

SUMMER'S LAB

TEACHER GUIDE



BY PAIGE
HUDSON

SUMMER'S LAB - TEACHER GUIDE

First Edition 2020

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DIGITAL EDITION

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A LETTER FROM THE AUTHOR

Dear Parent, Leader, or Teacher,

What follows is my attempt at making your student's first introduction to science a fun one! From this page on, you will be guided by Summer Beach, my favorite research scientist, who also happens to be a figment of an author's imagination. My co-author in the Sassafras Science series, Johnny Congo, created Summer as one of the main people to join the Sassafras Twins on their journey.

From the moment I "met" her, I knew she needed her own series. Summer is quite the quirky, bubbly scientist, who also happens to be a huge fan of sandwiches. And so, when I sat down to create a program from her, I knew that it had to be unique. Let's face it – what's more unique than a science sandwich!

I'll let Summer explain how this all fits together in the introduction, but before I go, I wanted to share a few quick tidbits about this program.

1. The science stories in the program are designed to start with silly sandwich tie-ins and end with very basic scientific facts in simple language. We don't go into a ton of detail because this is meant to be an interesting first look at science.
2. Feel free to switch around the units, but I would suggest that you leave the energy unit for last, since, in the very last week of that unit, Summer says goodbye to your students.
3. If you have any questions or comments about this program, please don't hesitate to contact us at support@elementalscience.com.

I hope that you and your students will enjoy visiting Summer's Lab as much as I enjoyed writing it!

Paige Hudson

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INTRODUCTION

A TOUR OF THIS GUIDE

Welcome to Summer's Lab!! I am Summer Beach, research scientist, Sassy-Sci supporter, and your host for this journey!

You may have heard about me through *The Sassafras Science Adventures* series, but if you haven't that is totally fine! I have known Cecil Sassafras, inventor of the invisible zip lines, for years, and I had a blast helping him teach his nephew, Blaine, and niece, Tracey, all about science. So when the twins (Blaine and Tracey) asked me to create an introduction to science, well . . . I have to admit I was floored!

Ulysses had to wave a toasted roast beef, cheddar cheese, tomato, and horseradish sandwich, which happens to be my favorite kind, under my nose just to get me to respond! I quickly recovered and Ulysses and I set to work. In case you don't know, Ulysses is my lab assistant, who also happens to be an arctic ground squirrel. He's quite the helpful mammal, although he does disappear each winter for hibernation, which can be a bit tricky if we are mid-project!

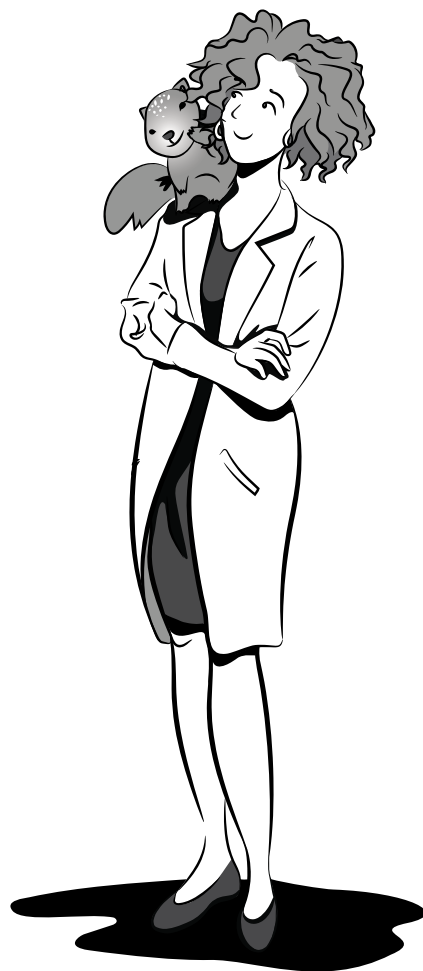
So now that you know a bit about me, let me tell you about your upcoming adventure. Ulysses and I are opening the doors to our lab to give you and your students a hands-on journey through science for the very first time. We designed this program to provide you with the tools you need to gently introduce your early elementary students to the wonderful world of science!!

