EARLY Learners Bookshelf

PLUG IN THE FUN

Thank you for interacting with our **My First Big Workbook Series** STEM/STREAM Labs.

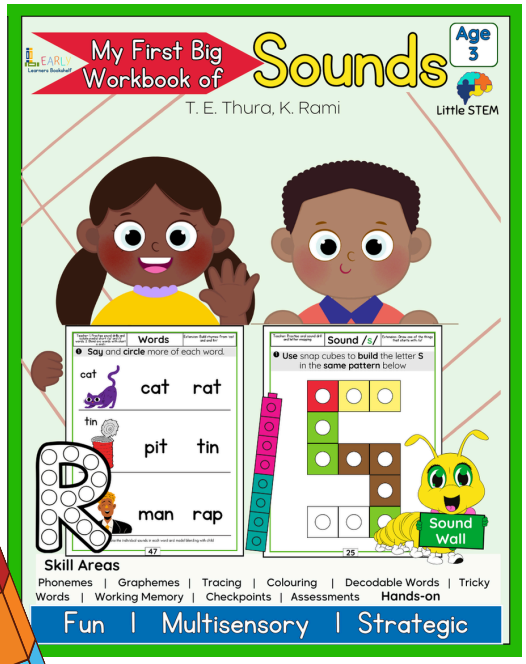
- Our labs are easy to use and just for you.
- What makes our STEM/STREAM labs super dooper fun is you only need to plug in desired concepts to have FUN!!!

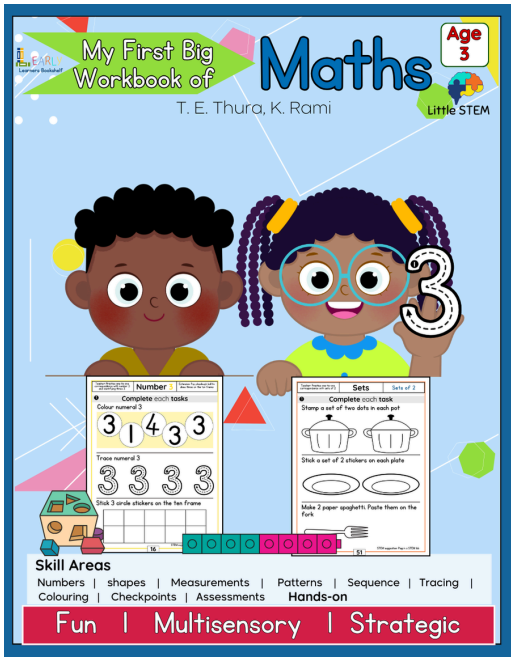
Age 3 Labs

STEM Labs

STEAM

MY FIRST BIG WORKBOOK SERIES





WE SPARK MASTERFUL LITTLE MINDS

STEM Lab

ELB
Lab 1

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Numeral lines

Skills: listen, plan, create, manipulate, test, communicate,

Materials: coloured fudge sticks, recording table

Aim: Create one numeral between 0-9 from fudge sticks

Procedure:

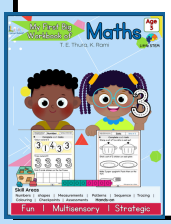
1. Students will be placed into groups of threes or fours.
2. Each student will select a numeral from their STEM tray.
3. Each student will use at least 3 fudge sticks to build their numeral.
4. Students will look, count and record things they discovered about their numeral in a table

Look, write and discuss:

- Each student will record the following in a table:

a. How many fudge sticks did they use to build their numeral?

b. How many different coloured fudge sticks did they use?



STEM Lab

ELB
Lab 2

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Classifying things as long and short

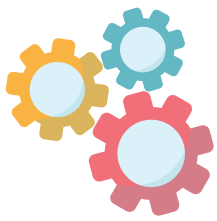
Skills: observe, measure, manipulate, record, share, test

Materials: 3D cubes, book, crayon, tape, water bottle, snack, pencil, picture graph

Aim: To find which is the longest and the shortest

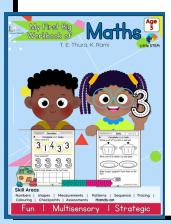
Procedure:

1. Students will be placed into groups of threes or fours and given a STEM kit
2. Students will be instructed to use their 3D cubes to measure the length of each item on the tray. Next, count and record how many cubes long each item is on the picture graph.
3. Find the longest item and the shortest item and give one reason they have chosen their answers.



