

Intro to Science

Updated Teacher Guide
by Paige Hudson

Intro to Science Teacher Guide

Updated Edition, 2018

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Intro to Science – Introduction

Intro to Science has been written to give you the tools you need to gently introduce the students to the world of science. They will work on increasing their observation skills as they learn different topics within the major disciplines of science. This program lays out thirty-six weekly topics to study, along with a main idea to emphasize. Each week includes a scripted introduction, two hands-on projects, additional library book suggestions, and activities. *Intro to Science* is designed to be used with five- to seven-year-old students.

Why teach science to preschoolers?

The preschool student is learning daily about their environment. They are constantly taking in information about the world around them through hands-on experiences. They enjoy seeing how things work and love being introduced to new things. The preschooler is more than ready and willing to learn, but their motor muscles aren't quite ready for all the writing that formal education entails.

Typically preschoolers are taught the basics, such as colors, letters, and numbers, through simple worksheets. We also provide them with structured play, such as a kitchen set or a dress up station. We make sure that they have time to build their motor skills through creating art and exploring music.

However, all too often, we neglect to introduce our youngest students to the wonder of science because we think it is too difficult a subject for them to grasp. While some concepts in science will go way over a preschooler's head, we can introduce them to the subject as a whole by presenting them with the way that things work in their environment.

Preschoolers are naturally wired to be curious; thus, they are fully prepared to learn about science. These early years are a good time to introduce them to how things work in their environment because an early introduction to the subject will create an interest that you can build upon once they reach the elementary years. By showing them the miracle of the scientific processes going on around them, you are constructing a basis for future learning.

In *Success in Science: A Manual for Excellence in Science Education*, we state that the goal for preschool science is simply to introduce your students to the world around them. It is with this goal in mind that we have written *Intro to Science*. This year, your students will be exploring the wonderful world of science through a buffet of weekly topics, hands-on projects, books, and activities. All this will work together to build a basic framework, or

bucket, the students can fill with information during the elementary years.

Let's take a closer look at the sections in this guide.

The Weekly Topic

The main purpose of having a weekly topic is to create a focus for your studies for the week. Each week, this section will provide the main idea for the week, along with a scripted introduction. This introduction may contain simple explanations, brief demonstrations, and/or guided observations for you to use when introducing the students to the week's topic.

As part of this section, we have provided a pre-planned script for you to read, but feel free to use your own words or edit the script as you communicate the information. The main purpose of introducing the topic is to share with your students what they will be studying for the week. Your introduction should only take five to fifteen minutes because of the students' short attention spans.

After you introduce the week's topic (or during, if you have a fidgety student), you can have the students color the coordinating coloring page for their scrapbook.

Hands-on Projects

The hands-on projects in this guide include simple scientific demonstrations and nature studies. Scientific demonstrations are designed to help the students see the science of their environment in action, while nature studies are designed to aid the students in learning about the world around them through discovery and observation.

All the scientific demonstrations come from *More Mudpies to Magnets*. The goal of these hands-on projects is to demonstrate science for the students. Don't expect them to be able to predict the outcome or to draw abstract conclusions at this age. Instead, allow them to observe and tell what they have learned, no matter how simple it may seem to you. After you finish the demonstration, you can have the students fill out a demonstration sheet for their scrapbook.

The nature studies included in the hands-on project sections will also coordinate with the weekly topic. The purpose of these nature studies is to have the students learn about the world around them through discovery and observation. After you finish the nature study activity, you can have the students fill out a nature journal sheet for their scrapbook. Allow them to draw what they would like or glue a picture on the page instead. At this stage, it is best for you to write down their observations for them.

You can choose one or both of these hands-on projects in your weekly plan.

Read-Alouds

During the preschool years, students usually love to be read to, and science is a good topic to explore through books at this age. For this reason, we have included a list of optional library books for you to choose from each week. These books are suggestions that you can get from your local library. We have not previewed each and every book, so be sure to do so before you read them to the students.

Coordinating Activities

Coordinating activities are meant to reinforce what the student is learning in science. In this guide, we have included craft ideas, snack options, and additional projects that will tie into the weekly topic.

Optional Schedules

We have written *Intro to Science* as a topical study – each week stands alone, but the week also fits into a four week unit. This gives you, the teacher, complete freedom in deciding which order you want to do this study, how much you want to do in a week, and how many days you want to study science per week. Our goal is to allow you the opportunity to pick and choose activities that interest your students.

We would suggest scheduling science for two (20 minute) blocks a week or five (10 minute) blocks a week. As part of the lesson materials for each week, we have included two sample schedules to give you an idea of how you could schedule your time. You can choose to use these as your guide or create your own schedule using one of the blank scheduling templates in the Appendix on pp. 196-197 of this guide.

Student Materials

We offer two resources for the students to record what they have learned during this study – the Lapbooking Templates (LT) and the Student Diary (SD).

The Lapbooking Templates

The lapbooking templates included a set of templates for six lapbooks to go along with this program. Each lapbook has six mini-books, one for each weekly topic, a project folder template, and a color cover for the lapbook. We have included a pre-written main idea sentence to paste into each mini-book or you can have the students copy the main idea sentence into the mini-book.

The Student Diary

The student diary pages are simple journal sheets where the students record what they have learned and done over the year. They include coloring pages, demonstration sheets, activity pages, and nature journal sheets to use each week. The following is a description of how the individual scrapbook pages are designed to be used:

- ✦ **Coloring Page** – Read the main idea at the bottom of the page to the students as you have them color the picture.
- ✦ **Demonstration Sheet** – Have the students tell you what they learned from the scientific demonstration and write it down for them on the lines provided. Include any applicable pictures in the boxes provided.
- ✦ **Activity Page** – Have your students draw a picture or paste in a picture of the craft project they made on the sheet provided.
- ✦ **Nature Journal Sheet** – Have the students tell you what they learned from the nature study activity and write it down for them on the lines provided. Include any applicable pictures in the boxes provided.