Each week, you will be building a science sandwich that your students will want to gobble up! They will be learning basic facts about animals, humans, plants, weather, rocks, matter, and energy. And they will work on their observation skills as they encounter science face-to-face.

Let's take a closer look at each of the different sections!

THE SCIENCE SANDWICH

We will start our journey through science off with the basics of the sandwich. In other words, this section will contain all the information you will need to introduce the week's subject matter to your students. The week's sandwich basics, broken down into two sections:



- ✦ **THE MEAT** – This section contains a couple of paragraphs of introduction from Ulysses and me on the subject.
- ✦ **THE BREAD** – This section has several questions you can use with your students to make sure that they have picked up the key points, along with an optional coloring page and mini-book to add a bit of artisan flavor to the bread of your science sandwich!

You will start your week with this section and then add to the science sandwich you are building with the following sections.

CHEESY ADDITIONS

When you eat a sandwich without cheese, you just feel like it is missing something. The same is true for science without some hands-on projects. These demonstrations serve to bring the subject matter to life, just like a good sharp cheddar does for my favorite roast beef sandwich.

In the “Cheesy Additions” section, you and your students will be entering my lab and helping Ulysses and me out! We have included coordinating hands-on projects for you to use each week. These scientific demonstrations will help you lead your students to encounter science face-to-face! You will find the materials you need, the steps to you need to take to complete the demonstration, and an explanation.

These are meant to be guided by you and observed by the students. You can read more about scientific demonstrations here:

- ✦ Scientific Demonstrations vs. Experiments: <https://elementalscience.com/blogs/news/89905795-scientific-demonstrations-or-experiments>

THE MAYO AND MORE

Any good sandwich has “extras” like mayo, mustard, horseradish, tomatoes, or spinach. These additions add flavor and make the sandwich super yummy to eat. And that is exactly what the activities in this section will do for your science-learning time! You will find art projects, snack options, and extra science projects in this section. Each one is meant to add a bit of flavor and pizzazz to your weekly science sandwich!

LISTEN WHILE YOU EAT

Ulysses and I have included pages from our favorite encyclopedia, the *DK Children's Encyclopedia*, as well as a list of optional library books that coordinate with the weekly topic. The books are just suggestions meant to be a springboard for a search at your local library if you want to add in some extra reading while you are munching on the science sandwich you have made.

LUNCH SCHEDULES

Ulysses and I have also included two scheduling options to make your job a bit easier. These will help you to see what you could cover each week. There is the list schedule option, which

is a list schedule that shows you the essentials for a bare-bones snack, the keys to add for a full lunch, and the optional extras that will make a feast! And there is a grid schedule option for putting together your science sandwich in four 10–15 minute days, or you can smush two of the days together for two 20–30 minute sessions a week. You can choose to use these as your guide or create a completely different one that suits your needs better.

STUDENT RESOURCES

Before I go, I do need to tell you about two things the peeps on the Sassafras Science team have put together for your students.

- 1 THE LAB MANUAL – First, they have taken my ideas and turned them into a super-cute lab manual! It contains story sheets, coloring pages, demonstration sheets, and activity sheets. These pages allow your students to create a scrapbook-style lab manual with what they learned in this program.
- 1 THE REFERENCE NOTES – Second, the Sassafras Science peeps have create a series of reference sheets. These sheets contain the stories and a set of mini-books for the students to record what they have learned for that week. These are designed to be cut out and glued into the students' journals (or composition books) with lots of their doodles, notes, and thoughts around them. Alternatively, you can use these mini-books to create a lapbook.

Both of these student resources are sold separately, and you can use both, one, or neither of these. In other words, you don't have to have them to complete the program, though Ulysses and I do highly recommend them!