Look, write and discuss:

- Students will discuss their results with the class and compare which item is the longest and which is the shortest.



STEM Lab

ELB
Lab 3

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Shapes

Skills: create, manipulate, test, record, share,

Materials: tapes, children's scissors, picture card.

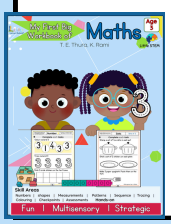
Aim: To create a chosen shape from tape

Procedure:

1. Students will be placed into groups of threes or fours and given a STEM kit
2. Each student will be told to think of a shape they like the most and share it with their teacher. (teacher will record the name of the shape each student has chosen)
3. Next, students will be told to use the tape from their kits to make their chosen shapes on their desktops.
4. Students will then be given a picture of the shape that was chosen for them to compapre

Look, write and discuss:

- Students will discuss if they were successful in creating their chosen shapes. If not, what could they have done differently.



STEM Lab

ELB
Lab 4

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Making secondary colours

Skills: listen, plan, create, manipulate, test, look, communicate, record

Materials: play dough (primary colours), formula sheet

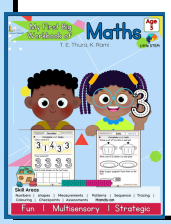
Aim: Create a secondary colour

Procedure:

1. Students will be placed into groups of threes or fours and given a STEM tray.
2. Each group will be told to select only 2 colours of play dough.
3. Each student will place a thumb of the colours they have chosen on their formula sheet.
4. Next, they will select and take more of the same colour play dough from the tub and knead it until a new colour has formed.
5. Students will then place a pinch of the new colour play dough and stick it to their formula sheet

Look, write and discuss:

- Students will share their formula sheet and discuss which 2 primary colours make their secondary colour



STEM Lab

ELB
Lab 5

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: In and out

Skills: observe, plan and design, manipulate, test, share

Materials: ice cubes, paper plates, forceps, (other materials up to student's plan

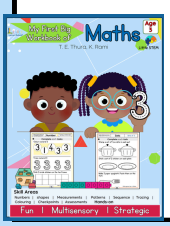
Aim: How can we rescue the seed from the ice cube

Procedure:

1. Students will be given an ice cube with a seed inside.
2. Students will be told that the seed is still alive and needs to be rescued. They should come up with a plan that is safe for everyone and the seed, to rescue the seed in five minutes.
3. Students will share their plans with the class and try it with the help of the teacher at all times.

Look, write and discuss:

- Students will discuss the results of their plan. The teacher will grade for their problem-solving skills, use of the concepts in and out, and measures they used to be safe.



STEM Lab

ELB
Lab 6

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Classifying things

Skills: look, listen, manipulate, communicate

Materials: baskets, paper, books, pencil, bag, snacks, juice, crayon, toys, money

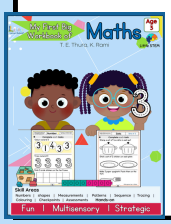
Aim: Group things into any two categories (paper and plastic)

Procedure:

1. Students will be placed into groups of threes or fours and given a STEM tray and two baskets labelled: ‘papers’ and ‘plastics’.
2. Each group will be asked to place items into the baskets based on what they are made from.

Look, write and discuss:

- Students will list what they placed into each basket and why they made that decision. Students will predict which material is not good for the environment and why.



STREAM Lab

ELB
Lab 1

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Textile letter B or b

Skills: listen, plan, create, manipulate, test, communicate

Materials: cord, sprinkles, glue, papers, cloth, buttons, flowers, paint, pompom, feathers, tape, cardboard, art paper, small bottles

Aim: Create a textile uppercase or lowercase Bb

Procedure:

1. Students will be placed into groups of threes or fours.
2. Each group will choose an uppercase or lowercase Bb that they wish to create.
3. Students select at least 3 materials that they think will help them to create their textile letters. Here students will be given cardboard or art paper to form their letters.
4. Students will plan and design their textile letters in groups for display.

