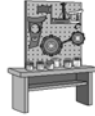


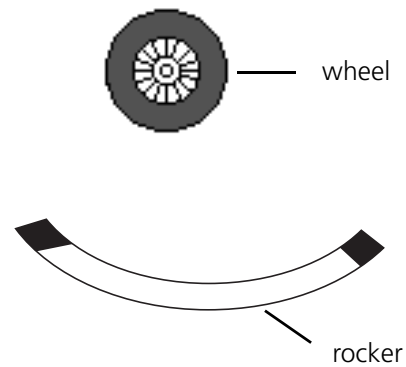
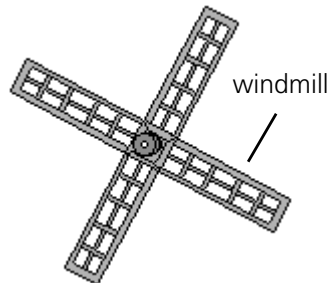
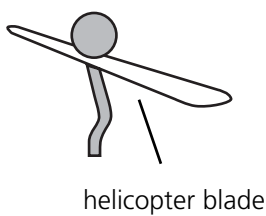
# Workshop



## It Moves!

On a supply table, gather sheets and scraps of construction paper, tagboard, egg cartons, pipe cleaners, small lightweight boxes, milk cartons, paper towel tubes, and plastic lids. Explain to students that they will each be making a 3-dimensional construction. The construction must have some part designed to move. To start the flow of ideas, ask students to think of things that move or allow movement (wheels, ramps, pendulums, pinwheels or windmills, spinners, shakers, falling or rolling objects, springs or springy things, hinges, etc.). Suggest that students recall moving objects from the Workshop activity in *Sammy's Science House*:

## Problem Solving



When their creations are complete, let students show them and tell how they “work.”

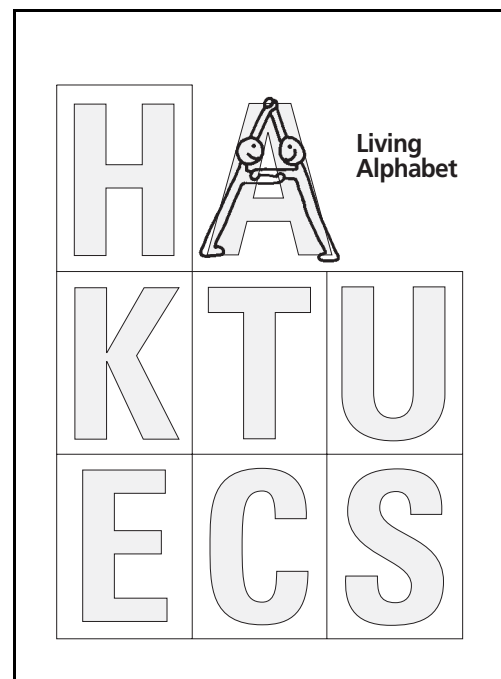
## Living Alphabet

Make copies of page 49 for your students. Point out the example at the top of the page of the letter made with stick people.

Let students draw stick figures to make the other letters on the page. Once the student sheets are done, take them to the gym and let students pose like the stick figures to make living alphabet letters. For safety, establish the rule that all letters must be formed while lying on the floor. Do not allow students to lift each other or to support each other's weight. Once students have formed several alphabet letters, they may want to try spelling out words or short messages.