FINAL THOUGHTS

Ulysses and I hope that this program will spark your students' interests in learning more about science. We also hope that you enjoy this year of sandwich science from our lab! When the year is over, we highly recommend beginning *The Sassafras Science Adventures* series as a super-fun follow-up!

MATERIALS MASTER LIST

The following lists is for all the supplies need for the units, you may not need all of these depending upon which activities you choose to complete.

ANIMALS UNIT

Week	Hands-on Project Materials	Coordinating Activity Supplies
1	Frog Life Cycle Cards (Appendix pg. 227)	Sponge, Green paint, Apple, Marshmallows, Chocolate chips, 2 Green pompoms, 2 Wiggly eyes, Parmesean cheese container, Glue, 10 Small black pompoms, Tweezers
2	Cheerios, Pipe cleaner	Feathers, Paint, Different types of fruit, Pipe cleaners, Clothespin
3	Thermometer	Paint, Peanut butter, Powdered milk, Honey, Cocoa, Vanilla, Chopped nuts, Raisins, Mini M & M's, Reptile pictures, Glue
4	Plate, Several types of food (i.e., bread, cheese, crackers, honey, and fruit)	Construction paper, Glue, Scissors, Celery, Peanut butter, Raisins, Ants, Sand, Two jars (one large, one small)

HUMANS UNIT

Week	Hands-on Project Materials	Coordinating Activity Supplies
1	At least 8 objects, some of which are living, some of which are not (Optional - 8 more objects)	Magazine pictures or colored pencils, goldfish crackers or gummy worms
2	Animal pictures, stuffed animals, or figurines, Magnifying glass	Old magazines with animal pictures or animal stickers, Animal crackers
3	Small ziploc baggie, Jell-O, Large grape, Kidney beans	Picture of a cell, Paint or various craft items, Pizza dough, Cheese (ricotta and mozzarella), Various toppings for cell parts
4	Large Ziploc bag, Bread, Coke	Pepper, Cucumber, Celery, Mushrooms, Carrots, Veggie dip, Colored pencils

LIBRARY BOOK LIST

The following is a list of *optional* books that coordinate with the weekly topics. With the exception of the encyclopedia, these books are just suggestions meant to be a springboard for a search at your local library. All the books on this list are totally optional and not necessary to complete the program. Instead, they are here to serve as support for digging deeper into the weekly topics.

OPTIONAL ENCYCLOPEDIA

- 📖 *DK Children's Encyclopedia*, 2017 Edition

ANIMALS UNIT

- 📖 *Frogs* by Gail Gibbons
- 📖 *National Geographic Readers: Frogs* by Elizabeth Carney
- 📖 *From Tadpole to Frog (Let's-Read-and-Find-Out Science 1)* by Wendy Pfeffer and Holly Keller
- 📖 *About Birds: A Guide for Children* by Cathryn Sill and John Sill
- 📖 *Fine Feathered Friends: All About Birds* (Cat in the Hat's Learning Library) by Tish Rabe
- 📖 *How Do Birds Find Their Way?* (Let's-Read-and-Find... Science 2) by Roma Gans and Paul Mirocha
- 📖 *The Magic School Bus Flies from the Nest* (Scholastic Reader, Level 2) by Joanna Cole and Carolyn Bracken
- 📖 *Miles and Miles of Reptiles: All About Reptiles* (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz
- 📖 *Eye Wonder: Reptiles (Eye Wonder)* by Simon Holland
- 📖 *Reptiles (True Books : Animals)* by Melissa Stewart
- 📖 *Fun Facts About Snakes! (I Like Reptiles and Amphibians!)* by Carmen Bredeson
- 📖 *Are You an Ant? (Backyard Books)* by Judy Allen and Tudor Humphries
- 📖 *Hey, Little Ant* by Phillip M. Hoose and Hannah Hoose
- 📖 *The Life and Times of the Ant* by Charles Micucci
- 📖 *Ant Cities (Let's Read and Find Out Books)* by Arthur Dorros
- 📖 *Henry's Awful Mistake* by Robert M. Quackenbush
- 📖 *No Backbone! The World of Invertebrates* by Natalie Lunis