Look, write and discuss:

- Each group will introduce their letter to the class by showing their textile letter, identifying the letter, the sound it makes, and how the letter feels to them.

STREAM Lab

ELB Lab 2

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: The patterns of letter sounds

Skills: observe, record, share, test

Materials: mirror, phoneme picture kit, shape kit, blank paper

Aim: Identify the sound of phonemes through pictures using shapes to build its symbol using multiple 2D shapes

Procedure:

1. Students will be placed into groups of threes or fours and given a phoneme kit and shape kit
2. Each student will select a picture showing the lips of a letter being formed from the phoneme kit.
3. Each student will use a mirror and reproduce verbal sounds.
4. Each student will write the symbol/letter for the sound they have reproduced on a blank paper.
5. Student will then use the shapes from the shape kit to build a 2 dimensional presentation of their letter.

Look, write and discuss:

- Students will complete fill-in-the-blank using the sentence below:

The phoneme that I have reproduced is /____/

- Students will present their Phoneme picture and its 2 dimensional letter at their work station for grading.

STREAM Lab

ELB
Lab 3

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Letter lines patterns

Skills: look, manipulate, reproduce, count

Materials: Letter cards (create letter cards using strings, fudge sticks etc to form given letters), line kit (same material as shown on pictures), Answer sheet

Aim: Create and count how many lines make the letter

Procedure:

1. Students will be placed into groups of threes or fours.
2. Each group will be given at least four letter cards and a line kit.
3. Each student will select a car, and use the line kit to recreate the letter using the same patterns.
4. Each student will repeat steps 3 and 4 until all the letters have been completed and information recored.

Look, write and discuss:

- Each student completes the printed data table

Letters	Number of lines

STREAM Lab

ELB Lab 4

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Appearance and position of letters

Skills: observe, identify, classify, demonstrate, communicate

Materials: Letter tiles (uppercase and lowercase), plates, plastic forceps

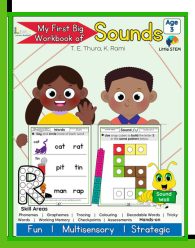
Aim: Classify letters that are the same or different and identify their positions

Procedure:

1. Students will be placed in groups of threes or fours.
2. Students will be given at least 5 pairs of letter tiles (Aa, Tt...), forceps and 5 plates.
3. Students will listen as the teacher reads a sentence (place uppercase T inside the plate or place two lowercase letters that are not the same beside each other). Nb. Teacher will create sentences with multiple tasks to capture the concepts: same letters, different letters, inside, outside, beside, same letter sound, different letter sounds.
4. Students will work together in groups to carry out each task the teacher has read.
5. The teacher will walk around and grade groups.

Look, write and discuss:

- Teacher and students will engage in various group discussions throughout the activity.



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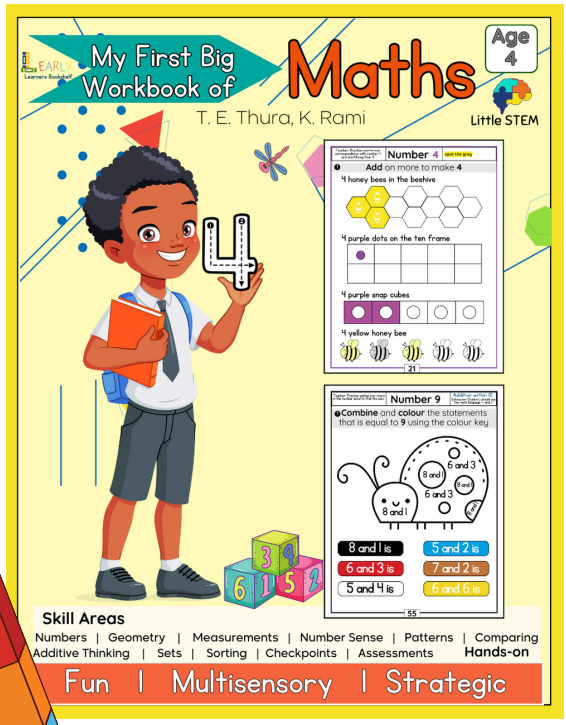
STEM Labs

