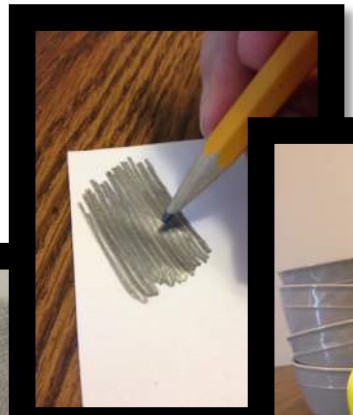
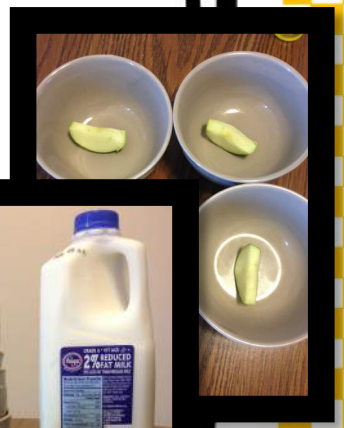
September SCIENCE EXPERIMENTS

By Erin Waters





September Science

Each experiment will follow this outline:

1. **Teacher Preparation**: Materials needed & directions for set-up.
2. **Pre-Experiment-**Activating students' schema using a mini-activity or class discussion.
3. **Related Skills**-Mini-activities and discussions to cover prerequisite skills & used in the experiment.
4. **Suggested Anchor Charts**-Anchor charts for whole class as well as smaller versions for student use
5. **Experiment**-Steps for completing the science experiment.
6. **Let's Reflect**-Questions to answer together as a class or individually in student science notebooks.
7. **Literacy Extension**-A writing activity to synthesize the experiment with a real world concept while using higher level thinking.

Week 1: Back to School

COLOR MAGIC

Pre-Experiment

LINKING TO PRIOR KNOWLEDGE:

-Think about a time you used paints. Once you are done using a certain color, what must you do before you use a new color? (Wash off the brush in water)

-Think about the water cup you use while painting. What happens to that water cup every time you wash off your paint brush? (The colors mix together)

-Why do you think the colors mix together instead of staying separate?

**To enforce this prior knowledge or to supply this prior knowledge to students who have not had this experience, now would be a good time to show the class what happens when colors mix in water:

Using a shallow container (a dinner plate would be great), pour about ¼ inch of water into the dish. Place one drop of green, blue, yellow, and red food colorings into the water, keeping the drops close together in the center of the plate. Pause between each drop, giving the students a chance to observe what is happening. Be careful not to stir the colors together; simply let them act alone. Once all drops have been placed, use a Q-tip (dipped in dish soap) to stir the colors together. Observe what happens. Can you still see all of the different colors? Can you see red? Can you see blue? Green? Yellow? Or have they all mixed?---The water will turn a murky brown color and the individual colors will no longer be discernable.





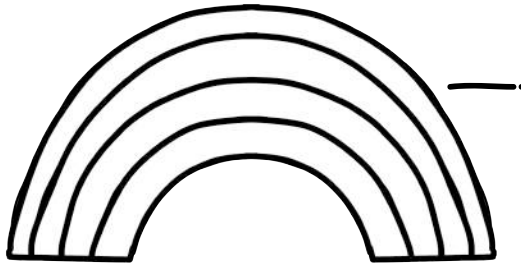

**Do you think the same thing will happen if we use milk instead of water?

Let's Reflect

Cut out the sentence frame and glue it into your science notebook.