A

## Language Arts



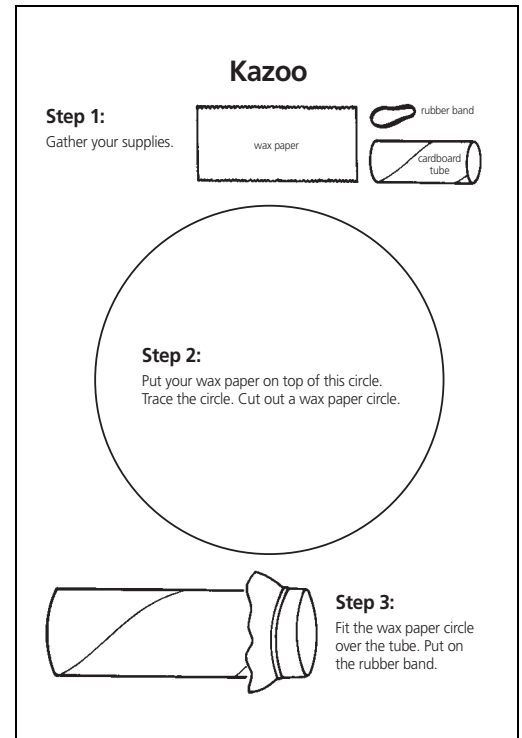
## Kazoo Koncert

## Music

For this project, you will need wax paper, rubber bands, and cardboard tubes. Use tubes from toilet tissue or longer tubes cut to about 5 inches. Give copies of page 50 to your students. (Alternatively, make a transparency from page 50 for the class to use together.)

If students are not familiar with kazoos, explain that kazoos are musical instruments played by humming into the open end. Go over the steps on the activity sheet together before students construct their kazoos. Point out that when we make something, we usually need to start with the supplies (Step 1), use the supplies to prepare the parts (Step 2), and, finally, use the parts to assemble the finished project (Step 3). You may want to suggest that students work in pairs or get help from you on Step 3 (putting on the rubber band while holding the wax paper in place).

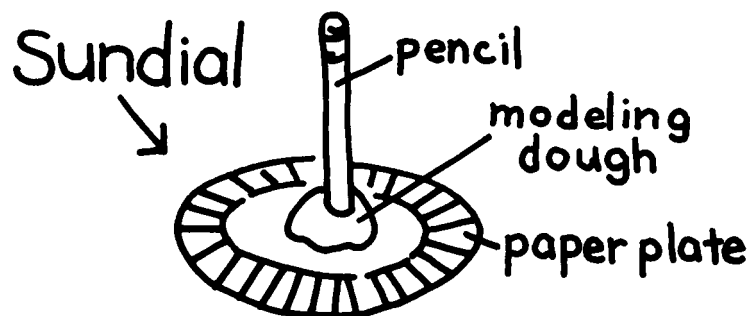
When the kazoos are finished, let students experiment with playing them for a few minutes. Then treat yourselves to a “Kazoo Koncert” by playing the students’ favorite familiar songs together.



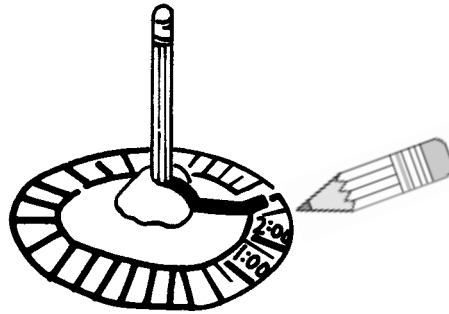
## Sunshine Time

## Mathematics

As you teach students about time and recording time, talk about sundials and how they work. On the chalkboard, draw plans for a simple sundial, explaining the parts as you draw. Let students work in small groups to make their own sundials.



Put the sundials in a sunny spot where they will not need to be moved for several days. Show the students how to write the time on the rim of the plate at the point where the pencil casts its shadow:

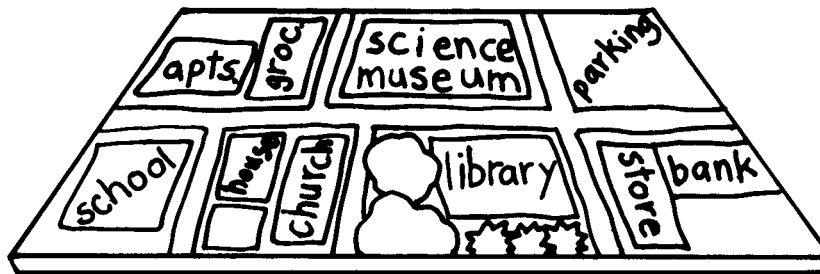


Students may choose to mark their sundials with every hour (1:00, 2:00, etc.), with significant times (12:15-lunch, 1:00-PE class, etc.), or with random times (1:16, 2:35, etc.).

