

A Summary of Science activities by SimpliScience @ Cherry Chase (Sept 2024)

GRADE 5



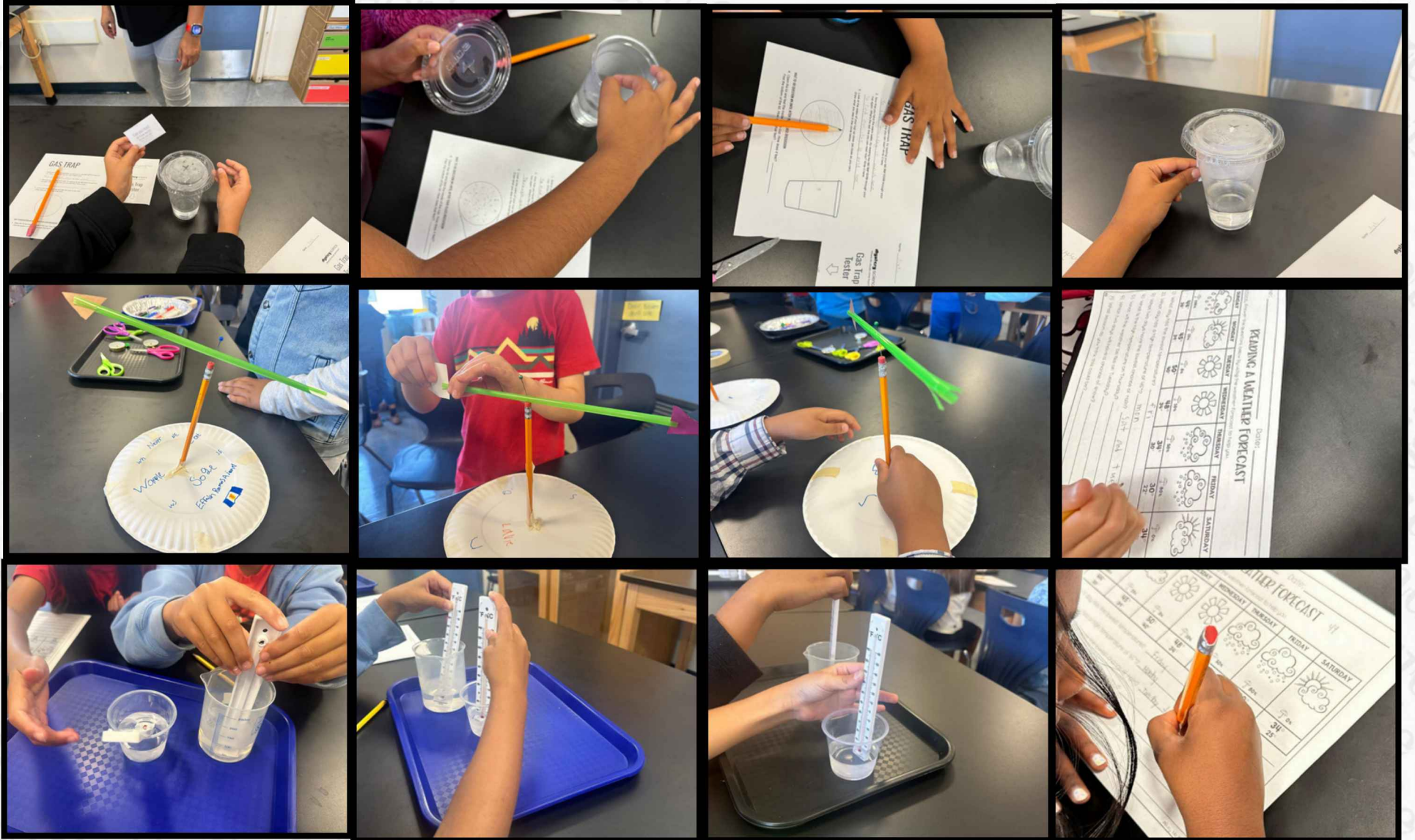
Grade 5 / 4 alternate their Science lab time every 3 weeks.

Grade 4 starts Oct 10

- Students studied the behavior of groundwater and observed how ground water flows through gaps between the rocks in an Aquifer. They dug a pond and saw how groundwater level relates to water level in the pond. They drilled a well and pumped out ground level, getting an appreciation of limited resources. They did an experiment to see what sediment holds more water (sand or gravel). They did a 3rd experiment to compare the rate at which the water will flow through sand and gravel.
- Students created DIY water filters. They created their own water filter using materials like Sand, Carbon, Coffee filter, pebbles (large and small). They learnt that every filtering agent has its own filtering properties. In the first part of the activity, they experimented with the filtering properties of the agents and in the second part of the activity they created a single filter using a combination of the filtering agent to give them best results.
- The students explored the impact of changing river volumes in different flood plain terrains. They created models of different rivers and studied the impact of flooding in the food plains. They worked like engineers and developed solutions (like building levies and dams) to minimize flooding impact on people and property.