Please visit the following website to see both of the options for your students:

📄 <http://elementalscience.com/collections/intro-to-science>

How to include an older student

If you want an older student to do this study along with the younger students, here are some suggestions to increase the difficulty of this program so that it is more appropriate for them.

1. Have the older students read the additional books to the younger students.
2. Have the older students read more about the weekly topic in the *Usborne First Encyclopedia of Science* or the *Usborne Internet-linked Science Encyclopedia*.
3. Have the older students write full narrations as well as do a more detailed write-up for the demonstrations using the template pages included in the Appendix on pp. 194.

Helpful Articles

Our goal as a company is to provide you with the information you need to be successful in your quest to educate your students in the sciences at home. This is the main reason we share tips and tools for homeschool science education as blogs. As you prepare to guide your students through this program, you may find the following articles helpful:

- ✦ **Observation is Key** – This article explains the importance of observation, along with how nature study and scientific demonstrations can help you build the

students observation skills.

🔗 <http://elementalscience.com/blogs/news/63858627-observation-is-key>

- 🔗 ***Scientific Demonstrations vs. Experiments*** – This article shares about these two types of scientific tests and points out how to employ scientific demonstrations or experiments in your homeschool.

🔗 <http://elementalscience.com/blogs/news/89905795-scientific-demonstrations-or-experiments>

- 🔗 ***What is nature study?*** – This article clarifies what nature study is and the basic components of this style of hands-on science activity.

🔗 <http://elementalblogging.com/what-is-nature-study/>

Additional Resources

The following page contains quick links to the activities suggested in this guide, along with several helpful downloads:

🔗 <https://elementalscience.com/blogs/resources/intro>

Final Thoughts

As the author and publisher of this curriculum, I encourage you to contact us with any questions or problems that you might have concerning *Intro to Science* at support@elementalscience.com. We will be more than happy to answer them as soon as we are able. I hope that you enjoy *Intro to Science*!

Required Book List

The following book is scheduled for use in this guide. You will need to purchase it to be able to complete the scientific demonstrations and nature study.

📖 **{For the demonstrations}** *More Mudpies to Magnets : Science for Young Children* by Sherwood, Williams, and Rockwell (1990 edition)

📖 **{For the nature studies}** *The Handbook of Nature Study* by Anne Botsford Comstock (1986 edition)

(Note – This book is more of a teacher reference than a book to read to your student. The idea is that you as the teacher will read the material ahead of time so that you will have the knowledge to assist your student as they learn through their own observations of nature. It is NOT designed to be read to the student.)

The following encyclopedia is scheduled throughout the year when it contains a coordinating topic. It is completely optional! But, if you plan on using it, I recommend that you purchase it since you will use it for multiple weeks.

📖 *The Usborne Children's Encyclopedia* (2014 edition)

Optional Library Book List

Unit 1: Intro to Chemistry

Week 1

📖 *What is the world made of? All about solids, liquids and gases (Let's Read and Find out About Science)* by Kathleen Weidner Zoehfeld and Paul Meisel

📖 *Change It!: Solids, Liquids, Gases and You (Primary Physical Science)* by Adrienne Mason and Claudia Davila

📖 *Solids, Liquids and Gases (Starting with Science)* by Ray Boudreau

Week 2

📖 *Liquids (States of Matter)* by Carol Ryback and Jim Mezzanotte

📖 *Lulu's Lemonade (Math Matters)* by Barbara Derubertis and Paige Billin-Frye

Week 3

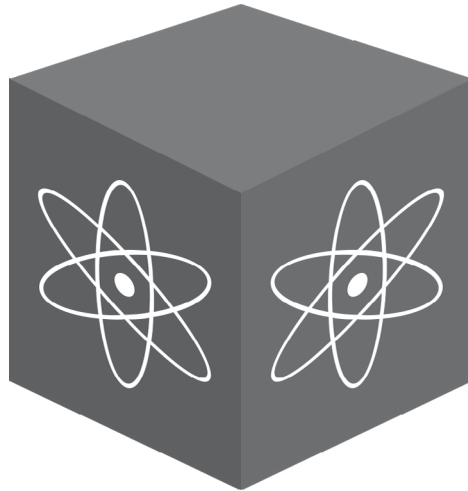
📖 *What Is Density?* (Rookie Read-About Science) by Joanne Barkan

📖 *Will It Float or Sink?* (Rookie Read-About Science) by Melissa Stewart

Week 4

📖 *What Is Density?* (Rookie Read-About Science) by Joanne Barkan

📖 *Will It Float or Sink?* (Rookie Read-About Science) by Melissa Stewart



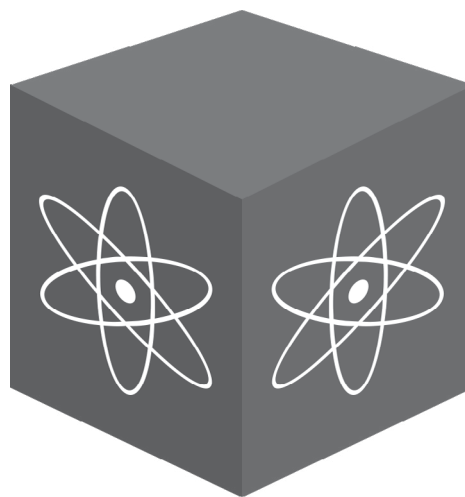
Intro to Science

Unit 1: Intro to Chemistry

Intro to Chemistry Unit Overview

Sequence for Study

- 🌐 Week 1: Solids and liquids
- 🌐 Week 2: Solutions
- 🌐 Week 3: Density
- 🌐 Week 4: Crystals
- 🌐 Week 5: Colors
- 🌐 Week 6: Freezing