### All Around the Neighborhood

### Social Studies

Gather pictures of various buildings in your community (courthouse, school, library, community center, stores, homes, etc.). Possible sources include visitor guides, local postcards, newspaper photos, and snapshots. With the students, discuss these buildings and their uses in your community. Use a roll of white paper to cover a spare table or other similar-sized area. On the paper, work together to draw an aerial view of your community. It is not important to be totally accurate, but do include some streets and mark the location of your school and some of the buildings you discussed:



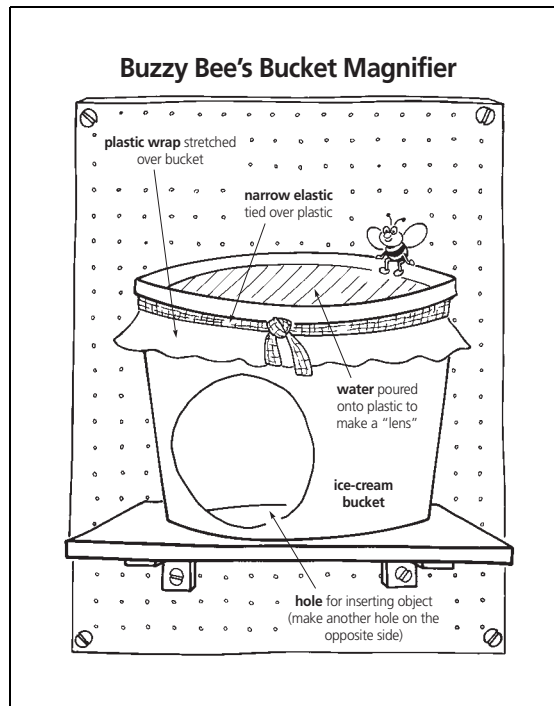
Using the pictures you gathered as guides, let students construct the buildings from milk cartons, cans, small boxes, and plastic building blocks. Students may enjoy bringing small toy cars from home to drive around your model community.



## Buzzy Bee's Bucket Magnifier

## Science

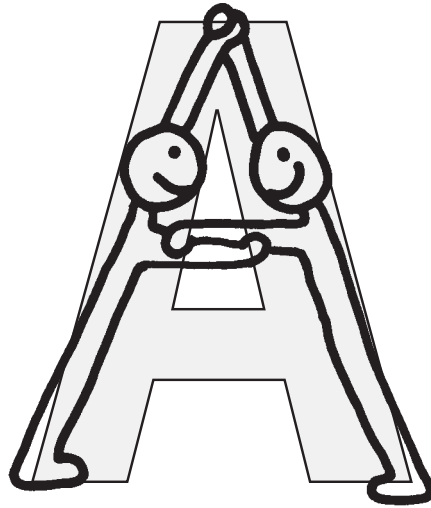
With this activity, students gain experience following plans, discover how magnifying lenses work, and create magnifiers that can be used to examine small objects. After students have had an opportunity to play with Buzzy, the bee, in the Workshop activity of *Sammy's Science House*, divide the class into small groups and give each group a copy of page 51.



Help students as needed to follow Buzzy's plans for building bucket magnifiers. (If you anticipate a need for additional direction, make a transparency from page 51 and discuss the construction process together before students begin.) Students will be able to use scissors to cut the holes in their buckets themselves if the buckets are made of fairly soft plastic and if you punch the initial hole for them.

You may want to move outdoors when it is time to add the water so that no water spills in the classroom. Slowly pour as much water as possible onto the plastic, which will sag into the shape of a lens. Examine objects from nature (leaves, rocks, etc.) by putting them through one of the holes cut in the side of the bucket and looking at them through the water lens.

H



## Living Alphabet

K

T

U

E

C

S

Use with "Living Alphabet" (page 45).

# Kazoo

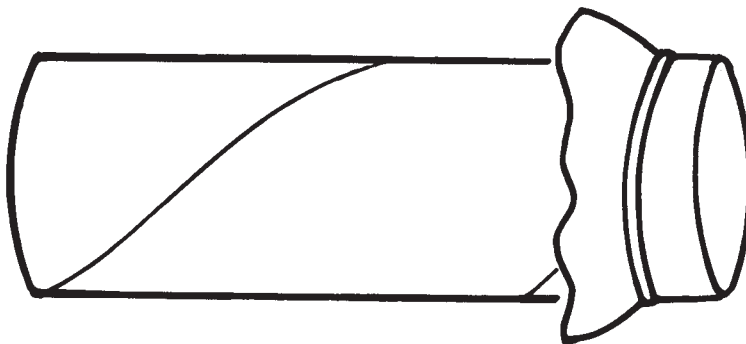
## Step 1:

Gather your supplies.