A question I have is_____

_____



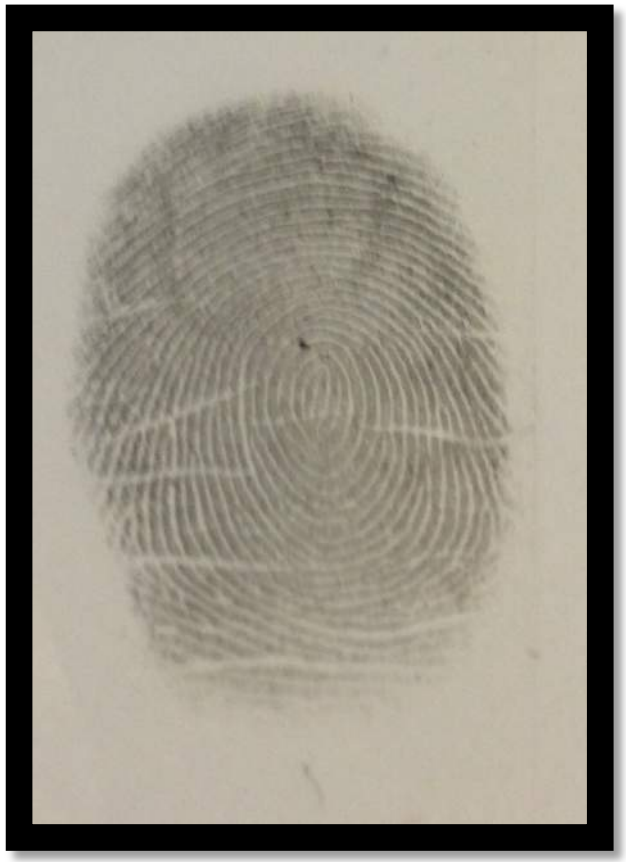
_____

_____

Name:_____

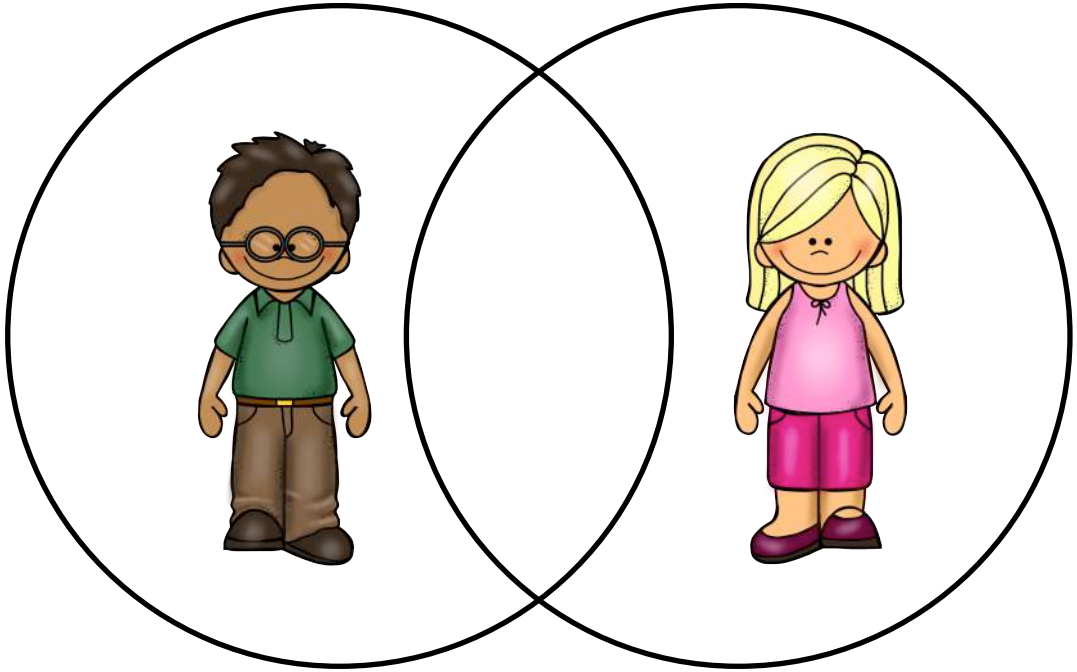
Week 2: Labor Day

PRIVATE EYES



Week 3: All About Me

SAME & DIFFERENT



Name:_____

Using a Venn Diagram

1. A Venn diagram is made from 2 _____.

2. The circles show ways two objects are _____.

3. The overlapping area shows ways the two objects are the _____.

A Venn diagram looks like this:

Week 4: Apples

BROWN OUT

Name:_____

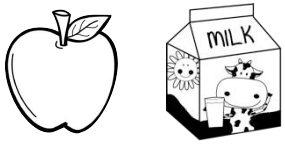
Results

What actually happened…

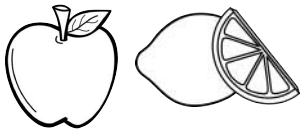
Apples only

Apples with water

Apples with milk



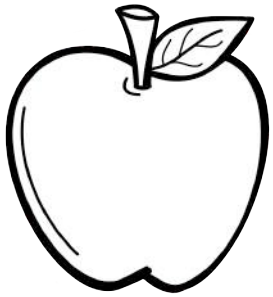
Apples with lemon juice



Let's Reflect

Cut out the sentence frame and glue it into your science notebook.

I was surprised when...



Name:_____

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