STREAM

Age 4 Labs

MY FIRST BIG WORKBOOK SERIES



WE SPARK MASTERFUL LITTLE MINDS

STEM Lab

ELB
Lab 1

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Shapes

Skills: look, plan, create, manipulate, share results

Materials: look, plan, create, manipulate, share results

Aim: Build a 3D shape from playdough or slime

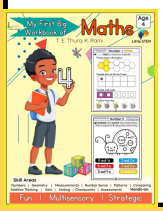
Procedure:

1. Students will be placed into groups of threes or fours.
2. Each student will select a shape and material from their STEM tray.
3. Each student will look at their shape and recreate it from playdough or slime
4. Students will share their created shapes with the class

Look, write and discuss:

- Each student will complete the assessment sheet of their final created shape.

I created a 3D shape made from _____.
The name of my shape is a _____



STEM Lab

ELB
Lab 2

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Counting and classifying objects from 1-10/1-20

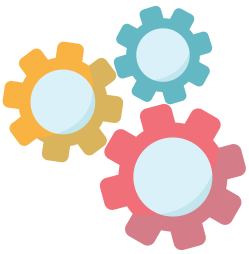
Skills: observe, manipulate, classify, record, count

Materials: different shapes of coloured pasta (colour them with paint or food colouring

Aim: To find which is the longest and the shortest

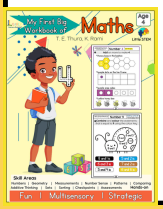
Procedure:

1. Students will be placed into groups of threes or fours and given a STEM kit with assorted shapes or coloured pastas not exceeding 10/20 and a table
2. Students will be instructed to sort pasta based on the shapes/colours. Next, count and record how many of each shape/colour there are in a table.



Look, write and discuss:

- Students will record their results in the table:



STEM Lab

ELB
Lab 3

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Creating pictographs

Skills: observe, record, interpret and share

Materials: visit a place at school (inside or outside)

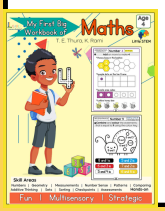
Aim: Observe and record information (tall and short plants, fat and little things, curly and straight)

Procedure:

1. Students will be given a recording table and instructed to go on a community field trip to the school compound to find and record how many of each thing they found in one of the categories: tall and short, chosen by the teacher. (Should be done only with a teacher)
2. Each student will draw pictures, or collect samples of each thing and write how many of each they have found in their table.

Look, write and discuss:

- Students will complete their pictograph to show how many of each thing they have found.



STEM Lab

ELB Lab 4

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Measuring lengths

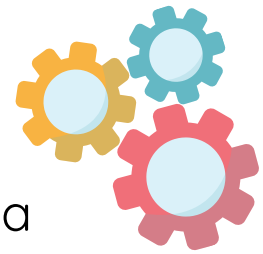
Skills: look, measure and record

Materials: simple cloth-made ruler (1-15 inches), materials around classroom, paper

Aim: Measure the length of 2 things in the classroom

Procedure:

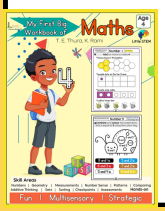
1. Students will be placed into groups of threes or fours.
2. Teacher will demonstrate how to measure using the simple ruler before allowing students to try.
3. Each group will be given a measuring ruler to explore, measure and record any 2 things in the classroom.



Look, write and discuss:

- Students will record their results in the form of a sentence for example:

The length of the _____ is _____ inches.



