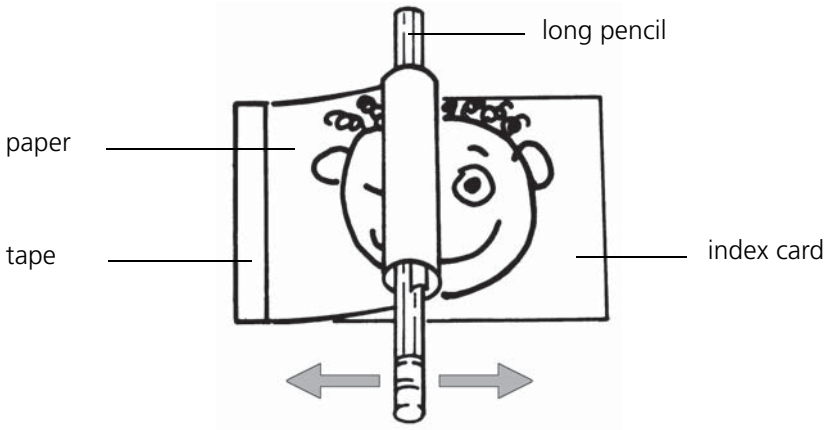
Make-A-Movie

Run the Show **Art**

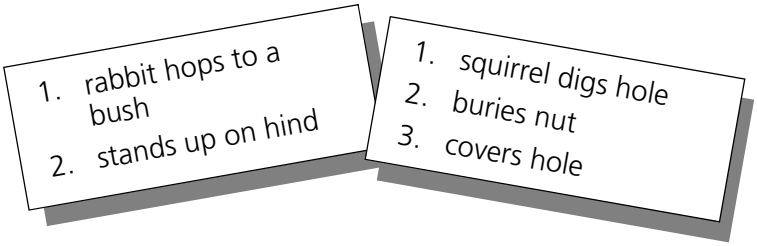
Help students make their own 2-frame movies. They should keep the animation simple, changing only one feature from the first frame to the second. For example:

- a frown changes to a smile
- a puppy's ear perks up
- a clown blows a bubble
- someone waves a hand back and forth
- someone winks
- a balloon pops

The first frame should be drawn on an index card, positioned horizontally. For the second frame, lay a piece of paper on top of the index card and tape it securely on the left end (or on the right end for left-handed students). Use semi-transparent paper (such as thin typing paper) so that most of the first frame can be traced from the index card. Change only the feature that will animate in the movie. To "run the show," roll the paper around a pencil as shown and move the pencil back and forth quickly, rolling and unrolling the paper.



Silent Movies **Creative Dramatics**



Let a student volunteer draw a sequence (page 70) to pantomime. If needed, help the student read the sequence, whispering so that the other students don't hear. Let the student pantomime the sequence for the rest of the class. Have the class try to guess the 3 steps of the pantomime. Give each student a turn at drawing a slip from the box and pantomiming the sequence on it. All sequences involve plants or animals from the Acorn Pond activity in *Sammy's Science House*.

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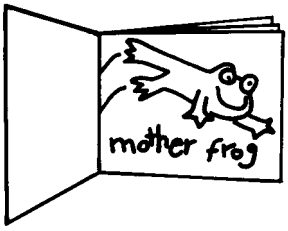
1-2-3 Books **Language Arts**

Let each student pick one of the following topics for a "1-2-3 book":

- 3 stages in the life cycle of a frog
- 3 stages in the life cycle of a salamander
- 3 stages in the life of a robin (egg, young, adult)
- 3 stages in the life of a turtle (egg, young, adult)
- 3 views of the sky as a rainstorm passes through
- an oak or maple tree as it looks in 3 different seasons
- 3 positions of the sun in the sky during the day
- 3 segments of an activity (sunbathing, jumping in pool, drying off)
- 3 things the student does each day

Give each student 3 sheets of paper (about 4 x 6 inches). Have students draw illustrations for their topics at the top of each of the pages. Then suggest that they experiment with putting the 3 illustrations in various logical sequences. There will be more than one possibility (for example, frog-egg-tadpole, egg-tadpole-frog, or tadpole-frog-egg). Staple the pages together in a sequence chosen by the student, adding a construction paper cover, if desired. Have students complete their books by writing brief captions or sentences under the illustrations.



