

Science

June 29, 1999

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Unimaginable things happen when little Holly Evans sends her science experiment into the ionosphere.

Warm-Up

Materials: microphone, white board, and dry erase marker

Have the students form a circle. Use *Stand Up, Be Proud* as a way for students to learn each other's names. Give the microphone to a student. The group then begins to recite Stand Up, Be Proud. The student with the microphone states his/her name at the appropriate time and passes the microphone to the next student. This continues until all students have been introduced.

After all the students have been introduced, present the camp rules using the white board and the dry erase markers. The rules can either be written or illustrated, depending on the age of the students. As an added visual, "Gimme Five" can also be used.



Activity

Materials: each student's name written on a craft stick, blindfolds, paper and pencil, small bowl for items to smell or touch such as: vinegar, orange, boiled spaghetti, raisins, mustard, and syrup.

Tell the students they will be using their sense of smell and touch to formulate a hypothesis. Draw a craft stick and have the student put on the blindfold. Then have the student either smell or touch one of the items and tell what s/he thinks it is. Ask student to explain the answer. Continue until all students have had an opportunity.

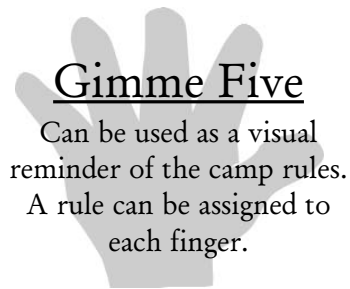


Stand Up, Be Proud

Stand up, (clap, clap)
Be proud (clap, clap)
Say your name (clap, clap)
Out loud (clap, clap)

Gimme Five

Can be used as a visual reminder of the camp rules. A rule can be assigned to each finger.



Introducing

Explain to the students that scientists attempt to solve problems. They use scientific methods to discover the solution to the problems. One of those methods is an experiment. Scientists often use their senses when conducting an experiment. To find out more information on scientific methods, visit Steve Spangler's website (www.stevespangler.com).



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Vocabulary

research
experiment
scientist
extraterrestrial
airborne
ionosphere
jettison
bolster
specimen
fjord

Discussion

Discuss science terms that were used in the story and ask what other science words scientists might use. Write words that the students provide on the chart tablet or white/chalk board. If the student provides a word that is not a science word, discuss the meaning of the word. Save the words and add to the list throughout the week to see how many science words were learned or used during the week.

Reading

Materials: *June 29, 1999*, vocabulary cards

- Show the book to the students and discuss concepts of print (i.e., left to right, top to bottom, title page, illustrator, author, etc.)
- Read the story, asking the students to listen for the name of vegetables.
- Discuss the vocabulary words.
- Place the vocabulary words on the Word Wall.

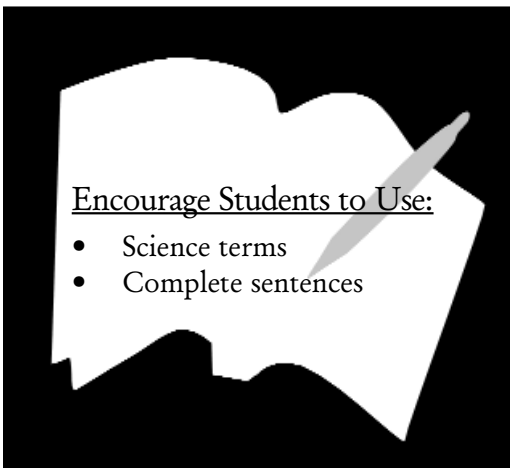
Activity

Materials: two 2-liter bottles for each student, clear tape, potting soil, bird or grass seed, spray bottles, newspaper

- Complete the terrarium (see Appendix for directions).
- Send terrarium home with students.

Phonological Awareness - phonemic categorization, listening

Materials: game card for each student (see Appendix for blank game card), game markers, words written on index cards
To play “Phonemic Bingo”, write an initial phoneme in each square of the blank game card. Encourage students to listen carefully as you say the words on the index cards. Have students place the game marker on the initial phoneme of the word you have said. The student who gets four in a row is the winner!



Journals

Materials: journals, pencils, crayons, chart tablet, marker

This activity allows the students to practice their oral and/or written expression skills. Present the students with their own journal (see example journal page). Help the students review the information presented in today’s lesson. Write the information on the chart tablet for student’s to use as prompts/cues when writing in their journals.

Journal Assignment

Ask students to illustrate and write about the smell and touch experiment.



Wrap-Up

Materials: Student's journals, beaker (or other object to place magnets in), magnets with questions written on them, fruit snacks

Have the students form a circle. Ask the students to read their stories and show their illustrations. Then, spend some time reviewing the story. Place magnets with questions written on them (see sample questions in the Appendix) in the beaker. Draw a magnet and choose a student to answer the question. If the student has difficulty answering the question, ask one of the other students to help. The student receives a fruit snack for a correct answer. Continue until all students have an opportunity to give a correct answer.



Air Mail

For added fun, use "Air Mail" to deliver treats. Simply toss the treat to students and have them catch it!

Idea

Ask students to identify a science word they used in their story.

Comprehension Questions

- What does Holly Evans launch into the sky?
- What vegetable circles Kalamazoo
- What vegetable lands in Holly Evans's backyard?
- What vegetables did not float safely to the ground?
- What vegetable was not part of Holly Evan's experimen