## Step 2:

Put your wax paper on top of this circle.  
Trace the circle. Cut out a wax paper circle.

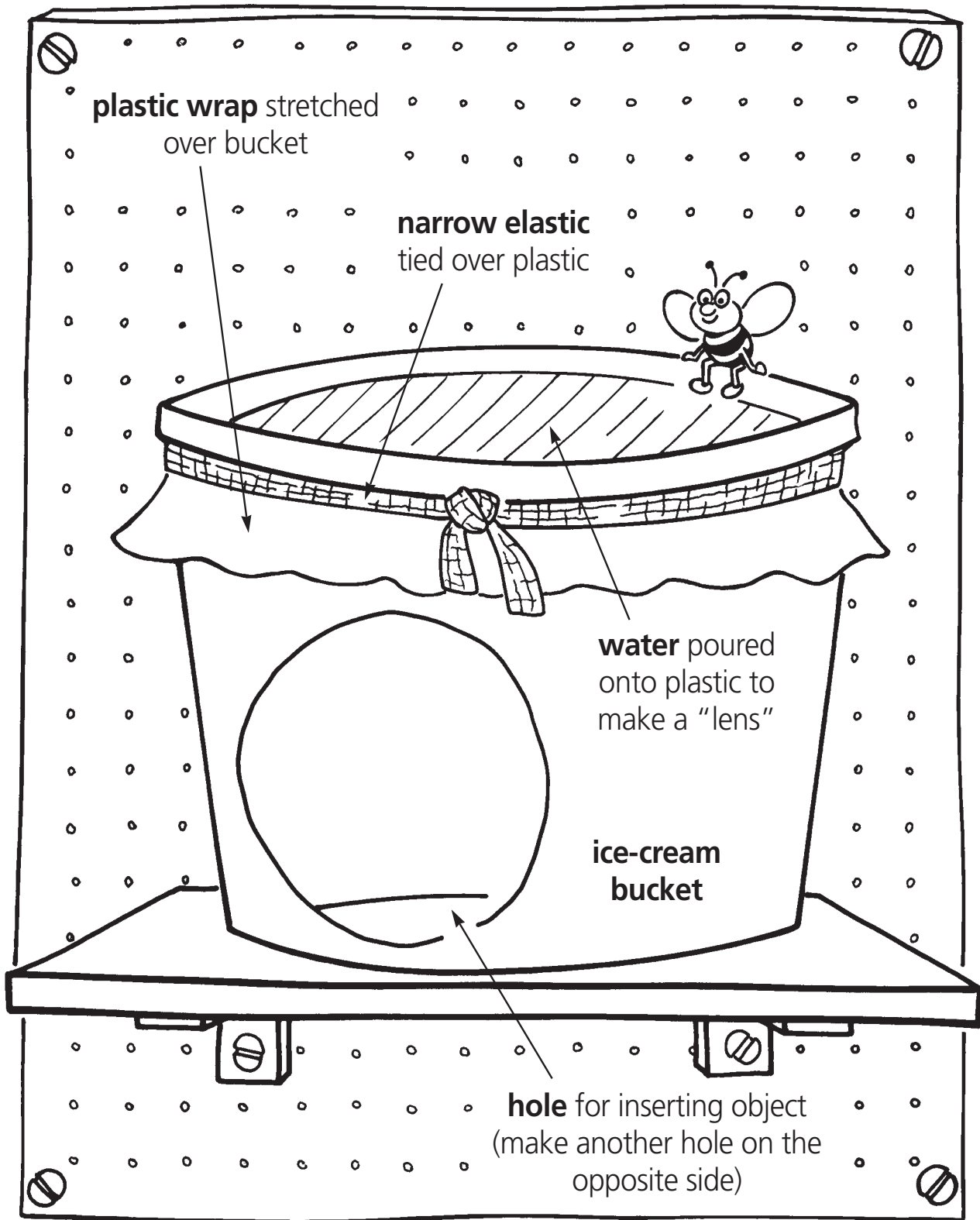


## Step 3:

Fit the wax paper circle over the tube. Put on the rubber band.

Use with "Kazoo Koncert" (page 46).

# Buzzy Bee's Bucket Magnifier



Use with "Buzzy Bee's Bucket Magnifier" (page 48).