

Community in the Classroom Presentation Plan

Lesson Name What's In A Color?

Presenter(s) Diana Guo, Yushan Kim, Amit Pathak, Joanna Rys, Augusto Tentori, Theresa Ulrich, Vai Umesh, Sophie Wong

Grade Level K **Standards Connection(s)** Physical science: chromatography-color pigment separation. Colors are composed of primary colors.

Abstract:

Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!

We will explore how all colors are composed of the primary colors: red, blue, and yellow. Students will use their powers of observation to draw some conclusions about why some colors are not what they seem.

Introduction and Demonstration: We will go over the primary colors and what colors they can combine to form. We will demonstrate the various color combinations with paint and a poster board.

Activity and Discussion: The class will be broken up into 4-5 groups. Each group will have water soluble markers, coffee filters, and cups. Students will predict which primary colors are in composite colors (e.g. black, purple, green, orange) and then test their prediction by coloring the filters. Each student will dip the filters in a cup filled with a half inch of water and watch the colors separate. When the filters dry, students can use them to construct a masterpiece to bring home.

Vocabulary/Definitions:

3 – 6 important (new) words

Primary colors: sets of colors that can be combined to make a useful range of colors

Chromatography: the process of separating colors

Prediction: a statement about the way things will happen in the future

Materials:

What you'll bring with you

Coffee filters – for color separation experiment
Water soluble markers – for coloring
Pipe cleaners – for art project in the end
Clear plastic cups – for dipping filters into
Poster board – for basic concept demonstration at the beginning

What students should have ready (pencils, paper, scissors)

None

Classroom Set-up:

Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed

An easel should be set up for demonstration.
Put students in 4-5 groups after the introduction and demonstration
Each cup should be filled with 0.5 inches of water.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Classroom Visit

1. Personal Introduction: _____ **5** Minutes

Who are you? What do you want to share with students and why? How will you connect this with students' interests?

We study bioengineering at UC Berkeley. Bioengineering is where biology (study of life) meets engineering (using math and science to solve problems).

Topic Introduction: _____ **5** Minutes

Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?

Introduce the term primary colors: who knows which colors are called primary colors? Write it on the board. Next, use poster board and paint to demonstrate what colors the primary colors can combine to make. Introduce the term prediction and ask for students' predictions of color combinations .

2. Learning Experience(s): _____ **35** Minutes

Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.

Part 1:

In small groups, show students the colored markers. Ask them to predict what colors make up purple, black, orange, green

Part 2:

Next, give each student a marker and ask them to color on the filter paper. Fold the filter paper in half and then in half again and place it into the cup (filled with half inch water). Watch the colors separate and move up the filter. Ask students what colors they observe. Talk about why they see the different colors.

Part 3: Unfold the filter paper and place it on paper towels to dry. Once the filter is dry, give each student a pipe cleaner to make a fun craft project.

3. Wrap-up: Sharing Experiences and Building Connections _____ **5** Minutes

Putting the pieces together – how will students share learning, interpret experience, build vocabulary?

Review vocabulary words and go over the important questions.

Ask students: what happened? What did you see? How many primary colors make up green? (black? orange? etc.) Why are there more of some colors than others? (different shades of color).

4. Close: _____ **5** Minutes

How can kids learn more? Thanks and good-bye! Clean-up.

If time permits, include a demonstration of color diffusion on filter paper.

Mark one side of the filter paper with a primary color and mark the opposite side with another primary color.

Dip both edges in water.

Watch as the colors move towards each other and mix in the middle.

Ask questions: did the two primary colors combine to make the color you predicted?

TOTAL _____ **55** Minutes

Follow-up – After Presentation

Suggest students write a letter explaining “How we learned about _____?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Community in the Classroom Presentation Plan

Lesson Name What's In A Color?

Presenter(s) Diana Guo, Yushan Kim, Amit Pathak, Joanna Rys, Augusto Tentori, Theresa Ulrich, Vai Umesh, Sophie Wong

Grade Level K **Standards Connection(s)** Physical science: chromatography-color pigment separation. Colors are composed of primary colors.

Abstract:

Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!

We will explore how all colors are composed of the primary colors: red, blue, and yellow. Students will use their powers of observation to draw some conclusions about why some colors are not what they seem.

Introduction and Demonstration: We will go over the primary colors and what colors they can combine to form. We will demonstrate the various color combinations with paint and a poster board.