Supplies Needed for the Unit

Week	Introduction Props	Hands-on Project Materials	Coordinating Activities Supplies
1	Ice, Crayon	Crayons, Muffin tin	Paper, Popsicles, Chocolate or Crackers
2	Plate, Paintbrush, Cup	Powdered drink mix, Measuring spoons, Clear cups, Spoons, Dirt, Water	Pudding mix, Milk Several cups, Lemonade, Paint (one color and white), Paintbrush, Dirt
3	Glass jar, Water, Spoon, Oil	Glass jar, Water, Oil, Objects to test, Bucket of water	Chalk, Water, Paper, 9 by 13 Pan, Several types of fruit, Glass jar, Oil, Water, Food coloring
4	Pictures of various types of crystals (or several rocks with crystals)	Sponge, Ammonia, Salt, Water, Liquid bluing, Pie pan, Measuring cup and spoon, Quartz	2 Bowls, Sugar, Salt, Paper, Sparkly markers, Glitter
5	3 Glasses, Food coloring (blue and yellow)	Several clear glasses, Dish pan, Food coloring (red, yellow, and blue), Prism	Sugar cookies, Icing in different colors, Shallow dish, Milk, Food coloring (red, yellow, and blue), Liquid dish soap, Paint (red, yellow, and blue), Paper
6	Ice, Plate	Several small film canisters, Various household liquids, Small box lined with foil	Various frozen foods, Food coloring, Water, Paper cup, Popsicle stick, Fruit juice, Paper

Books Scheduled

Hands-on Projects (Required Books)

- 📖 *More Mudpies to Magnets (If you are using the scientific demonstration option.)*
- 📖 *Handbook of Nature Study (If you are using the nature study option.)*

Read-Aloud Suggestions

Optional Encyclopedia

- 📖 *The Usborne Children's Encyclopedia*

Week 1

- 📖 *What is the world made of? All about solids, liquids and gases (Let's Read and Find out About Science) by Kathleen Weidner Zoehfeld and Paul Meisel*
- 📖 *Change It!: Solids, Liquids, Gases and You (Primary Physical Science) by Adrienne Mason and Claudia Davila*
- 📖 *Solids, Liquids and Gases (Starting with Science) by Ray Boudreau*

Week 2

- 📖 *Liquids (States of Matter) by Carol Ryback and Jim Mezzanotte*
- 📖 *Lulu's Lemonade (Math Matters) by Barbara Derubertis and Paige Billin-Frye*

Week 3

- 📖 *What Is Density? (Rookie Read-About Science) by Joanne Barkan*
- 📖 *Will It Float or Sink? (Rookie Read-About Science) by Melissa Stewart*

Week 4

- 📖 *What Is Density? (Rookie Read-About Science) by Joanne Barkan*
- 📖 *Will It Float or Sink? (Rookie Read-About Science) by Melissa Stewart*

Week 5

- 📖 *All the Colors of the Rainbow (Rookie Read-About Science) by Allan Fowler*
- 📖 *The Magic School Bus Makes A Rainbow: A Book About Color by Joanna Cole*
- 📖 *I Love Colors! (Hello Reader!, Level 1) by Hans Wilhelm*

Week 6

- 📖 *Freezing and Melting (First Step Nonfiction) by Robin Nelson*
- 📖 *Solids, Liquids, And Gases (Rookie Read-About Science) by Ginger Garrett*

Solids and Liquids ~ Week 1

Weekly Topic

Main Idea

- ✦ A solid melts into a liquid.

Introduction

Have a piece of ice and a crayon on a plate in front of each student. Say to the students:

This week, we are going to look closer at solids and liquids. The ice and the crayon in front of us are both solids. Ice is solid water, where as the crayon is made from solid wax. When ice gets warm, it melts and turns into liquid water. See how that's happening right in front of us? This process is called melting.

Let them play with the ice and see firsthand how it is turning into a liquid. Then, ask the students:

? *Is the crayon in front of us melting?*

Then, say:

That's right! The crayon needs more heat before it will melt and become a liquid. This week, we are going to turn our solid wax crayon into liquid wax by melting it. Then we are going to let it cool and see what happens!

Student Diary Assignment

- ☐ Have the students color the coloring page found on SD pg. 6.

Lapbook Assignment

- 📁 Have the students cut out and color the Solids and Liquids Mini-book on LT pg. 7. You can have them cut out the main idea graphic included and glue it in the interior of the mini-book or you can write a sentence with what they have learned from the week for them on the inside of the mini-book. Once the students are done, have them glue the booklet into the mini-lapbook.

Hands-on Projects

Scientific Demonstration: Crayon Cookies

In this demonstration, you will help the students to see how solids melt into liquids and then cool to form solids again. (*Note – Keep your crayon cookies for use later in the week.*)

Materials Needed

- ✓ Crayons
- ✓ Muffin tin

Steps to Complete

1. Follow the directions found on *More Mudpies to Magnets* pg. 38.

Student Diary Assignment

- ☐ With the students, fill out the demonstration sheet found on SD pg. 7.

Nature Study: Finding Wax Coatings

This year, your nature study time will mainly focus on developing the students' awareness of the world around them. For your own personal knowledge about guiding nature study, I recommend that you read pp. 1-23 in the Handbook of Nature Study.