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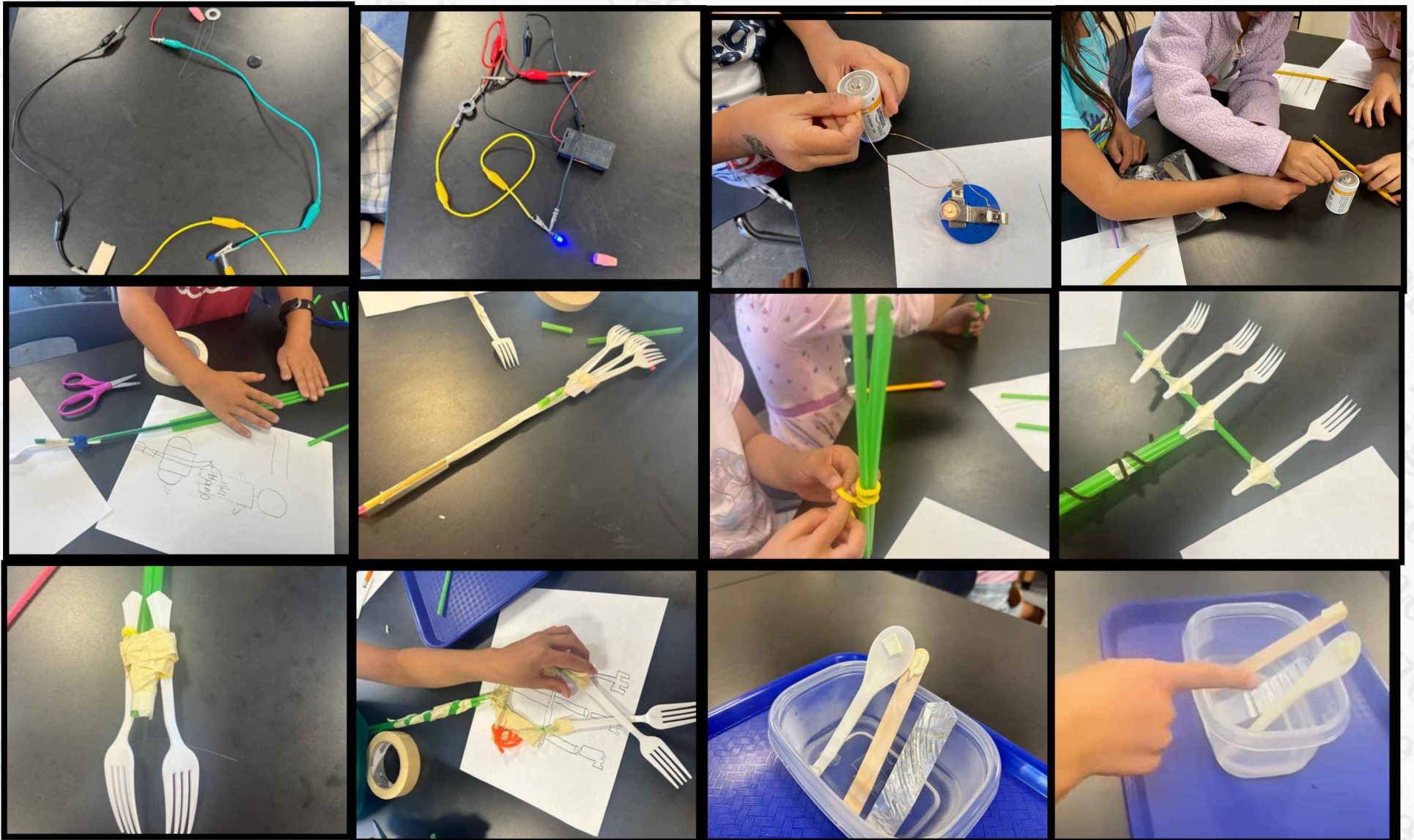
GRADE 3



- Students examined clues about how clouds look and feel to discover what they're made of and how they form. They did an experiment by adding hot water to clear cups to observe evaporation firsthand. They observe the condensation of the water vapor on the sides of the cup. They use this model to understand how clouds are formed.
- Students behaved like scientists and learnt to predict the direction of the wind by making and experimenting with a windvane. They learnt that wind is moving air, and it pushes on the tail of the windvane, causing it to turn so that the arrow points in the direction from which the wind is blowing. They also used a compass to mark the N, E, S, W directions and align their windvane in these directions. They blew on their windvane to identify the direction in which the wind was blowing.
- Students used thermometers to read temperature in Celsius and Fahrenheit. They took temperatures of warm and cold water and noted the differences. They learnt that reading in one scale can be interpreted into another scale by using a formula. They also read 2 weather forecasts and learnt to read the weather for the week.

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GRADE 2



- Students did a hands-on activity to identify good and bad conductors of electricity. They made an electric circuit and tested various objects made out of wood, plastic, metal etc. to see if the LED bulb in their circuit lights up or not.
- Students behaved like engineers and created a solution to solve itching in the back by using everyday materials. They worked with limited material provided to them (like forks, straws, pipe cleaners, tape) to create back scratchers. They were encouraged to use engineering design before diving into the development of the product.
- Students did an experiment to see which material is a good conductor of heat. They tested their theories by placing 3 materials in warm water and observed which object got warm enough to melt the butter the fastest.

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PTA has provided a major funding for this pilot program

GRADE 1



- Students did a hands-on activity to investigate vibrations as a source of sound effects for movies. They experimented with various objects to simulate some unique sounds in cartoons. They worked with vibrating rules, foil plates, box of beans, box of pasta.
- Students created a simple Kazoo with popsicle sticks and rubber bands. They got first hand experience in generating vibrations to create a musical instrument. They personalized their kazoos by coloring them,
- Students looked at materials from the perspective of how much light they let through. In the hands-on activity, they use these materials to create a work of art differentiated between transparent, translucent and opaque materials.

Grade K starts Oct 7