STEM Lab

ELB Lab 5

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Sets

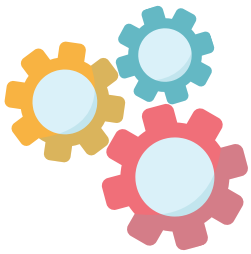
Skills: observe, classify, count and share

Materials: cups, pencils, clothes pegs, pasta, rubbers, crayons, peas

Aim: Making sets of 2s, 5s an 10s

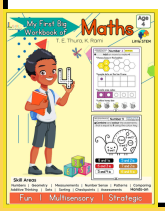
Procedure:

1. Students will be placed into groups of threes or fours and given a STEM kit
2. Students will be instructed to read the labels on the cups and place the number of each item inside as a team



Look, write and discuss:

1. Students will share by counting out how many of each item is in a given cup.
2. Students will discuss if the sets are correct



STEM Lab

ELB Lab 6

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Weight

Skills: manipulate, measure, share

Materials: balancer, at least 5 items from their classroom

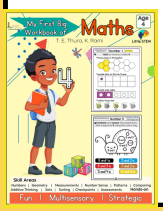
Aim: Identify heavy and light things

Procedure:

1. Students will be placed into groups of threes and asked to select any two objects from the set on the teacher's desk.
2. Each group will place each object into each part of the balancer.
3. The group will then be asked to identify the heavy object and the light one.
4. The rest of the class will determine if they are correct or not

Look, write and discuss:

- Students and teacher will discuss the results as a whole class.



STEM Lab

ELB
Lab 7

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Adding on or taking away

Skills: look, manipulate, use formula, records

Materials: slime, worksheet, pencil, fudge sticks, sticky notes, blocks, $1 coins

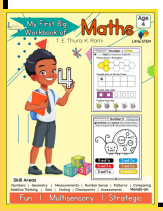
Aim: Add more things to find the sum

Procedure:

1. Students will be placed into groups of threes or fours.
2. Each student will select a STEM tray with a tactile tool (slime, coins etc) and addition worksheets.
3. Each group will work together to find and record the sums by using their tactile tool
4. When they have finished, groups will come to the teacher's table to check and mark their answers from the teacher's master sheet.

Look, write and discuss:

1. The teacher and students will discuss the results



STEM Lab

ELB
Lab 8

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Taking away (adding on)

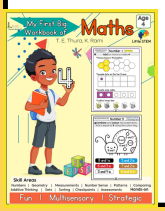
Skills: manipulate, use numerals and symbols, drawing

Materials: Math problem, calculator, pencil

Aim: To find the sum of things using a calculator and show how to get the answer

Procedure:

1. The teacher will show students how to turn on their simple calculator
2. Students will be placed into groups of threes or fours and given a STEM kit.
3. Students will read their maths problem and use their calculator to punch in the problem eg. 5 + 1 = as shown to find the sum/answer. (each group should be given a different problem)
4. Once the group has found the answer using the calculator they will draw objects to show how to find the sum and compare it to the sum on the calculator.
5. Groups may exchange math problem slips to find other sums using the calculator and drawing to prove the answers



Look, write and discuss:

1. The teacher and students will discuss the results

STREAM Lab

ELB
Lab 1

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: The sound of letters

Skills: observe, listen, classify, plan, create, manipulate, share

Materials: playdough, pencil, paper

Aim: Listen to the sound /k/ and create its symbols

Procedure:

1. Students will be given their hands-on trays. The teacher will make the sound /k/.
2. Students will be asked to identify the letter/s that make that sound and to build it with playdough.
3. Students will then be asked to draw two things that start with the sound.

Listen, look and write

1. Write one nonsense word that was made.
2. Draw a picture of any two new words

STREAM Lab

ELB
Lab 2

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: What is the sentence?

Skills: observe, listen, manipulate, plan, create communicate
Materials: whiteboard, pencil, paper, crayon, building blocks, sand

Aim: Decode the sentence 'I have a big red clip.'

Procedure:

1. The teacher will write the sentence on the board.
2. Students will be asked to decode it on their own.
3. Next, students will be asked to create a visual representation of the sentence using at least one or two of the materials.