HUMANS UNIT

- 📖 *Living Things and Nonliving Things: A Compare and Contrast Book* by Kevin Kurtz
- 📖 *What Is a Living Thing? (The Science of Living Things)* by Bobbie Kalman
- 📖 *What Do Living Things Need? (Science Readers)* by Elizabeth Austen
- 📖 *About Mammals: A Guide For Children* by Cathryn Sill and John Sill
- 📖 *Eye Wonder: Mammals (Eye Wonder)* by Sarah Walker

SUMMER'S LAB



UNIT 1: ANIMALS

UNIT I AT-A-GLANCE

UNIT PURPOSE

This unit is your student’s first look at the world of zoology. In this unit, the students will learn the basics of four of the major types of animals. (*Note – Mammals will be addressed in the next unit.*)

ANIMAL TOPICS

- ✓ Week 1: Amphibians
- ✓ Week 2: Birds
- ✓ Week 3: Reptiles
- ✓ Week 4: Insects

SUPPLIES NEEDED

Week	Hands-on Project Materials	Coordinating Activity Supplies
I	Frog Life Cycle Cards (Appendix pg. 227)	Sponge, Green paint, Apple, Marshmallows, Chocolate chips, 2 Green pompoms, 2 Wiggly eyes, Parmesean cheese container, Glue, 10 Small black pompoms, Tweezers
2	Cheerios, Pipe cleaner	Feathers, Paint, Different types of fruit, Pipe cleaners, Clothespin
3	Thermometer	Paint, Peanut butter, Powdered milk, Honey, Cocoa, Vanilla, Chopped nuts, Raisins, Mini M & M’s, Reptile pictures, Glue
4	Plate, Several types of food (i.e., bread, cheese, crackers, honey, and fruit)	Construction paper, Glue, Scissors, Celery, Peanut butter, Raisins, Ants, Sand, Two jars (one large, one small)

WEEK 1 GRID SCHEDULE

MAIN IDEA				
🐸 Amphibians, like frogs and salamanders, live the first part of their lives in water.				
SUPPLIES NEEDED				
Hands-on Projects	Frog Life Cycle Cards (Appendix pg. 227)			
Coordinating Activities	Sponge, Green paint, Apple, Marshmallows, Chocolate chips, 2 Green pompoms, 2 Wiggly eyes, Parmesean cheese container, Glue, 10 Small black pompoms, Tweezers			
WEEKLY SCHEDULE				
	Day 1	Day 2	Day 3	Day 4
Lunch Items	<input type="checkbox"/> Make the amphibian science sandwich - read the meat, discuss the bread, and color the page.*	<input type="checkbox"/> Add some cheese to your sandwich with the hands-on project: Frog Life Cycle.	<input type="checkbox"/> Read the <i>DK Children's Encyclopedia</i> pg. 15.*	<input type="checkbox"/> Add some mayo to your sandwich with the coordinating activity: Frog Prints.
Feast Fillers	<input type="checkbox"/> Choose one or more of the library books to read.	<input type="checkbox"/> Add some more flavor with the coordinating activity: Apple Frog.	<input type="checkbox"/> Add some more spice with the coordinating activity: Frog Feeding.	<input type="checkbox"/> Choose one or more of the library books to read.

**If you are short on time, these items will create a Bare-Bones Snack for your week.*

WEEK 1 LIST SCHEDULE

WEEKLY OVERVIEW

FOCUS-OF-THE-WEEK

- Amphibians, like frogs and salamanders, live the first part of their lives in water.