Plant Progress **Science**

Let each student plant a few seeds in a paper cup. Use fast-growing seeds such as radish seeds or bean seeds. Each student should plant only one type of seed. Make copies (1 per student) of the current calendar page for students to use as "plant diaries." Have students use words and/or sketches to record when a plant emerges, how the leaves unfold, height on various dates, emergence of new leaves, etc. If accidents happen (plant dries up or gets knocked over), students should document that, too.

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At the end of the period, let the students take their plants home. Suggest that they show the growth sequences documented on their calendars to their families.

First Things First **Social Studies**

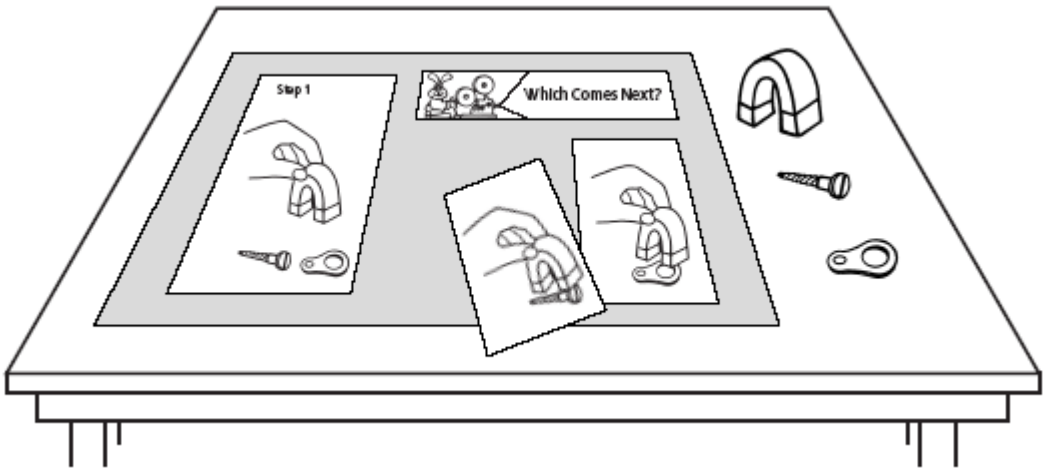
For this activity, either take advantage of a field trip already scheduled or plan a field trip to a nature center, hospital, or other interesting place in your community. After the trip, ask students to list all the things they did on the trip as well as things leading up to the trip. You can include steps such as getting permission slips signed, reading about the topic beforehand, getting on the bus, entering the building, looking at specific things, etc. Write each activity as a caption at the bottom of a 12- x18-inch sheet of drawing paper.

Distribute the captioned papers to the students. (Assign students to work in pairs if there are not enough papers to go around.) Let students use crayons or markers to illustrate their captions. When they are done, work together to sequence the pages in chronological order. If possible, display the work in order around the perimeter of your classroom or down a long hallway. Alternatively, assemble the papers into a classroom booklet that students can use to remember their field trip.

Which Comes Next? **Science**

Using copies of pages 71, 72, and 73, set up 6 science experiment stations around your classroom. Each station should include:

- the supplies listed for the experiment
- "Step 1" of the experiment mounted on the left half of a 9- x 12-inch sheet of colored construction paper
- the words "Which Comes Next?" mounted at the top right of the construction paper
- the two small illustrations (cut apart, but not mounted)



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Schedule time throughout the week for students to work in pairs, visiting each station. Instruct student pairs to predict which illustration belongs under "Which Comes Next?" and to put that illustration in place. Only one illustration is correct (is part of the sequence); the other is incorrect (is not part of the sequence). Suggest that discussing previous experiences and observations may help students make the right prediction. Next the students should conduct the experiment to see if their answer is correct. Before leaving the station, they should put everything back where it was so that no clues are left for the next students.