Preparation

- ✍ Waxy coatings can be found in nature on most pine trees, so that is the focus of your nature study this week. Read pp. 670-674 in the *Handbook of Nature Study* to learn more about pine trees.

Outdoor Time

- ⚙ Go on a walk with the students to see if you can find any pine trees to observe. Allow the students to observe the tree and ask any questions they may have. You can use the information you have learned from reading the *Handbook of Nature Study* to answer their questions or to share information about what they are observing.

Student Diary Assignment

- ☐ With the students, fill out the nature journal sheet found on SD pg. 9. The students can sketch what they have seen or you can write down their observations.

Read-Alouds

Optional Encyclopedia Pages

- 📖 *The Usborne Children's Encyclopedia* pp.188-189 Solids, liquids, and gases

Optional Library Books

- 📖 *What is the world made of? All about solids, liquids and gases (Let's Read and Find out About Science)* by Kathleen Weidner Zoehfeld and Paul Meisel
- 📖 *Change It!: Solids, Liquids, Gases and You (Primary Physical Science)* by Adrienne Mason and Claudia Davila
- 📖 *Solids, Liquids and Gases (Starting with Science)* by Ray Boudreau

Coordinating Activities

These following activities will help you to reinforce the week's topic and main idea.

- ✂ **Art** – (Coloring with Cookies) Give the students their crayon cookies they made during their experiment. Let them color a picture of their choice using their crayon cookies.

Student Diary Assignment

- ☐ Have the students use SD pg. 8 to complete the art activity.

Lapbook Assignment

- 📁 Have the students cut out the “My Chemistry Projects” pocket on LT pg. 13. Have them glue the pocket into the lapbook and add the coloring project they just did to the pocket.

- ✂ **Snack** – (Solid Popsicles) Point out to the students that popsicles are solid, ask what happens when they take a bit of their popsicle and let it sit in their mouth for minute.
- ✂ **Game** – (Will it melt?) Let the students choose several foods that they want to see melt (such as chocolate or crackers). Place them in a muffin tin and heat them in the oven for five minutes, watching carefully. Observe what happens.

Notes

Possible Schedules for Week 1

Two Days a Week Schedule	
Day 1	Day 2
<input type="checkbox"/> Read the introduction with the students. Color the main idea page. <input type="checkbox"/> Complete the Hands-on Project “Crayon Cookies” and fill out the demonstration sheet.	<input type="checkbox"/> Complete the Hands-on Project: Nature Study “Finding Waxy Coatings” and fill out the nature journal sheet. <input type="checkbox"/> Do the “Coloring with Cookies” activity.
Supplies Needed for the Week ✓ Day 1: Ice, Crayons, Muffin tin ✓ Day 2: Paper	

Five Days a Week Schedule				
Day 1	Day 2	Day 3	Day 4	Day 5
<input type="checkbox"/> Read the introduction with the students. Color the main idea page. <input type="checkbox"/> Eat “Solid Popsicles” for snack.	<input type="checkbox"/> Complete the Hands-on Project “Crayon Cookies” and fill out the demonstration sheet. <input type="checkbox"/> Read the selected pages in <i>The Usborne Children’s Encyclopedia</i> .	<input type="checkbox"/> Play a game of “Will it melt?”. <input type="checkbox"/> Complete the Solid and Liquids Mini-book. <input type="checkbox"/> Choose one of the books from the read-aloud suggestions and read it to the students.	<input type="checkbox"/> Do the “Coloring with Cookies” activity. <input type="checkbox"/> Choose one of the books from the read-aloud suggestions and read it to the students.	<input type="checkbox"/> Complete the Hands-on Project: Nature Study “Finding Waxy Coatings” and fill out the nature journal sheet.
Supplies Needed for the Week ✓ Day 1: Ice, Crayon, Popsicles ✓ Day 2: Crayons, Muffin tin ✓ Day 3: Chocolate, Sugar, or Crackers ✓ Day 4: Paper				

Solutions ~ Week 2

Weekly Topic

Main Idea

- ✦ Adding water to a solution will make it thinner or weaker.

Introduction

Have some thick paint on a plate, paintbrush, and a cup of water in front of each student. Say to the students:

This paint is really thick, isn't it? Why don't you try using this to paint over the gray line on the top of your Student Diary page.

Let the students paint a line on SD pg. 10 with the thick paint on the paper. Then say:

Now, I want to make a thinner paint solution so that it is easier for us to use as we paint. I am going to add a little water from this cup to our paint solution. Let's see what happens!

Add the water and let the students use the paint brush to mix the paint and water. Then ask the students:

? *Did the paint get thinner?*

You are right, the paint did get thinner! The scientific word for this is "diluted." We diluted the paint with water to make it thinner. This week, we are going to look closer at solutions and dilutions. But before we do that, why don't you use our diluted paint solution to paint over the other gray line on the bottom of the Student Diary page.

Student Diary Assignment

- ☐ Have the students complete the coloring page found on SD pg. 10.

Lapbook Assignment

- 📁 Have the students cut out and color the Solutions Mini-book on LT pg. 8. You can have them cut out the main idea graphic included and glue it in the interior of the mini-book or you can write a sentence with what they have learned from the week for them on the inside of the mini-book. Once the students are done, have them glue the booklet into the mini-lapbook.

Hands-on Projects

Scientific Demonstration: Kool-Aid Chemistry

In this demonstration, you will help the students to see how solutions can be diluted.

Materials Needed

- ✓ Powdered drink mix (preferably pre-sweetened)
- ✓ Measuring spoons
- ✓ Clear cups
- ✓ Water
- ✓ Spoons

Steps to Complete

1. Follow the directions found on *More Mudpies to Magnets* pg. 44.

Student Diary Assignment

- ☐ With the students, fill out the demonstration sheet found on SD pg. 11.