Look and write

1. Write the sentence in your book.
2. How many words are in this sentence?
3. How many sounds are in: I, clip, have .

STREAM Lab

ELB
Lab 3

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Making decodable a sentence.

Skills: observe, plan, record, test, manipulate, share

Materials: picture, pencil, paper

Aim: Look and create a decodable sentence from a picture.

Procedure:

1. Students will be shown a picture.
2. Students will be asked to write a sentence about the picture.
3. Students will share their sentences and discuss how they spelt their words and why they used various letters.

Look and write

1. Which words did you spell incorrectly?
2. Write the correct spelling.
3. Which letter should have been there instead?

STREAM Lab

ELB
Lab 4

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Building rhymes

Skills: observe, plan, create, manipulate, experiment

Materials: ending rhyme cards, letter tiles, picture colouring sheets

Aim: Manipulate beginning sounds to make rhymes

Procedure:

1. Students will be given at least 4 consonants that can be used to build words that rhyme with: in and an.
2. Students will be asked to build new words by combining the tiles with the ending rhymes and to find and colour their pictures.

Look and write

1. Write a list of at least 4 rhyming words you have built.
2. How many words have a short /a/ in the middle?

STREAM Lab

ELB
Lab 5

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Substituting a letter

Skills: observe, listen, classify, plan, create, manipulate, share
Materials: projector or large print cards, sticky notes,

Aim: Look and substitute letters at the beginning and ending of CVC words

Procedure:

1. Students will be given 2 blank sticky notes to write any two consonants on.
2. Next, students will be shown a word on the board. Students will decode the word as a class.
3. Then, students will volunteer themselves to remove a consonant and replace it with one of their own by sticking it to the board.
4. Students will be asked to decode the new word.

Listen, look and write

1. Write one nonsense word that was made.
2. Draw a picture of any two new words

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STEM Labs

STREAM

Age 5 Labs

MY FIRST BIG WORKBOOK SERIES

WE SPARK MASTERFUL LITTLE MINDS

STEM Lab

ELB
Lab 1

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Counting

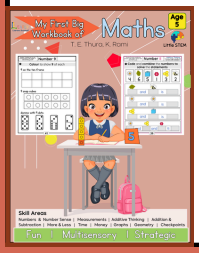
Skills: look, sort, count, manipulate, build

Materials: rice, pasta, food colouring, water, 3 bowls, number sheets, bottles, strainers

Aim: Make selected numbers of coloured rice or pasta

Procedure:

1. Students will be placed into groups of threes or fours.
2. Each group will select a number sheet and materials from a STEM tray.
3. Each group will work together to count out rice grains or pasta to represent the 3 numbers they have selected in a bowl each.
4. Groups will add 2 drops of food colouring into a bottle with water. This will be repeated to achieve 3 different colours.
5. Students will then shake the bottle to mix the liquid and pour the same water into a bowl with rice or pasta.
6. Students will mix content gently for a few seconds.
7. Students will let it rest for 8 minutes then strain rice or pasta and leave it to dry for a day
8. Each group will present their results along with their numbers to the class



Look, write and discuss:

1. Each group will show their results and count to prove they correctly made their selected number of rice or pasta to class.

STEM Lab

ELB
Lab 2

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Classifying things

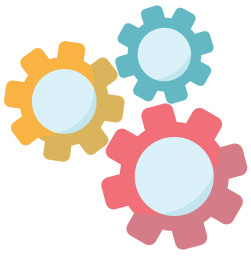
Skills: observe, manipulate, classify, record, draw, label

Materials: a selection of 6 to 10 things in the classroom, pencil and paper

Aim: Classify things based on their sizes

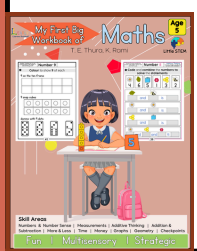
Procedure:

1. Students will be placed into groups of threes or fours and given a STEM kit with assorted things from the classroom
2. Students will be instructed to sort the things based on small, smaller and smallest or large, larger and largest.
3. Next, draw and label each of their things in a scrapbook.