After all students have had a turn at the stations, ask them to explain what happened in each experiment and why they think it happened. Then briefly discuss the scientific principles behind the experiments:

- **Eraser and candle experiment**: The eraser is heavy for its size (dense), so it sinks. The candle is light for its size (not as dense), so it floats.
- **Pencil in water experiment**: Light waves travel faster through air than through water. As the light falls on the water and slows down, it changes direction slightly, "bending" the pencil.
- **Sheet of paper experiment:** When you blow across the top of the paper, you reduce the air's pushing power (air pressure) on the top side of the paper. This allows the air pressure on the bottom side of the paper to "win the pushing battle" and push the paper up.
- **Magnet experiment:** Only certain metals are attracted to magnets. The screw is iron (attracted) and the flip tab is aluminum (not attracted).
- **Clothespin experiment:** Because the greater weight is on the end with the 2 clothespins, that end must receive the most support to keep the pencil horizontal.
- **Marble experiment:** One by one, the marbles hit each other and pass on the energy. The last marble in the line uses the energy to roll away.

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Silent Movies

1. milkweed plant starts to grow 2. grows tall 3. bud opens into a flower	1. shrew scurries through the grass 2. stops 3. scratches nose with paw	1. crayfish sits at bottom of pond 2. grabs plant with pinchers 3. eats
1. squirrel digs hole 2. buries nut 3. covers hole	1. robin turns head to listen 2. grabs worm 3. pulls worm out of ground	1. butterfly sits on flower 2. flaps its wings 3. flies away
1. snake slithers through grass 2. sniffs for bug (using tongue) 3. eats bug	1. turtle walks slowly 2. stops 3. pulls legs and head into shell	1. raccoon asleep in hole in tree 2. wakes up 3. peeks out of hole
1. cardinal sits on log 2. pecks at bug 3. eats bug	1. robin flies to babies in nest 2. feeds worm to babies 3. flies off	1. crayfish walks backwards 2. walks sideways 3. walks forward
1. frog watches fly 2. catches fly 3. waits for another fly	1. oak leaf flutters in the breeze 2. falls through the air 3. lays on the ground	1. skunk walks slowly 2. stamps foot 3. raises tail
1. rabbit hops to a bush 2. stands up on hind legs 3. nibbles bark	1. frog hops to pond 2. slips into water 3. swims away (with frog kick)	1. deer walks along 2. stops 3. bounds away
1. deer walks to pond 2. lowers head to water 3. laps water	1. caterpillar munches on leaf 2. crawls on 3. munches some more	1. snake slithers through grass 2. goes up on log 3. suns self
1. raccoon walks to pond 2. scratches in water for food 3. eats food	1. squirrel runs behind a tree 2. peeks out other side 3. runs some more	1. squirrel digs in ground 2. takes out nut 3. eats nut
1. butterfly breaks out of chrysalis 2. flaps wings to dry 3. flies away	1. baby turtle cracks open its eggshell 2. walks to pond 3. slips into pond	1. salamander digs under leaves and dirt 2. curls up 3. hibernates
1. muskrat walks with stick in mouth 2. lays stick on roof of lodge 3. pats it into place	1. fish swims toward some frog eggs 2. eats frog egg 3. swims away	1. baby robin hops up on edge of nest 2. flaps wings 3. hops back down

Use with "Silent Movies" (page 66).