Activity and Discussion: The class will be broken up into 4-5 groups. Each group will have water soluble markers, coffee filters, and cups. Students will predict which primary colors are in composite colors (e.g. black, purple, green, orange) and then test their prediction by coloring the filters. Each student will dip the filters in a cup filled with a half inch of water and watch the colors separate. When the filters dry, students can use them to construct a masterpiece to bring home.

Vocabulary/Definitions:

3 – 6 important (new) words

Primary colors: sets of colors that can be combined to make a useful range of colors

Chromatography: the process of separating colors

Prediction: a statement about the way things will happen in the future

Materials:

What you'll bring with you

Coffee filters – for color separation experiment
Water soluble markers – for coloring
Pipe cleaners – for art project in the end
Clear plastic cups – for dipping filters into
Poster board – for basic concept demonstration at the beginning

What students should have ready (pencils, paper, scissors)

None

Classroom Set-up:

Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed

An easel should be set up for demonstration.
Put students in 4-5 groups after the introduction and demonstration
Each cup should be filled with 0.5 inches of water.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Classroom Visit

1. Personal Introduction: _____ **5** Minutes

Who are you? What do you want to share with students and why? How will you connect this with students' interests?

We study bioengineering at UC Berkeley. Bioengineering is where biology (study of life) meets engineering (using math and science to solve problems).

Topic Introduction: _____ **5** Minutes

Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?

Introduce the term primary colors: who knows which colors are called primary colors? Write it on the board. Next, use poster board and paint to demonstrate what colors the primary colors can combine to make. Introduce the term prediction and ask for students' predictions of color combinations .

2. Learning Experience(s): _____ **35** Minutes

Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.

Part 1:

In small groups, show students the colored markers. Ask them to predict what colors make up purple, black, orange, green

Part 2:

Next, give each student a marker and ask them to color on the filter paper. Fold the filter paper in half and then in half again and place it into the cup (filled with half inch water). Watch the colors separate and move up the filter. Ask students what colors they observe. Talk about why they see the different colors.

Part 3: Unfold the filter paper and place it on paper towels to dry. Once the filter is dry, give each student a pipe cleaner to make a fun craft project.

3. Wrap-up: Sharing Experiences and Building Connections _____ **5** Minutes

Putting the pieces together – how will students share learning, interpret experience, build vocabulary?

Review vocabulary words and go over the important questions.

Ask students: what happened? What did you see? How many primary colors make up green? (black? orange? etc.) Why are there more of some colors than others? (different shades of color).

4. Close: _____ **5** Minutes

How can kids learn more? Thanks and good-bye! Clean-up.

If time permits, include a demonstration of color diffusion on filter paper.

Mark one side of the filter paper with a primary color and mark the opposite side with another primary color.

Dip both edges in water.

Watch as the colors move towards each other and mix in the middle.

Ask questions: did the two primary colors combine to make the color you predicted?

TOTAL _____ **55** Minutes

Follow-up – After Presentation

Suggest students write a letter explaining “How we learned about _____?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Community in the Classroom Presentation Plan

Lesson Name What's In A Color?

Presenter(s) Diana Guo, Yushan Kim, Amit Pathak, Joanna Rys, Augusto Tentori, Theresa Ulrich, Vai Umesh, Sophie Wong

Grade Level K **Standards Connection(s)** Physical science: chromatography-color pigment separation. Colors are composed of primary colors.

Abstract:

Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!

We will explore how all colors are composed of the primary colors: red, blue, and yellow. Students will use their powers of observation to draw some conclusions about why some colors are not what they seem.

Introduction and Demonstration: We will go over the primary colors and what colors they can combine to form. We will demonstrate the various color combinations with paint and a poster board.

Activity and Discussion: The class will be broken up into 4-5 groups. Each group will have water soluble markers, coffee filters, and cups. Students will predict which primary colors are in composite colors (e.g. black, purple, green, orange) and then test their prediction by coloring the filters. Each student will dip the filters in a cup filled with a half inch of water and watch the colors separate. When the filters dry, students can use them to construct a masterpiece to bring home.

Vocabulary/Definitions:

3 – 6 important (new) words

Primary colors: sets of colors that can be combined to make a useful range of colors

Chromatography: the process of separating colors

Prediction: a statement about the way things will happen in the future

Materials:

What you'll bring with you

Coffee filters – for color separation experiment
Water soluble markers – for coloring
Pipe cleaners – for art project in the end
Clear plastic cups – for dipping filters into
Poster board – for basic concept demonstration at the beginning

What students should have ready (pencils, paper, scissors)

None

Classroom Set-up:

Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed

An easel should be set up for demonstration.
Put students in 4-5 groups after the introduction and demonstration
Each cup should be filled with 0.5 inches of water.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Classroom Visit

1. Personal Introduction: 5 Minutes

Who are you? What do you want to share with students and why? How will you connect this with students' interests?