Nature Study: Mud is a solution

This week, you are looking at solutions and mud is a naturally occurring solution! You don't need a mud puddle. Instead, you will examine the dirt, a.k.a. soil, in your backyard and then use that soil to make a solution.

Preparation

- ✍ To learn more about soil, read pp. 760-764 in the *Handbook of Nature Study* to learn more about soil.

Outdoor Time

- ⚙ Go on a walk with the students to collect some soil from your backyard. Observe the soil and then use that soil to make your own mud solutions. You can do this by using different amounts of water to get different thickness of mud. Allow the students to make their own observations about the soil and the mud you made. You can use the information you have learned from reading the *Handbook of Nature Study* to answer their questions or to share information about soil and mud.

Student Diary Assignment

- ☐ With the students, fill out the nature journal sheet found on SD pg. 13. The students can sketch what they have seen or you can write down their observations.

Read-Alouds

Optional Encyclopedia Pages

- 📖 *The Usborne Children's Encyclopedia* - There are no new pages scheduled. If you would like, you can re-read the pages (pp. 188-189) on solids, liquids, and gases.

Optional Library Books

- 📖 *Liquids* (States of Matter) by Carol Ryback and Jim Mezzanotte
- 📖 *Lulu's Lemonade* (Math Matters) by Barbara Derubertis and Paige Billin-Frye

Coordinating Activities

These following activities will help you to reinforce the week's topic and main idea.

- ✂️ **Art** – (Diluted Art) Give the students a plate with one color of paint and plenty of white paint. Have the students paint first with the original color on a piece of paper. Then, have the students dilute their color with the white paint, making sure to paint with each lighter color as they go along.

Student Diary Assignment

- 📅 Have the students use SD pg. 12 to complete the art activity.

Lapbook Assignment

- 📁 Have the students add the page they painted to the “My Chemistry Projects” pocket in the lapbook.

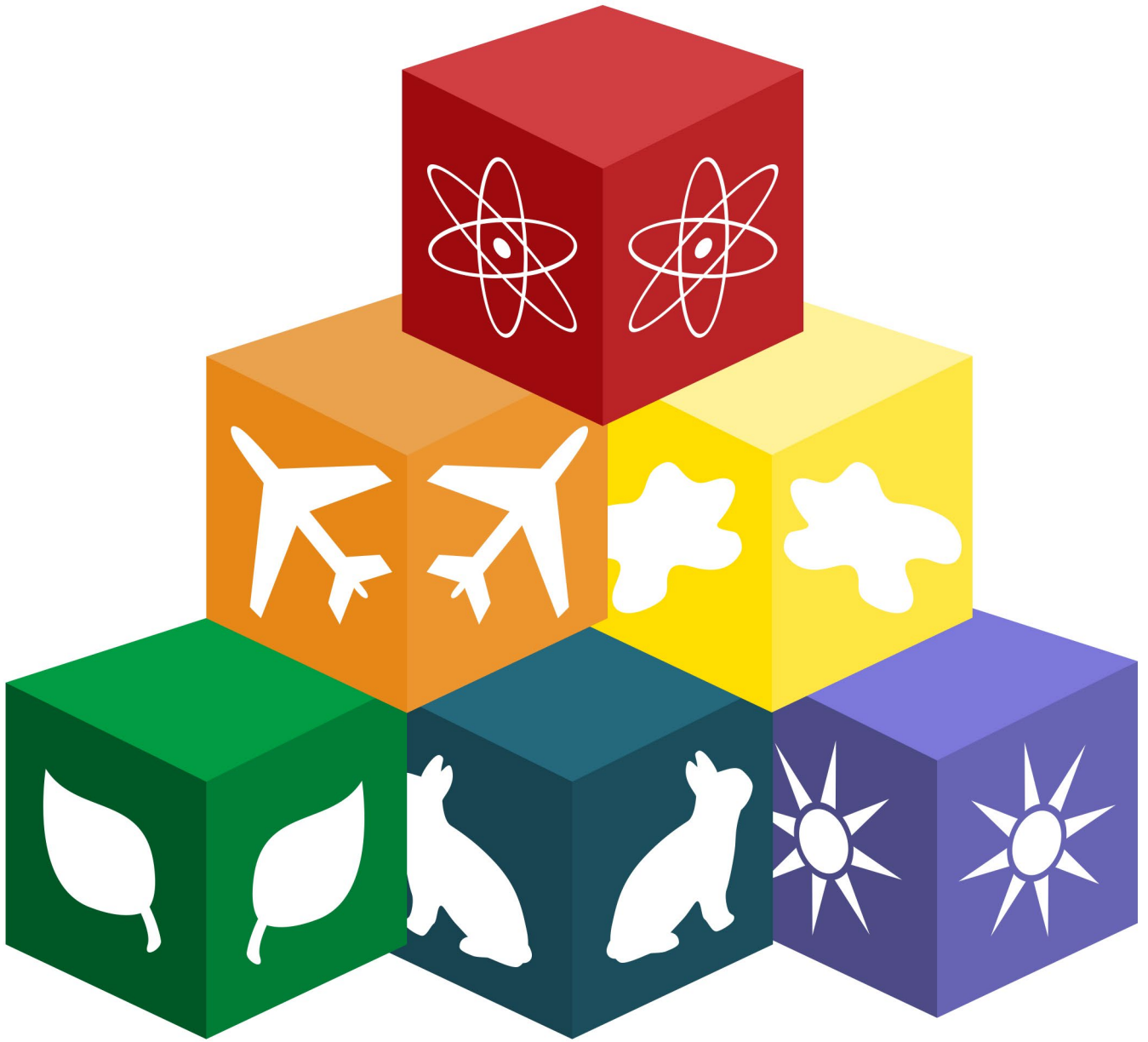
- ✂️ **Snack** – (Make pudding) Point out to the students that pudding is a solution. Make pudding together by following the directions found on your pudding package. Before you put the mixture in the fridge, remove $\frac{1}{4}$ cup of the mixture and put it in another bowl. Add an additional $\frac{1}{2}$ cup of milk to that mixture to dilute it, then put both bowls in the fridge. Check the two bowls after two hours and see how they differ.
- ✂️ **Game** – (Strongest to Weakest) Make your own lemonade in varying strengths. (*You can make the lemonade solutions ahead of time or make it with the students.*) Then, have the students taste and classify them from strongest to weakest.