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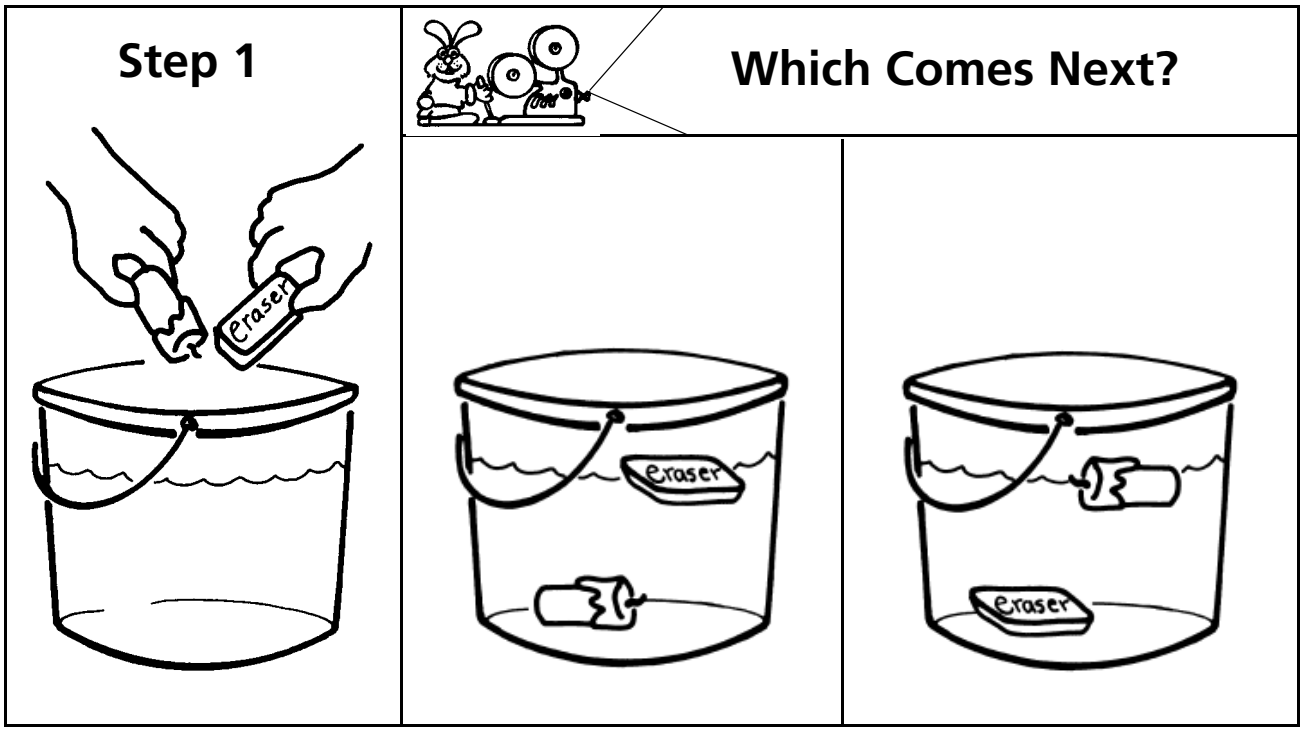
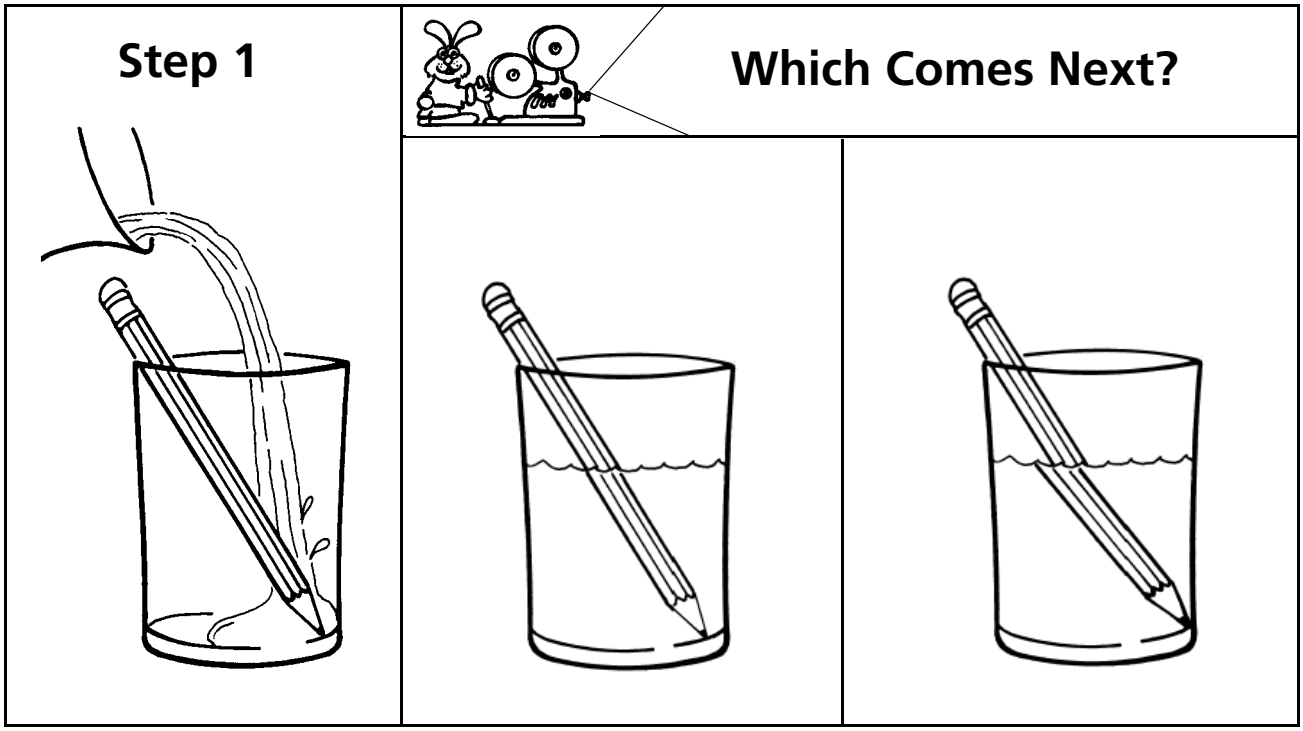