We study bioengineering at UC Berkeley. Bioengineering is where biology (study of life) meets engineering (using math and science to solve problems).

Topic Introduction: 5 Minutes

Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?

Introduce the term primary colors: who knows which colors are called primary colors? Write it on the board. Next, use poster board and paint to demonstrate what colors the primary colors can combine to make. Introduce the term prediction and ask for students' predictions of color combinations.

2. Learning Experience(s): 35 Minutes

Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.

Part 1:

In small groups, show students the colored markers. Ask them to predict what colors make up purple, black, orange, green

Part 2:

Next, give each student a marker and ask them to color on the filter paper. Fold the filter paper in half and then in half again and place it into the cup (filled with half inch water). Watch the colors separate and move up the filter. Ask students what colors they observe. Talk about why they see the different colors.

Part 3: Unfold the filter paper and place it on paper towels to dry. Once the filter is dry, give each student a pipe cleaner to make a fun craft project.

3. Wrap-up: Sharing Experiences and Building Connections 5 Minutes

Putting the pieces together – how will students share learning, interpret experience, build vocabulary?

Review vocabulary words and go over the important questions.

Ask students: what happened? What did you see? How many primary colors make up green? (black? orange? etc.) Why are there more of some colors than others? (different shades of color).

4. Close: 5 Minutes

How can kids learn more? Thanks and good-bye! Clean-up.

If time permits, include a demonstration of color diffusion on filter paper.

Mark one side of the filter paper with a primary color and mark the opposite side with another primary color.

Dip both edges in water.

Watch as the colors move towards each other and mix in the middle.

Ask questions: did the two primary colors combine to make the color you predicted?

TOTAL 55 Minutes

Follow-up – After Presentation

Suggest students write a letter explaining “How we learned about _____?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Community in the Classroom Presentation Plan

Lesson Name What's In A Color?

Presenter(s) Diana Guo, Yushan Kim, Amit Pathak, Joanna Rys, Augusto Tentori, Theresa Ulrich, Vai Umesh, Sophie Wong

Grade Level K **Standards Connection(s)** Physical science: chromatography-color pigment separation. Colors are composed of primary colors.

Abstract:

Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!

We will explore how all colors are composed of the primary colors: red, blue, and yellow. Students will use their powers of observation to draw some conclusions about why some colors are not what they seem.

Introduction and Demonstration: We will go over the primary colors and what colors they can combine to form. We will demonstrate the various color combinations with paint and a poster board.

Activity and Discussion: The class will be broken up into 4-5 groups. Each group will have water soluble markers, coffee filters, and cups. Students will predict which primary colors are in composite colors (e.g. black, purple, green, orange) and then test their prediction by coloring the filters. Each student will dip the filters in a cup filled with a half inch of water and watch the colors separate. When the filters dry, students can use them to construct a masterpiece to bring home.

Vocabulary/Definitions:

3 – 6 important (new) words

Primary colors: sets of colors that can be combined to make a useful range of colors

Chromatography: the process of separating colors

Prediction: a statement about the way things will happen in the future

Materials:

What you'll bring with you

Coffee filters – for color separation experiment
Water soluble markers – for coloring
Pipe cleaners – for art project in the end
Clear plastic cups – for dipping filters into
Poster board – for basic concept demonstration at the beginning

What students should have ready (pencils, paper, scissors)

None

Classroom Set-up:

Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed

An easel should be set up for demonstration.
Put students in 4-5 groups after the introduction and demonstration
Each cup should be filled with 0.5 inches of water.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Classroom Visit

1. Personal Introduction: 5 Minutes

Who are you? What do you want to share with students and why? How will you connect this with students' interests?

We study bioengineering at UC Berkeley. Bioengineering is where biology (study of life) meets engineering (using math and science to solve problems).

Topic Introduction: 5 Minutes

Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?

Introduce the term primary colors: who knows which colors are called primary colors? Write it on the board. Next, use poster board and paint to demonstrate what colors the primary colors can combine to make. Introduce the term prediction and ask for students' predictions of color combinations.

