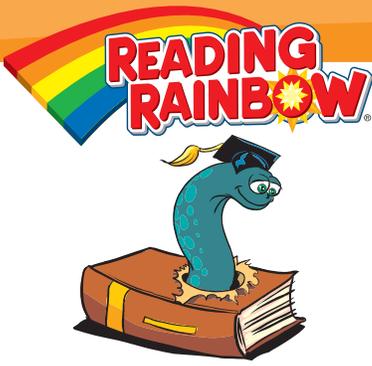


SCIENCE COMES ALIVE



Episode	Segment
Mummies Made In Egypt	Entire video
Germs Make Me Sick	Entire video
Chicken's Aren't The Only Ones	Entire video
Digging Up Dinosaurs	Entire video
Desert Giant: The World Of The Saguaro Cactus	Photographer

Setting the stage:

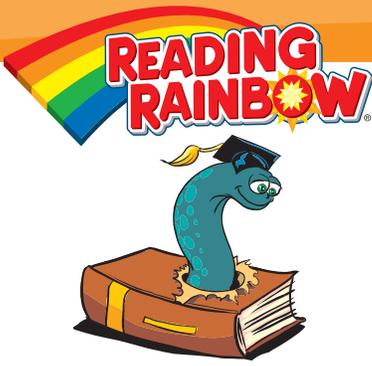
- Set up a book corner with books about mummies, germs, animals, dinosaurs, and deserts. You may choose to put all of the books out at once or to put only the books of the day's topic out each day. Ask your media specialist for assistance in gathering the books.
- On Wednesday, encourage students to bring pictures or toys of animals that are hatched from eggs to share with the class. On Thursday, ask students to bring pictures or toy dinosaurs to share. Provide time each day for students to talk about what they have brought.
- At a writing center, have story starters available such as:
My favorite dinosaur is _____ because _____.
If I had a pet dinosaur we would _____.
My pet dinosaur would help me _____.
My pet dinosaur would live in my _____ and I would feed him _____.

Topics for Discussion:

- Before viewing Mummies Made in Egypt, ask students what they know about mummies and why it is important to learn about people who lived thousands of years ago, such as the ancient Egyptians. After watching the program, talk about what they learned about mummies, why the Egyptians made mummies, and why they put certain objects with the mummies for burial.
- Before viewing Germs Make Me Sick, ask students what germs are and where they are likely to be found. After watching the program, revisit their ideas about what germs are and add any new information. Talk about how they might avoid being exposed to germs and how they can take care of themselves if they get sick.
- Before viewing Chickens Aren't the Only Ones, ask students to name animals that lay eggs and write their ideas on the board. After watching the program, write any additional animals on the list. Talk about how baby chicks break out of their shells and why it is such hard work for them to do so.
- Before viewing Digging Up Dinosaurs, ask students to name familiar dinosaurs, what they know about them, and how dinosaurs became extinct. After watching the program, add to the information previously discussed. Talk about why it is important to learn about dinosaurs and how scientists know what they looked like. Discuss how scientists have learned what they know about the dinosaurs.
- Before viewing Desert Giant, ask students what they know about deserts. Talk about what the climate is like and what plants and animals live there. After watching the program, add any new information.
- Invite students to share their experiences visiting museums. Discuss why people enjoy visiting museums and what can be learned from them.

Activities to get started:

- After viewing Germs Make Me Sick, give students the opportunity to look through microscopes. Examine items such as human hair, pond water, mold, dirt, etc. Have them describe what they see and make drawings of their observations.

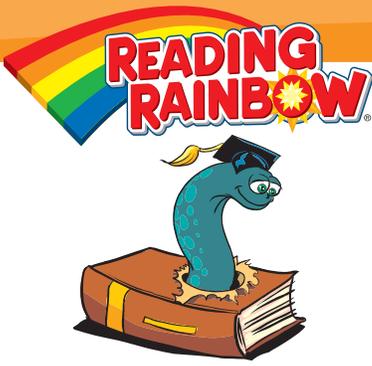


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Activities to get started:

- After viewing Mummies Made in Egypt, locate Egypt on a map. Find the Nile River and the deserts. Discuss the importance of the Nile to the ancient Egyptians. Talk about the river as a source of water, means of transportation, and the use of the soil along the river for planting food. Locate the sites of the most well known pyramids as well.
- Divide the class into small groups to research different aspects of ancient Egypt, such as mummies, pyramids, pharaohs, the people, the Sphinx, etc. Have each group develop questions to answer before they begin their research. To report their findings, have each group write their facts on equilateral triangles (about four inches to a side). Have students write one fact on each triangle and then build a pyramid with the triangles. They will need to know how the triangles will fit together before they write on them so that all the writing can be easily read.
- Give each student an outline of a mummy drawn on large bulletin board paper. Have students research the artwork on mummy cases, plan their designs, draw, and then color or paint their mummies. Ask students to cut out their mummies and display them in the hallway. Have each student write a short biography of the person whose mummy case he or she has decorated and display it along with the mummy.
- Grow some microorganisms in the classroom. Pieces of bread or ripe fruit will grow mold reasonably fast under the proper conditions. Experiment with varying conditions such as temperature (setting one in sunlight or close to a heat vent and one in regular room temperature) and moisture content (sprinkling daily with water vs. allowing to dry out) to see which factors enable mold to grow more quickly. Have students record their daily observations.
- After viewing Chickens Aren't the Only Ones, have the class make a list of different ways to prepare eggs (scrambled, fried, hardboiled, poached, etc.). Create a pictograph to represent the methods listed. Have each student write his or her name on an egg-shaped paper and place it on the graph above their favorite way to eat eggs. Discuss what conclusions can be drawn after the completion of the graph.
- Have students make a matching game using construction paper eggs. Ask students to draw a horizontal crack across the egg. On one side of the crack, have students draw a picture of an animal that hatches out of an egg. On the other side, have students write an interesting fact about the animal. Instruct students to cut the eggs apart along the cracks, mix them all up, and put them together again by matching the animal with its fact.
- After viewing Digging Up Dinosaurs, have students draw and cut out pictures of their favorite dinosaurs and glue them on a long piece of mural paper. Under the pictures, have them attach labels to identify each dinosaur. Above the heads of the dinosaurs, have students make word bubbles (as Aliki did in the book) telling an interesting fact about each dinosaur. For example, stegosaurus might say, "I have plates on my back and spikes on my tail that I use for protection."
- To give students an idea of how large the dinosaurs were, have the class estimate and then measure the lengths of dinosaurs. Make a chart with the lengths of a variety of dinosaurs. Have students first estimate the length of each dinosaur in a hallway, multipurpose room, or on the playground. Then have them actually measure each dinosaur and show the length using yarn or string. Label each dinosaur and compare their lengths.

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Activities to get started, con't.:

- After viewing Desert Giant, transform your classroom into a desert. Have each student choose a different desert plant or animal to research. Make cards available on which students can write the facts they learned, as well as art supplies to draw the plants and animals. Ask students to cut them out and attach them to a long piece of mural paper. After displaying them, have students tape the cards with the information close to the plants and animals.
- After students have researched desert animals, make a large chart with the headings of “what it eats”, “where it makes its home in the desert”, “natural predators”, “nocturnal or diurnal”, and “other interesting facts” written across the top. List the animals down the side. Divide the chart into a matrix and have the students record their information in the boxes. One easy way to do this is to give students index cards on which to write their information and attach the cards in the appropriate boxes on the chart. The finished chart will provide an “at-a-glance” set of facts about desert animals.