Notes

Possible Schedules for Week 2

Two Days a Week Schedule	
Day 1	Day 2
<input type="checkbox"/> Read the introduction with the students. Color the main idea page. <input type="checkbox"/> Complete the Hands-on Project “Kool-Aid Chemistry” and fill out the demonstration sheet.	<input type="checkbox"/> Complete the Hands-on Project: Nature Study “Mud is a Solution” and fill out the nature journal sheet. <input type="checkbox"/> Do the “Diluted Art” activity.
Supplies Needed for the Week ✓ Day 1: Paint, Paintbrush, Cup, Powdered drink mix, Measuring spoons, Clear cups, Water, Spoons ✓ Day 2: Paint (one color and white), Paintbrush, Dirt, Water	

Five Days a Week Schedule				
Day 1	Day 2	Day 3	Day 4	Day 5
<input type="checkbox"/> Read the introduction with the students. Color the main idea page. <input type="checkbox"/> Eat “Make pudding” for snack.	<input type="checkbox"/> Complete the Hands-on Project “Kool-Aid Chemistry” and fill out the demonstration sheet. <input type="checkbox"/> Choose one of the books from the read-aloud suggestions and read it to the students.	<input type="checkbox"/> Play a game of “Strongest to Weakest”. <input type="checkbox"/> Complete the Solutions Mini-book. <input type="checkbox"/> Choose one of the books from the read-aloud suggestions and read it to the students.	<input type="checkbox"/> Do the “Diluted Art” activity. <input type="checkbox"/> Choose one of the books from the read-aloud suggestions and read it to the students.	<input type="checkbox"/> Complete the Hands-on Project: Nature Study “Mud is a Solution” and fill out the nature journal sheet.
Supplies Needed for the Week ✓ Day 1: Paint, Paintbrush, Cup, Pudding mix, Milk ✓ Day 2: Powdered drink mix, Measuring spoons, Clear cups, Water, Spoons ✓ Day 3: Several cups, Lemonade ✓ Day 4: Paint (one color and white), Paintbrush ✓ Day 5: Dirt, Water				



Intro to Science

Student Diary Pages
by Paige Hudson

Intro to Science Student Diary

Updated Edition, 2018

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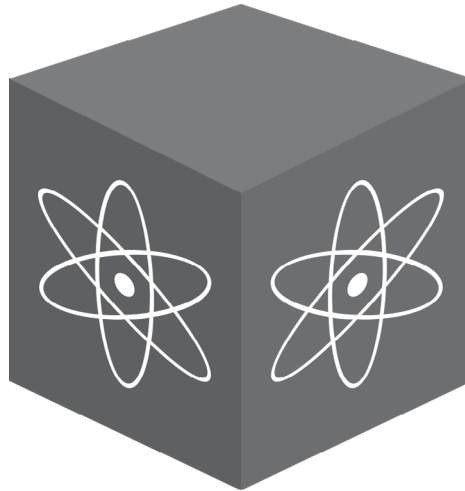
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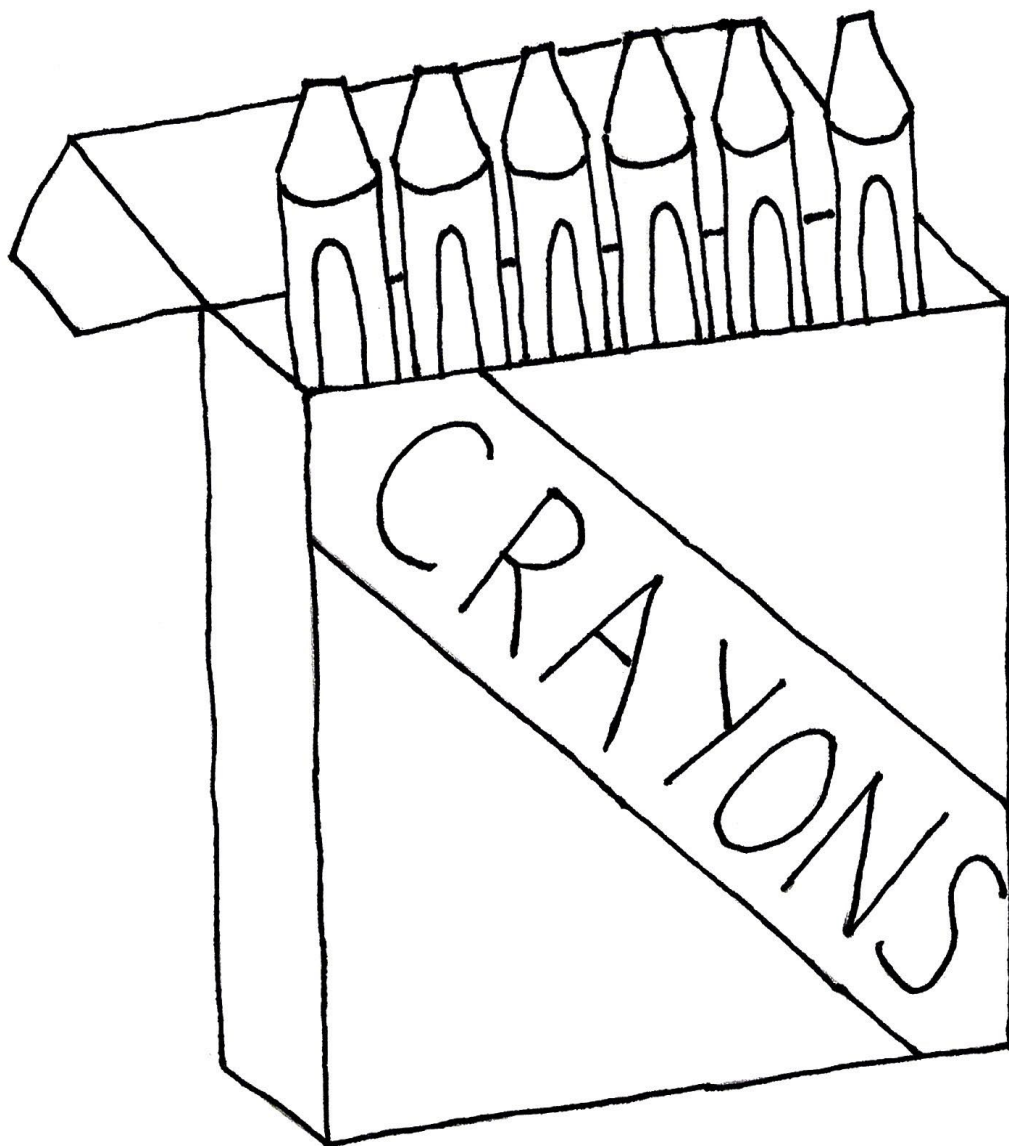
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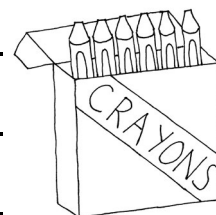
Unit 1: Chemistry Diary