2. Learning Experience(s): 35 Minutes

Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.

Part 1:

In small groups, show students the colored markers. Ask them to predict what colors make up purple, black, orange, green

Part 2:

Next, give each student a marker and ask them to color on the filter paper. Fold the filter paper in half and then in half again and place it into the cup (filled with half inch water). Watch the colors separate and move up the filter. Ask students what colors they observe. Talk about why they see the different colors.

Part 3: Unfold the filter paper and place it on paper towels to dry. Once the filter is dry, give each student a pipe cleaner to make a fun craft project.

3. Wrap-up: Sharing Experiences and Building Connections 5 Minutes

Putting the pieces together – how will students share learning, interpret experience, build vocabulary?

Review vocabulary words and go over the important questions.

Ask students: what happened? What did you see? How many primary colors make up green? (black? orange? etc.) Why are there more of some colors than others? (different shades of color).

4. Close: 5 Minutes

How can kids learn more? Thanks and good-bye! Clean-up.

If time permits, include a demonstration of color diffusion on filter paper.

Mark one side of the filter paper with a primary color and mark the opposite side with another primary color.

Dip both edges in water.

Watch as the colors move towards each other and mix in the middle.

Ask questions: did the two primary colors combine to make the color you predicted?

TOTAL 55 Minutes

Follow-up – After Presentation

Suggest students write a letter explaining “How we learned about _____?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Community in the Classroom Presentation Plan

Lesson Name What's In A Color?

Presenter(s) Diana Guo, Yushan Kim, Amit Pathak, Joanna Rys, Augusto Tentori, Theresa Ulrich, Vai Umesh, Sophie Wong

Grade Level K **Standards Connection(s)** Physical science: chromatography-color pigment separation. Colors are composed of primary colors.

Abstract:

Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!

We will explore how all colors are composed of the primary colors: red, blue, and yellow. Students will use their powers of observation to draw some conclusions about why some colors are not what they seem.

Introduction and Demonstration: We will go over the primary colors and what colors they can combine to form. We will demonstrate the various color combinations with paint and a poster board.

Activity and Discussion: The class will be broken up into 4-5 groups. Each group will have water soluble markers, coffee filters, and cups. Students will predict which primary colors are in composite colors (e.g. black, purple, green, orange) and then test their prediction by coloring the filters. Each student will dip the filters in a cup filled with a half inch of water and watch the colors separate. When the filters dry, students can use them to construct a masterpiece to bring home.

Vocabulary/Definitions:

3 – 6 important (new) words

Primary colors: sets of colors that can be combined to make a useful range of colors

Chromatography: the process of separating colors

Prediction: a statement about the way things will happen in the future

Materials:

What you'll bring with you

Coffee filters – for color separation experiment
Water soluble markers – for coloring
Pipe cleaners – for art project in the end
Clear plastic cups – for dipping filters into
Poster board – for basic concept demonstration at the beginning

What students should have ready (pencils, paper, scissors)

None

Classroom Set-up:

Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed

An easel should be set up for demonstration.
Put students in 4-5 groups after the introduction and demonstration
Each cup should be filled with 0.5 inches of water.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Classroom Visit

1. Personal Introduction: _____ **5** Minutes

Who are you? What do you want to share with students and why? How will you connect this with students' interests?

We study bioengineering at UC Berkeley. Bioengineering is where biology (study of life) meets engineering (using math and science to solve problems).

Topic Introduction: _____ **5** Minutes

Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?

Introduce the term primary colors: who knows which colors are called primary colors? Write it on the board. Next, use poster board and paint to demonstrate what colors the primary colors can combine to make. Introduce the term prediction and ask for students' predictions of color combinations .

2. Learning Experience(s): _____ **35** Minutes

Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.

Part 1:

In small groups, show students the colored markers. Ask them to predict what colors make up purple, black, orange, green

Part 2:

Next, give each student a marker and ask them to color on the filter paper. Fold the filter paper in half and then in half again and place it into the cup (filled with half inch water). Watch the colors separate and move up the filter. Ask students what colors they observe. Talk about why they see the different colors.

Part 3: Unfold the filter paper and place it on paper towels to dry. Once the filter is dry, give each student a pipe cleaner to make a fun craft project.

3. Wrap-up: Sharing Experiences and Building Connections _____ **5** Minutes

Putting the pieces together – how will students share learning, interpret experience, build vocabulary?

Review vocabulary words and go over the important questions.

