Science Learning Grid: All Mixed Up

Outcomes:

ST1-1WS-S, ST1-6MW-S, ST1-7MW-T

I can conduct scientific investigations

I can make predictions

I can communicate my observations of scientific investigations

This unit of work requires the student to work from left to right within each skill (row).						
Writing	**Knowing**	**Understanding**	**Applying**	**Analysing**	**Creating**	**Evaluating**
Verbal I enjoy reading, writing & speaking	Read the ingredients on a packet of food.	Look in your kitchen for items that are a mixture of ingredients, e.g. muesli bars, cereals and even a cup of tea. Take photos or draw pictures of these items.	Why do you think recipes mix ingredients? Write your reasons down or explain them to someone.	Do you think it is better to make a cup of tea using cold water or hot water? Explain your answer. If available, have an adult demonstrate for you or you could watch a YouTube video.	Create a recipe for an edible mixture.	Create a speech selling your edible mixture to your family. Were they interested in trying it?
Mathematical I enjoy working with numbers & Science	Name an ingredient in your house that can be added to ice cream.	How many scoops of ice cream and how many teaspoons of flavouring do you think would make the perfect mixture?	Imagine what the mixture would look like after 5 seconds of mixing, 20 second of mixing and 1 minute of mixing.	Describe what would be different at each stage of mixing. You can draw a picture to show your ideas.	Can you imagine a different mixture that would change as many times as the ice cream mixture would?	Decide which of the 2 creations would be your favourite.

Visual/Spatial I enjoy drawing & visualising	What do you think would happen if you mixed 2 primary colours together? Write down your prediction and find out if you were right. You can either experiment at home, watch a YouTube video or ask an adult.	Create a list of all the colours you know that are not primary colours. Colours that are two primary colours mixed together are called **secondary** colours.	Use the colours to create a picture. If you don't have colours at home, go for a walk around the house and find things that are secondary colours.	Red, yellow and blue are called **primary** colours. Why do you think they are called primary colours? How are they different to all other colours?	Create a sculpture using only primary coloured objects from around your house.	Was it easy or difficult to find only primary coloured objects. Explain your answer.
Kinaesthetic I enjoy doing hands-on activities	What mixture helps you to wash dishes?	Write a list or draw pictures of all the different soaps in your house.	Help an adult with washing the dishes.	Why do you think it is important to use soap when washing the dishes?	Create an advertisement for your soap. This could be a poster, a video recording of yourself or a drama performance.	Where else in the household would you use soap to remove oils from things?
Musical I enjoy listening to music	Find a song that is about mixing.	Listen to the song and record what it tells you. What were they mixing?	Create step by step instructions to recreate the songs mixture.	What did you like about the song? What did you not like?	Create your own song about mixing two or more items together. E.g. a song about making cordial.	Ask a family member which song they liked better.
Intrapersonal I enjoy working by myself	Keep a record of all the things you have mixed in one day. This could be food, paint, colour, etc.	Why do you think mixing is important?	Try to go a whole day without mixing. Record your difficulties.	Look around your house for tools that are used for mixing. Draw a picture of the items you can find.	Create a mixing tool.	How well did your tool work?

PS
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