Supplies: candle, eraser, bucket of water



Supplies: pencil, transparent drinking glass, pitcher of water

Use with "Which Comes Next?" (page 68).

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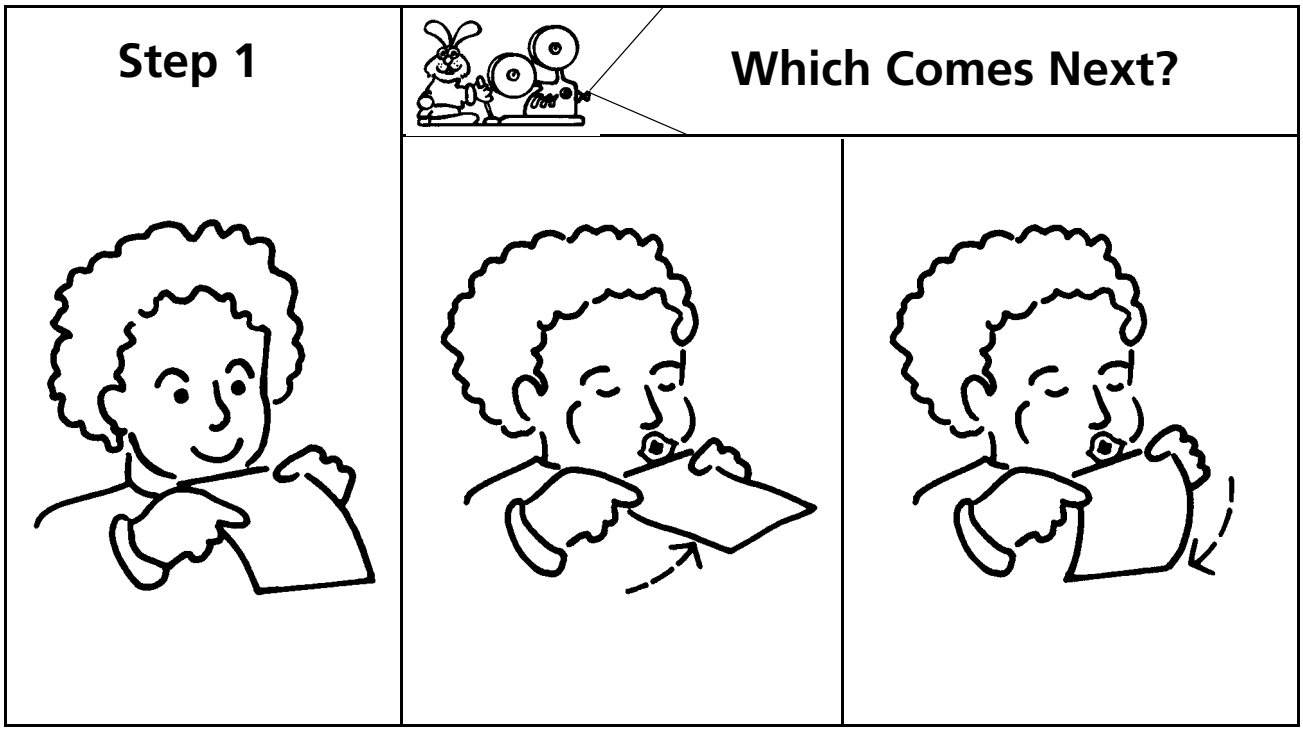
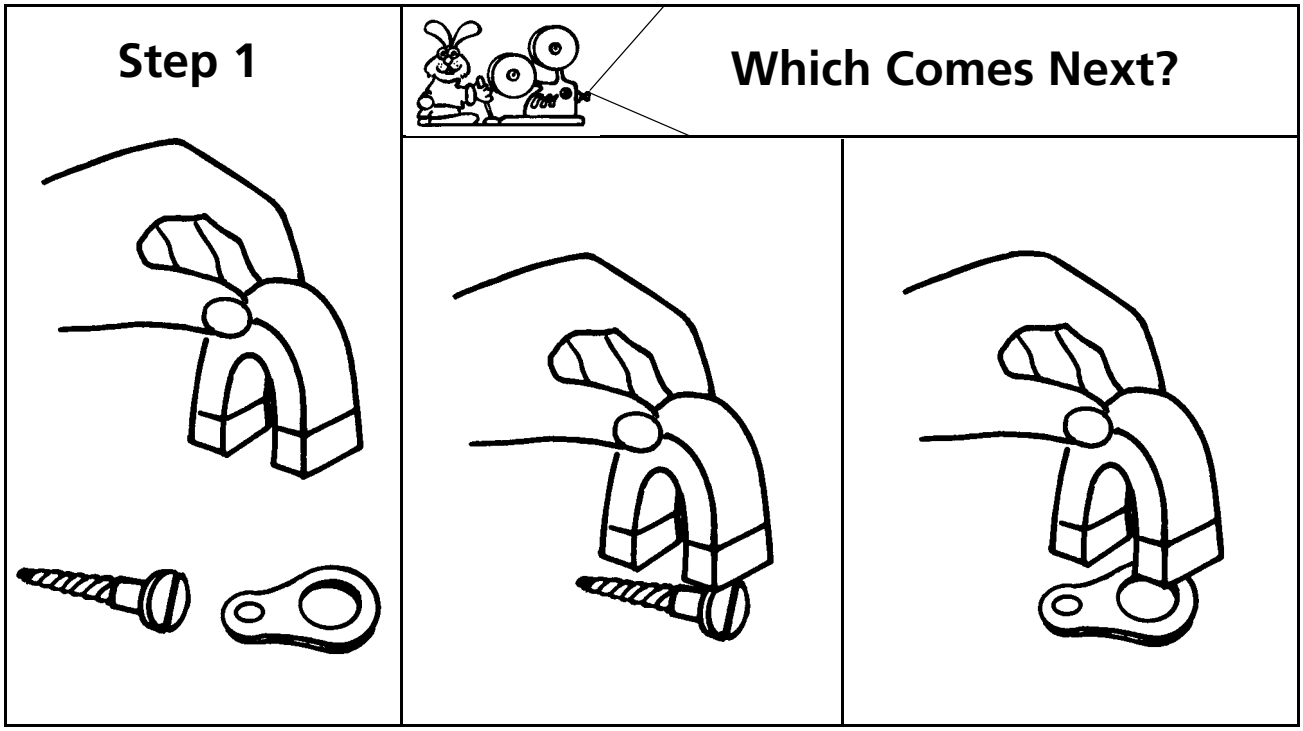