SUPPLIES NEEDED

	HANDS-ON PROJECT MATERIALS
Hands-on Project Materials	Frog Life Cycle Cards (Appendix pg. 227)
Coordinating Activity Supplies	Sponge, Green paint, Apple, Marshmallows, Chocolate chips, 2 Green pompoms, 2 Wiggly eyes, Parmesean cheese container, Glue, 10 Small black pompoms, Tweezers

WEEKLY CHECKLIST

BARE-BONES SNACK

- ☐ Make the amphibian science sandwich - read the meat, discuss the bread, and color the page.
- ☐ Add some cheese to your sandwich with the hands-on project: Frog Life Cycle.

COMPLETE THE LUNCH

- ☐ Add some mayo to your sandwich with the coordinating activity: Frog Prints.
- ☐ Read the *DK Children's Encyclopedia* pg. 15.

MAKING IT A FEAST

- ☐ Add some more spice with the coordinating activity: Frog Feeding.
- ☐ Add some more flavor with the coordinating activity: Apple Frog.
- ☐ Choose one or more of the library books to read.

WEEK 1: AMPHIBIANS

THE SCIENCE SANDWICH

THE MEAT

Read the following introduction to the students (LM pg. 8, RN pg. 6):

Hi-ya! My name is Summer Beach, and I am super excited to be a part of your first look at science. I promise this is going to be more fun than eating a portabella mushroom burger topped with spinach, blue cheese, and balsamic dressing!

I wish that I could zip you all to my lab to teach you all about science, like we did for the Sassafra twins, Blaine and Tracey. But, alas, Ulysses and I aren't able to do so. Did I mention Ulysses S. Grant is my lab assistant yet? He's quite the smart little arctic ground squirrel and super helpful to have around.

But we are not here today to talk about me! We are here to learn about the amazing creatures known as amphibians! Before we begin, I must ask – have you ever played Froggy? Other than the fact that they are really good at hopping, what do you know about frogs? (Pause to give time for the students to answer.)

That was very interesting! Did you know that frogs are part of a group of vertebrates known as amphibians? The word amphibians means “two lives,” and the creatures in this group literally have two lives!

Amphibians hatch from eggs and spend their early days swimming around in the water as fish-like larvae. Then, they grow legs and their tail disappears. The animals spend the rest of their lives as frogs, toads, or salamanders on land! We call this process metamorphosis.

Since amphibians begin life in the water, you can usually find them living in damp areas near water. They typically have smooth skin and are cold-blooded, which means they don't make their own heat.

Ok, it's your turn! Take a look at the pictures below. Can you point out which is the fish-like larval frog, the one that lives in the water? And which is the adult frog that lives on land?

THE BREAD

Discussion Questions

☐ Ask the students the following questions:

? Where do amphibians (frogs) live in the beginning of their lives?

- ? Where do adult amphibians (frogs) live?
- ? Do you remember what it means to be cold-blooded?

Written Assignments

- ☐ Have the students color the coloring page found on LM pg. 9.
- ☐ Have the students add what they have learned to the amphibians notes mini-book on RN pg. 7. Then, have them glue the mini-book into their journal.

CHEESY ADDITIONS

SCIENTIFIC DEMONSTRATION – FROG LIFE CYCLE

In this demonstration project, you and the students will go over the life cycle of a frog.

Materials Needed

- ✓ Frog Life Cycle Cards from Appendix pg. 227

Steps to Complete

1. Say to the students, “Today, Summer has asked us to record the life cycle of a frog. She has given us cards to use, and we have to place them in the right order on the frog life cycle sheet in our lab manual for her and Ulysses to review later. Let’s get started!”
2. Give the students the frog life cycle pictures from Appendix pg. 227.
3. Have them color the pictures and then cut each one out.
4. Discuss with the students the order of the frog’s life cycle. Have them place the pictures they cut out in the correct order on LM pg. 10 or in their journal. Then, glue the pictures down.