Look, write and discuss:

1. Students will draw and label their sorted things based on the sizes they have classified them as.



STEM Lab

ELB
Lab 3

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Measurements

Skills: look, manipulate, measure, record, communicate

Materials: measuring cup (ruler, scale), pencil, activity sheet, coloured water,
bottle, tablet/cell phone

Aim: Measure the volume (length, weight) of liquids (other things based on units)

Procedure:

1. Students will be placed into groups of threes or fours.
2. Each group will be given a STEM tray with an activity sheet, measuring cup, and coloured water (other materials).
3. The teacher will demonstrate how to measure a liquid at eye level and discuss how to be safe whilst measuring liquids.
4. Each group will then work their way through measuring each of the amounts shown on their activity sheet and practice safety.
5. Each group will take a photo of any one of their measurements.
6. Students will clean up their stations and share and present their photo to their teacher.

Look, write and discuss:

1. Each group will show their results and count to prove they correctly made their selected number of rice or pasta to class.

STREAM Lab

ELB
Lab 1

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Making a road junction

Skills: observe, plan, create, measure, manipulate, test, conclude

Materials: cardboard, paint, pencil, ruler, toy cars,

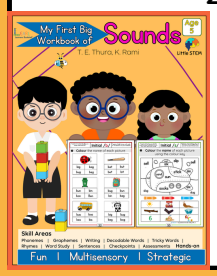
Aim: Plan and create one of the following junctions: T or t.

Procedure:

1. Students will be placed in groups of threes, given the above materials, and shown the two types of junctions.
2. Students will be shown pictures of roads with the two types of junctions. They will select one to use as their plan.
3. Students will use the materials to reproduce their version of the junction on cardboard as a group.
4. Students will use different colour bottle covers to represent the stoplight at each point where the roads intersect.
5. Students will then work together to place cars on the road in a safe way for play transportation using the stop lights.
6. Students will be given a table to record their observation.

Look, write and discuss:

1. Students will count and record in their tables how many: red cars, blue cars, black cars and stop lights are there.
2. Students will discuss which cars are following the road rules, which letter their junction looks like and what sound does it make.



STREAM Lab

ELB
Lab 2

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Grouping letter as voiced and unvoiced

Skills: observe, reproduce, create, predict, communicate, draw

Materials: sand, 5-10 letter blocks , sieve, pencil, drawing paper, paint/crayons, basket

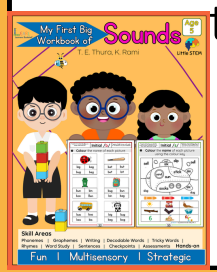
Aim: Identifying and differentiating between voiced and unvoiced letter sounds

Procedure:

1. The teacher will place 5-10 letters in the sand kit or box and mix thoroughly. This will be done for each group of students.
2. Students will be placed in groups of threes or fours. Each group will take turns sieving the sand to find the first 5 hidden letters.
3. Students will return to their working stations, and discuss and group the letters as voiced or unvoiced by placing them in their corresponding basket.

Look, write and discuss:

1. Students will count and write how many voiced and unvoiced letter sounds they have in the form of a sentence. They will draw pictures representing each of their sounds.



STREAM Lab

ELB
Lab 3

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: The weight of words

Skills: ask questions, write, observe, plan, create, measure, manipulate, test, conclude

Materials: cardboard, pencil, glue, balancer, pasta/seeds etc,

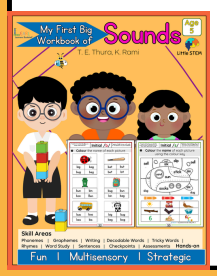
Aim: Do letters make a word heavier?

Procedure:

1. Students will be placed in groups of threes, given the above materials, and shown at least 5 decodable words and heart words ranging from 2- 6 letters.
2. Groups will select any 2 of the words they can decode.
3. Each group will write their words on large strips of cardboard and cut the excess board away.
4. Next, they will paste the pasta to form the letters in each word and leave it to dry.
5. Groups will then place their words in each side of the balancer.

