

## K to 4 Activities

<p><b>Colours</b></p>	<p>K-2-05 Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or black.</p>	<p><b>Matching Colours:</b>  <b>Materials:</b> colour chips from paint store          Blackline master, primary colours, white and black          paint brush, paper cups to hold paint, styrofoam meat trays to mix colours on.  <b>Procedure:</b></p> <ul style="list-style-type: none"> <li>▪ prepare the blackline master by gluing the colour chips into the boxes along the left side. (Note: the chips on one paper should be different shades of green, the second paper should contain different shades of red, etc.)</li> <li>▪ let the students use the meat trays to mix the paint then paint a circle in the box beside the chip (students can circle the one that they think matches the best)</li> </ul>
<p><b>Characteristics of Objects and Materials</b></p>	<p>1-3-04 Identify materials that make up familiar objects. Examples: a desk can be made up of wood, metal, and plastic...</p>	<p><b>Take Apart Centre:</b>  <b>Materials:</b> objects to take apart (toy car, blender, iron, curling iron, etc.), screw drivers, pliers, safety goggles  <b>Procedure:</b> each student should have an item to take apart and discover what materials were used to make it.          Make a list or diagram and label everything that you discover is used to make your object.</p>
<p><b>Properties of Solids, Liquids, and Gases</b></p>	<p>2-2-06 Distinguish between solids that dissolve in water and those that do not. Examples: Sugar dissolves in water, whereas sand does not....</p>	<p><b>Materials:</b> aluminum tart forms, eye droppers, five mystery powders, stir sticks, vinegar, water, iodine, Dixie cups for liquids, plastic spoons, recording sheets  <b>Procedure:</b> Work in groups of three. Each person needs 5 tart forms. Put a spoonful of each powder into separate tart forms. Label your powders so you don't get mixed up. The first person will drop ten drops of water onto each of their samples. The second person will drop ten drops of vinegar on each of their samples. The third person will drop ten drops of iodine onto their samples. Observe and record your results as you are working. You may stir your samples with the stir stick.</p>

<b>Forces that Attract or Repel</b>	3-3-02 Recognize that force is a push or pull and that attraction and repulsion are types of pushes and pulls.	<p><b>Materials:</b> cow magnets, paper clips, bread ties, pasta, aluminum tart forms, pieces of copper wire, nails, screws, Cheerios, etc.</p> <p><b>Procedure:</b> Use the cow magnets to demonstrate how objects attract and repel each other. Explain your thinking on your paper. Draw a curvy path on a piece of paper. Put the paper clip on top of the paper. Put the magnet underneath the paper and move the paper clip along the path by pulling it. Can you find a way to push the paper clip using the magnet?</p>
<b>Sound</b>	4-3-05 Recognize that sounds are caused by vibrations. Include: the human voice relies on the vibrations of vocal cords.	<p><b>Materials:</b> pencil, paper clip, kite string, sponge and water</p> <p><b>Procedure:</b> 1. Use the pencil to punch two holes about 1.5 cm apart in the bottom of the cup. 2. Push the string through the holes and tie on the outside. 3. Insert the end of the string back through one of the holes and pull it so the string hangs out of the cup. 4. Cut a 2.5 cm x 1.3 cm piece of sponge and tie it around the center to the end of the string. 5. Wet the sponge with water and wrap it around the top of the string close to the cup. 6. Squeeze the sponge as you pull it down the string using jerky movements. Why is sound produced? How does the sound change with how you move the sponge? What other questions did you ask? What discoveries did you make?</p> <p><b>Variations:</b> Use different size paper cups, aluminum cans, etc.</p>

**KINDERGARTEN TO GRADE 4 SCIENCE:**  
**MANITOBA CURRICULUM FRAMEWORK OF OUTCOMES**  
**SPECIFIC LEARNING OUTCOMES**



## Mystery Powders

Powder	How It Looks	How it Reacts with Water	How it Reacts with Vinegar	How it Reacts with Iodine
A				
B				
C				
D				
E				

**What did you discover about solids and liquids through your investigation?**


**Go back and name your mystery powders based on your investigations.**