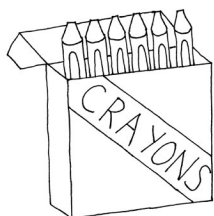
A solid melts into a liquid.

Crayon Cookies

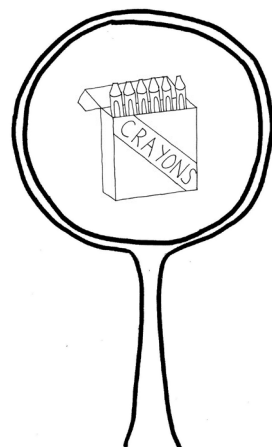
What I learned:



Coloring with Cookies



Finding Waxy Coatings



Thick paint

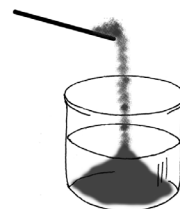
Thick paint after adding water



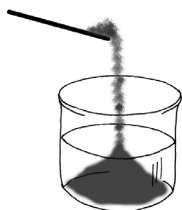
Adding water to a solution
will make it thinner or weaker.

Kool-Aid Chemistry

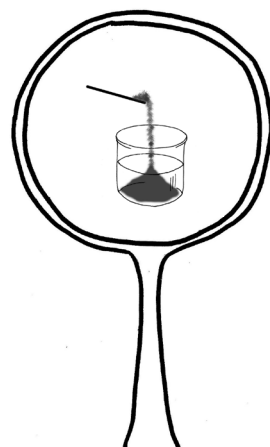
What I learned:



Diluted Art



Muddy Solutions





Intro to Science

Lapbooking Templates
by Paige Hudson

Intro to Science Lapbooking Templates

First Edition, 2018

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Intro to Science Lapbooking Templates

Introduction

The lapbooking templates provided in this eBook are meant to coordinate with *Intro to Science*. There are templates for six lapbooks contained in this eBook, one for each unit in *Intro to Science*. The directions for completing each of the mini-books in this document are included in the *Intro to Science Teacher Guide*. You can use these lapbooks to review the concepts learned or you can have the student create each one in lieu of completing the sheets in the *Intro to Science Student Diary*.

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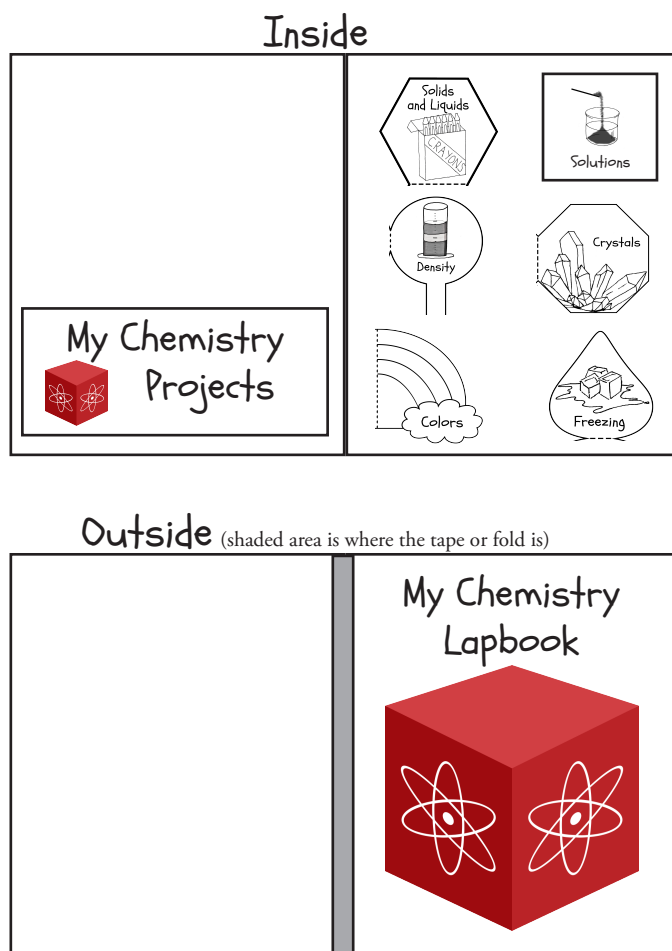
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Unit 1 Chemistry Lapbook Overview

