

Lesson Logistics

Swirly Whirly Milk

Learning Outcomes

K - Grade 3
Properties of objects and materials
Materials and our senses
Liquids and solids

Class Organization

Ensure that each student has a *Swirly Whirly Milk Handout*.

Notes

Place all of the necessary materials on a desk located at the front of class. A flat and stable desk is necessary to avoid disruption of the *Swirly Whirly Milk* solution.

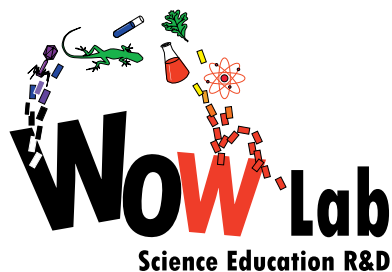
Allow the students to get close to the desk so that they can see the exciting demonstration, however ensure that the students do not shake the desk.

Access to a sink is necessary for post-demonstration clean-up.

After the demonstration is finished, the students can complete the *Swirly Whirly Milk Handout*. The handout is intended for Cycle 1 students (Grades 1 and 2).

Further Exploration

Instead of using food colouring and milk, a similar activity can be done using a cardboard fish cut-out floating in water. When liquid dish soap is added to the water close to the fish's tail, the fish will appear to swim away.



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Colourific - Lesson Logistics

Soap Crayons

Learning Outcomes

K - Grade 3
Properties of objects and materials
Materials and our senses
Liquids and solids

Class Organization

Divide the students into groups of four. Each group will make three different coloured crayons. Ensure that each student wears laboratory gloves as food colouring stains the skin.

Notes

Place all of the necessary materials on a desk located at the front of the class.

The crayons are messy—the desk should be covered with aluminium foil or parchment paper to reduce the post-demonstration clean up time and prevent the crayons from sticking the surface of the desk.

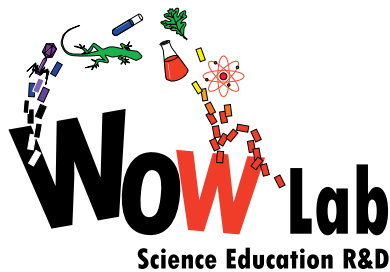
Allow the students to take part in the demonstration by rolling and shaping the crayons.

After the demonstration is finished, the crayons must be left to dry for at least two days before they can be used for colouring.

Access to a sink is necessary for post-demonstration clean-up.

Further Exploration

To make coloured chalk, add food colouring to plaster of Paris and place it in a mould. When it is dry, use the chalk to draw outside on the sidewalk.



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Puff Paint

Learning Outcomes

K - Grade 3
Properties of objects and materials
Materials and our senses
Liquids and solids

Class Organization

The students can be organized into groups of four, with each group in charge of making one colour of paint. At the end of the activity, the students can share their paint with the other groups to create a colourful painting.

Notes

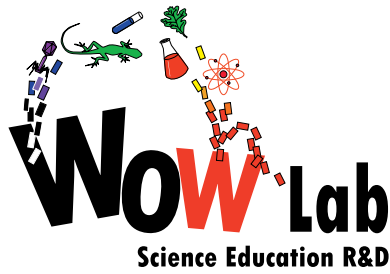
Place all of the necessary materials on a desk located at the front of the class.

Allow the students to take part in the demonstration by shaking the squeeze bottles to mix the puff paint.

To simplify the clean up, the desks should be covered with newspaper before the puff paint is used.

Further Exploration

Different household materials can be used to make many different kinds of paint, including crystal paint, finger paint, sidewalk paint, and watercolour paint. See the *Resources* section for a link to a website which outlines these activities.



Icy Colours

Learning Outcomes

K - Grade 3
Properties of objects and materials
Materials and our senses
Liquids and solids

Class Organization

Ensure that each student has a *Icy Colours Handout*.

Notes

Place all of the necessary materials on a desk located at the front of the class.

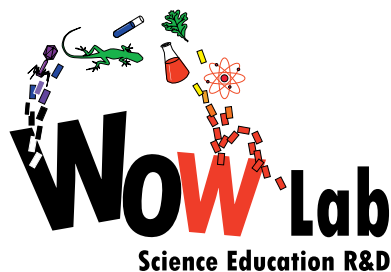
Allow the students to approach the desk in order to see the colours combine up close.

After the demonstration is finished, the *Icy Colours Handout* may be completed by the students. The handout is intended for Cycle 1 students (Grades 1 and 2) and not for all age levels.

Access to a sink is necessary for post-demonstration clean-up.

Further Exploration

Students can combine different combinations of two or more ice cubes.



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Colour Changing Markers

Learning Outcomes

K - Grade 3
Properties of objects and materials
Materials and our senses
Liquids and solids

Class Organization

Divide the students into groups of four or perform as a single demonstration for the entire class. The *Shopping List* is correct for groups of eight. However, the *Activity Instructions* are listed for each group

Ensure that each student has a *Colour Changing Markers Handout*.

Notes

Place all of the necessary materials on a desk located at the front of the class.

Allow the students to approach the desk in order to see the separation of colours up close.

After the demonstration is finished, the students can complete the *Colour Changing Markers Handout*. The handout is intended for Cycle 1 students (Grades 1 and 2) and not for all age levels.

Access to a sink is necessary for post-demonstration clean-up.

Further Exploration

Perform the same activity using different brands of black marker. The black markers will separate into their component colours and each brand of marker will be composed of different colour combinations.