Supplies: thin sheet of paper (about 6- x 9-inch)



Supplies: magnet, aluminum can flip tab, steel screw

Use with "Which Comes Next?" (page 68).

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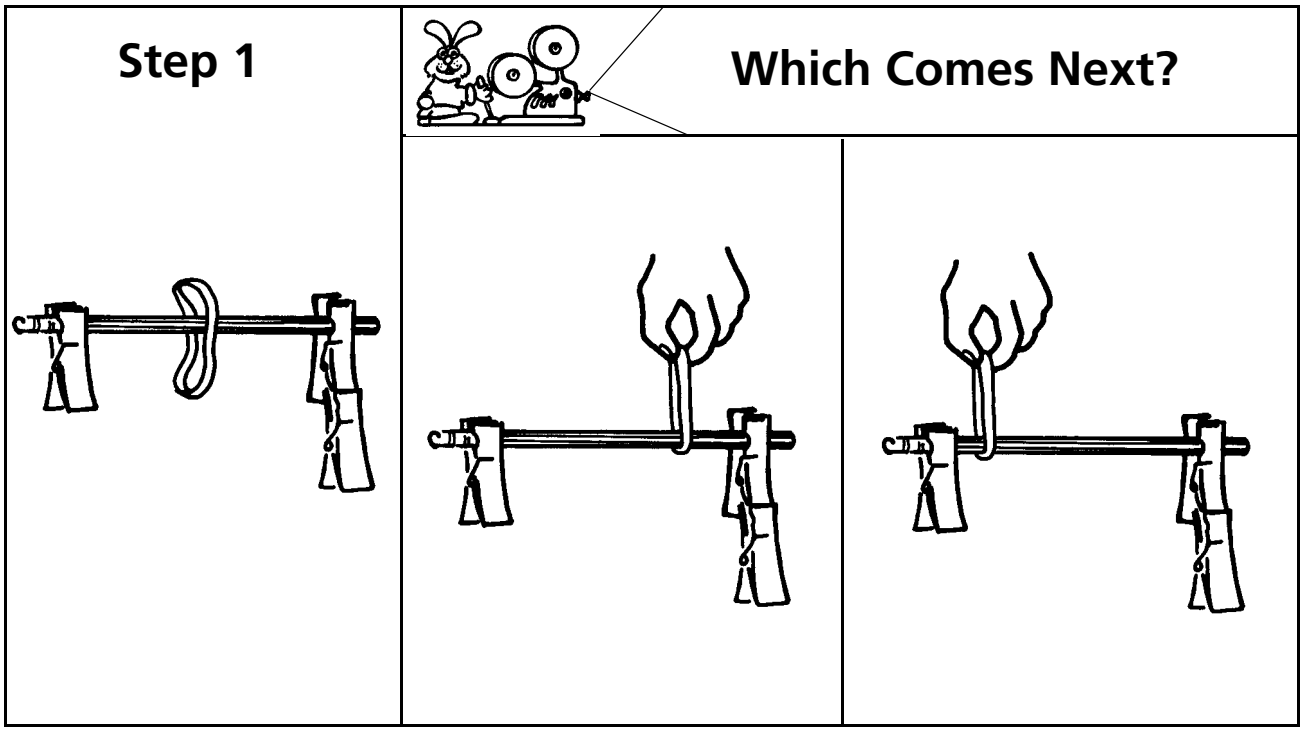
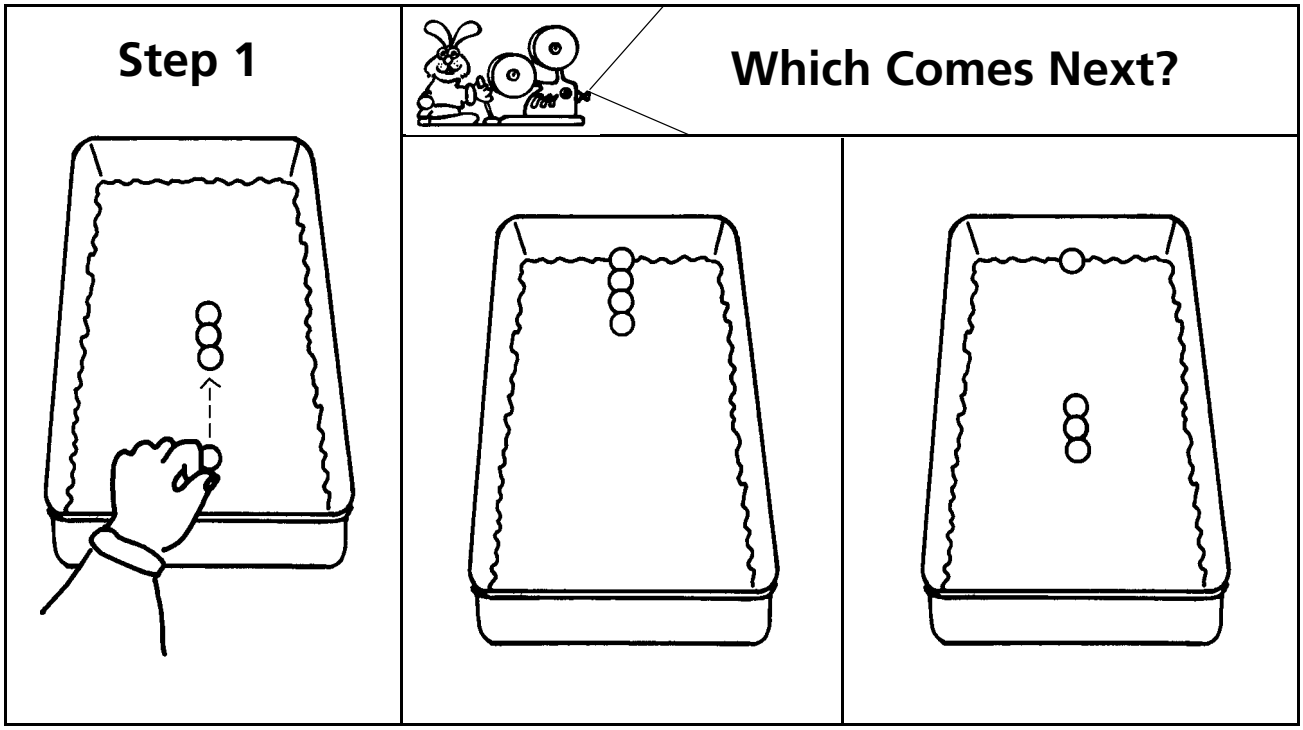


Supplies: **unsharpened pencil, 3 spring-type clothespins, wide rubber band (allow students to assemble apparatus).**



Supplies: **4 marbles (allow students to arrange), cake pan lined with terry cloth hand towel.**

Use with "Which Comes Next?" (page 68).

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