Look, write and discuss:

1. Students will write and complete the sentence in their notebook: The word ___ has ___ letters and is heavier/lighter than _____ because it has ___ letters and its side of the balancer was lower/higher.



STREAM Lab

ELB Lab 4

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Phoneme isolation

Skills: listen, build, measure, record, manipulate, communicate,

Materials: snap cubes/building blocks, words, pencil

Aim: Identify how many phonemes are in each word

Procedure:

1. Students will be given a basket of snap cubes in their working group.
2. Students will listen to four words being called.
3. For each word, students will connect snap cubes to represent each sound they hear in each word to make towers. Students will place their corresponding letters to make the word on the sanp cubes.

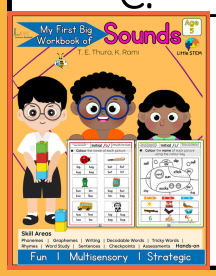
Look, write and discuss:

1. Students will compare the phonemes in words to determine the following:

a. _____ word has more phonemes than _____

b. _____ word has less phonemes than _____

c. _____ word has equal phonemes as _____



STREAM Lab

ELB Lab 5

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Digraphs

Skills: observe, manipulate, communicate, revise

Materials: ziploc bags, food colouring, plastic jar, pictures, glitters, crayons, paper, water

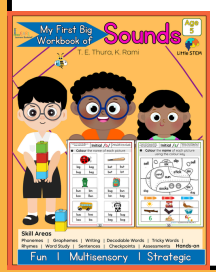
Aim: Finding things with digraphs wh, ch, th, ph and sh

Procedure:

1. Students will be given a ziploc bag with coloured water, a piece of paper with various digraphs and a bottle. Here students will use their bottles to hover over their bags to find the hidden pictures.
2. Students will colour the diagraphs in the same colour as the picture that it starts with.

Look, write and discuss:

1. Students will exchange their papers for peer review as a whole class with the teacher.



STREAM Lab

ELB
Lab 6

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Mirror test

Skills: observe, reproduce, test, record, communicate

Materials: mirror, pictures, recording sheet, pencil

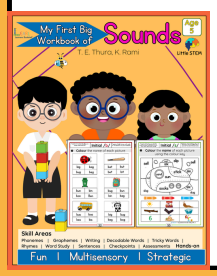
Aim: Identify and reproduce the shown sounds

Procedure:

1. Students will be given a kit of phoneme pictures showing the formation of at least 7 sounds they have covered in previous lessons along with plastic mirrors and a prepared recording sheet. (each picture should be labelled with a number)
2. Students will each select a picture, think of the letter sound formed on the picture, look in the mirror to form the sound they think it is and compare their mouth formation to the picture.
3. Each student will write the letter they think the picture represents in the recording table beside the number of the picture they tested.

Look, write and discuss:

1. Students will share their responses with the whole class and the teacher will grade their experimenting skills for: observation, recording, and sound recognition.



STREAM Lab

ELB
Lab 7

Plug in other concepts to engage students with the **STEM plans** below. Ensure to plan ahead of class.

Title: Textile vowel line

Skills: listen, solve, design, build, measure, record, manipulate, test, communicate,

Materials: mirror, pictures, recording sheet, pencil

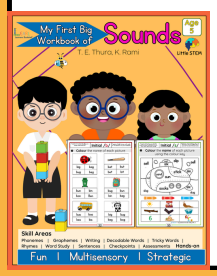
Aim: Create a sensory vowel line

Procedure:

1. Students will be placed into groups of threes or fours.
2. Each group will choose a vowel they wish to create and one sense they wish to represent.
3. Students select at least 3 materials that they think will help them to create their sensory vowels. Here students will be given cardboard and or foam to create the shape of their vowel.
4. Students will plan and design their sensory vowels in groups and hang them on the line.

Look, write and discuss:

1. Each group will walk around to test varying groups' sensory vowels according to the senses they chose.
2. The teacher will grade each group for the following skills: problem-solving, planning and designing according to aim, creativity, use of technology, letter knowledge, understanding of scientific terms eg. smelling, feeling etc.



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