THE MAYO AND MORE

COORDINATING ACTIVITIES

- ✂ ART (FROG PRINTS) – Cut several frog-shaped feet out of a sponge. Have the students dip the sponges into green paint and hop their frogs all over the activity page found on LM pg. 11 or in their journal.
- ✂ SNACK (APPLE FROGS) – Make a cute apple frog snack with the students. You will need apple slices, marshmallows, and chocolate chips. Have the students follow the directions from this website:
<http://teachlovegrow.blogspot.com/2011/09/f-week-apple-frog.html>
- ✂ ACTIVITY (FINE-MOTOR FROG FEEDING) – Glue two green pompoms close together on the top of a parmesan cheese container on the side that has the smaller holes. Glue two wiggly eyes on the pompoms. Once dry, give the froggy-container to your students. Have them feed the frog small black pompom flies using a pair of tweezers!

LISTEN WHILE YOU EAT

READING ASSIGNMENT

- 📖 *DK Children's Encyclopedia* pg. 15 (Amphibians)

BOOK SUGGESTIONS

- 📖 *Frogs* by Gail Gibbons
- 📖 *National Geographic Readers: Frogs* by Elizabeth Carney
- 📖 *From Tadpole to Frog (Let's-Read-and-Find-Out Science 1)* by Wendy Pfeffer and Holly Keller

WEEK 1 NOTES

WEEK 2 GRID SCHEDULE

MAIN IDEA				
🦋 Birds have wings and feathers.				
SUPPLIES NEEDED				
Hands-on Projects	Cheerios, Pipe cleaner			
Coordinating Activities	Feathers, Paint, Different types of fruit, Pipe cleaners, Clothespin			
WEEKLY SCHEDULE				
	Day 1	Day 2	Day 3	Day 4
Lunch Items	<input type="checkbox"/> Make the bird science sandwich - read the meat, discuss the bread, and color the page.*	<input type="checkbox"/> Add some cheese to your sandwich with the hands-on project: Cheerio Bird Feeder.*	<input type="checkbox"/> Read the <i>DK Children's Encyclopedia</i> pg. 39.	<input type="checkbox"/> Add some mayo to your sandwich with the coordinating activity: Painting with Feathers.
Feast Fillers	<input type="checkbox"/> Choose one or more of the library books to read.	<input type="checkbox"/> Add some more flavor with the coordinating activity: Eat Like a Bird.	<input type="checkbox"/> Add some more spice with the coordinating activity: Catching Worms.	<input type="checkbox"/> Choose one or more of the library books to read.

** If you are short on time, these items will create a Bare-Bones Snack for your week.*

WEEK 2 LIST SCHEDULE

WEEKLY OVERVIEW

FOCUS-OF-THE-WEEK

🦋 Birds have wings and feathers.

SUPPLIES NEEDED

	HANDS-ON PROJECT MATERIALS
Hands-on Project Materials	Cheerios, Pipe cleaner
Coordinating Activity Supplies	Feathers, Paint, Different types of fruit, Pipe cleaners, Clothespin

WEEKLY CHECKLIST

BARE-BONES SNACK

- ☐ Make the bird science sandwich - read the meat, discuss the bread, and color the page.
- ☐ Add some cheese to your sandwich with the hands-on project: Cheerio Bird Feeder.

COMPLETE THE LUNCH

- ☐ Add some mayo to your sandwich with the coordinating activity: Painting with Feathers.
- ☐ Read the *DK Children's Encyclopedia* pg. 39.

MAKING IT A FEAST

- ☐ Add some more spice with the coordinating activity: Catching Worms.
- ☐ Add some more flavor with the coordinating activity: Eat Like a Bird.
- ☐ Choose one or more of the library books to read.

WEEK 2: BIRDS

THE SCIENCE SANDWICH

THE MEAT

Read the following introduction to the students (LM pg. 12, RN pg. 8):

Ulysses and I were recently on our first spring picnic, scarfing down our sandwiches – bagels with smoked salmon and capers, yum-o – when we spotted some ptarmigan. The birds were moving in and out of the rocks, quietly searching for a meal of early spring willow buds.