Ask students: what happened? What did you see? How many primary colors make up green? (black? orange? etc.) Why are there more of some colors than others? (different shades of color).

4. Close: _____ **5** Minutes

How can kids learn more? Thanks and good-bye! Clean-up.

If time permits, include a demonstration of color diffusion on filter paper.

Mark one side of the filter paper with a primary color and mark the opposite side with another primary color.

Dip both edges in water.

Watch as the colors move towards each other and mix in the middle.

Ask questions: did the two primary colors combine to make the color you predicted?

TOTAL _____ **55** Minutes

Follow-up – After Presentation

Suggest students write a letter explaining “How we learned about _____?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Community in the Classroom Presentation Plan

Lesson Name What's In A Color?

Presenter(s) Diana Guo, Yushan Kim, Amit Pathak, Joanna Rys, Augusto Tentori, Theresa Ulrich, Vai Umesh, Sophie Wong

Grade Level K **Standards Connection(s)** Physical science: chromatography-color pigment separation. Colors are composed of primary colors.

Abstract:

Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!

We will explore how all colors are composed of the primary colors: red, blue, and yellow. Students will use their powers of observation to draw some conclusions about why some colors are not what they seem.

Introduction and Demonstration: We will go over the primary colors and what colors they can combine to form. We will demonstrate the various color combinations with paint and a poster board.

Activity and Discussion: The class will be broken up into 4-5 groups. Each group will have water soluble markers, coffee filters, and cups. Students will predict which primary colors are in composite colors (e.g. black, purple, green, orange) and then test their prediction by coloring the filters. Each student will dip the filters in a cup filled with a half inch of water and watch the colors separate. When the filters dry, students can use them to construct a masterpiece to bring home.

Vocabulary/Definitions:

3 – 6 important (new) words

Primary colors: sets of colors that can be combined to make a useful range of colors

Chromatography: the process of separating colors

Prediction: a statement about the way things will happen in the future

Materials:

What you'll bring with you

Coffee filters – for color separation experiment
Water soluble markers – for coloring
Pipe cleaners – for art project in the end
Clear plastic cups – for dipping filters into
Poster board – for basic concept demonstration at the beginning

What students should have ready (pencils, paper, scissors)

None

Classroom Set-up:

Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed

An easel should be set up for demonstration.
Put students in 4-5 groups after the introduction and demonstration
Each cup should be filled with 0.5 inches of water.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org

Classroom Visit

1. Personal Introduction: _____ **5** Minutes

Who are you? What do you want to share with students and why? How will you connect this with students' interests?

We study bioengineering at UC Berkeley. Bioengineering is where biology (study of life) meets engineering (using math and science to solve problems).

Topic Introduction: _____ **5** Minutes

Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?

Introduce the term primary colors: who knows which colors are called primary colors? Write it on the board. Next, use poster board and paint to demonstrate what colors the primary colors can combine to make. Introduce the term prediction and ask for students' predictions of color combinations .

2. Learning Experience(s): _____ **35** Minutes

Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.

Part 1:

In small groups, show students the colored markers. Ask them to predict what colors make up purple, black, orange, green

Part 2:

Next, give each student a marker and ask them to color on the filter paper. Fold the filter paper in half and then in half again and place it into the cup (filled with half inch water). Watch the colors separate and move up the filter. Ask students what colors they observe. Talk about why they see the different colors.

Part 3: Unfold the filter paper and place it on paper towels to dry. Once the filter is dry, give each student a pipe cleaner to make a fun craft project.

3. Wrap-up: Sharing Experiences and Building Connections _____ **5** Minutes

Putting the pieces together – how will students share learning, interpret experience, build vocabulary?

Review vocabulary words and go over the important questions.

Ask students: what happened? What did you see? How many primary colors make up green? (black? orange? etc.) Why are there more of some colors than others? (different shades of color).

4. Close: _____ **5** Minutes

How can kids learn more? Thanks and good-bye! Clean-up.

If time permits, include a demonstration of color diffusion on filter paper.

Mark one side of the filter paper with a primary color and mark the opposite side with another primary color.

Dip both edges in water.

Watch as the colors move towards each other and mix in the middle.

Ask questions: did the two primary colors combine to make the color you predicted?

TOTAL _____ **55** Minutes

Follow-up – After Presentation

Suggest students write a letter explaining “How we learned about _____?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.



CRS

1375 Ada Street, Berkeley CA 94702
(510)527-5212 • www.crscience.org