You will need 2 sheets of card-stock or one file folder. Begin by taping the two sheets together on the longest edge, to look like this:

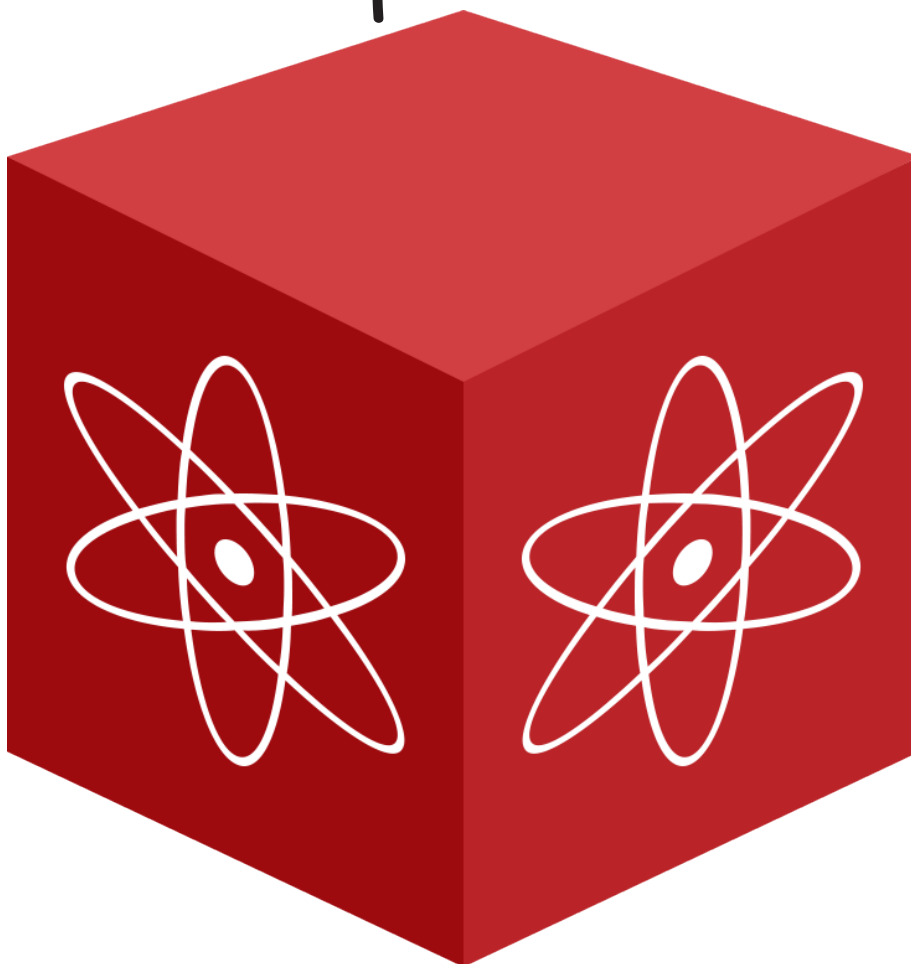


Overall Directions

For each mini-book have the students color the pictures. Then, write the narration sentences for the student or have him glue the included main-idea graphic into the inside of the mini-book. Finally, glue the mini-books and project folder onto the lapbook. You can use the cover template provided or allow the students to decorate the cover as they choose.

Unit 1 Lapbook Cover

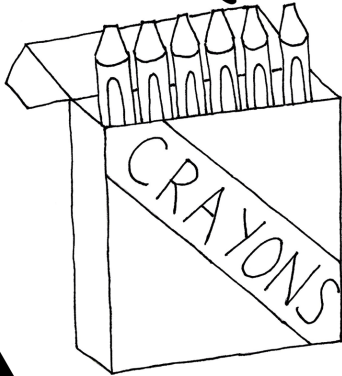
My Chemistry Lapbook



By _____

Week 1 – Solids and Liquids

Solids and Liquids

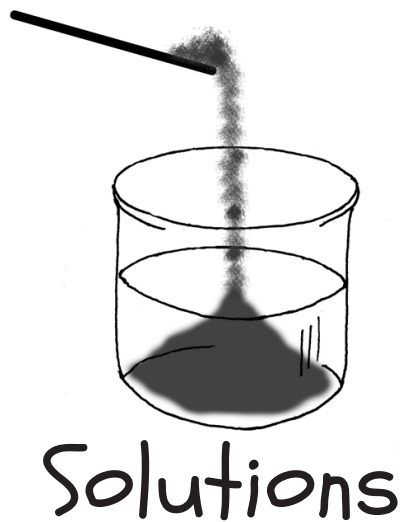


A solid melts
into a liquid.



(Glue this side into the lapbook.)

Week 2 - Solutions



Adding water
to a solution will
make it thinner
or weaker.