I love to spot birds in Alaska in the spring because they are molting, which means they are losing their extra winter feathers. Ulysses and I like to gather these up to use for different projects and experiments in the lab!

Before I share with you a bit more about birds, why don't you tell me more about what you know about these animals? (Pause to give time for the students to answer.)

You are so smart!! Birds do have feathers covering their bodies, instead of the fur or hair that mammals have. The feathers help to keep them warm and help the bird to be able to fly. Birds also have wings instead of arms, which really gives them the advantage when it comes to flying.

Birds lay eggs and then sit on them for several weeks to keep them warm. Inside the egg, a baby bird develops, and when it is ready, it uses a special beak called an "egg-tooth" to break out! Mama bird feeds the baby partially digested food, a.k.a. puke, until it is big enough to fly out of the nest and find its own food. So glad that I am a mammal and my mom fed me milk instead!!

Ok, it is your turn! Can you find the wings and feathers on the eagle?

THE BREAD

Discussion Questions

- ☐ Ask the students the following questions:
 - ? Where are the wings and feathers on the birds pictured?
 - ? What do birds use their wings for? Their feathers for?
 - ? Can you tell me something else you have learned about birds?

Written Assignment

- ☐ Have the students color the coloring page found on LM pg. 13.
- ☐ Have the students add what they have learned to the bird notes mini-book on RN pg. 9. Then, have them glue the mini-book into their journal.

CHEESY ADDITIONS

SCIENTIFIC DEMONSTRATION – CHEERIO BIRD FEEDER

In this demonstration project, you and the students will make a simple bird feeder, hang it outside, and observe any visitors you get.

Materials Needed

- ✓ Cheerios
- ✓ Pipe cleaner

Steps to Complete

1. Say to the students, “Today, Summer has asked us to make a bird feeder to hang outside the lab. We are going to help her observe some of the birds that live here. Then, we will record what we see in our lab manual for her and Ulysses to review later. Let’s begin!”
2. Give the students a pipe cleaner and a bowl full of Cheerios.
3. Have them string the Cheerios onto the pipe cleaner.
4. Then, have the students shape the pipe cleaner into a ring and twist it together.
5. Head outside and hang their Cheerio bird feeder ring on a nearby branch, one that is visible from one of your windows.
6. Head back inside with the students. Over the next thirty minutes, observe and record any visitors the bird feeder gets on LM pg. 14 or in their journal.

Results and Explanation

The students should be able to observe several different types of birds coming to eat at their bird feeder. They should also observe the wings and feathers of the different birds.

THE MAYO AND MORE

COORDINATING ACTIVITIES

- ✂ ART (PAINTING WITH FEATHERS) – Have the students collect feathers from outside or buy feathers to use from the store. Have the students use the feathers as a paintbrush to paint on the activity page found on LM pg. 15 or in their journal.
- ✂ SNACK (EAT LIKE A BIRD) – Explain to the students that many birds eat fruit. Serve them various types of fruit, such as mangos and different types of berries, for snack.
- ✂ ACTIVITY (CATCHING WORMS) – Cut up several pipe cleaners into worm-sized pieces. Give each of the students a clothespin and tell them that this is their beak. Then, have them collect as many worms as they can with their beaks!

LISTEN WHILE YOU EAT

READING ASSIGNMENT

- 📖 *DK Children's Encyclopedia* pg. 39 (Birds)

BOOK SUGGESTIONS

- 📖 *About Birds: A Guide for Children* by Cathryn Sill and John Sill
- 📖 *Fine Feathered Friends: All About Birds* (Cat in the Hat's Learning Library) by Tish Rabe
- 📖 *How Do Birds Find Their Way?* (Let's-Read-and-Find... Science 2) by Roma Gans and Paul Mirocha
- 📖 *The Magic School Bus Flies from the Nest* (Scholastic Reader, Level 2) by Joanna Cole and Carolyn Bracken

WEEK 2 NOTES

SUMMER'S LAB



APPENDIX

FROG LIFE CYCLE PICTURES

