Easter Science & STEM

13 Experiments & Printable Pages!

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Water Cycle Experiments

Science & STEM Bundle Pack

Resurrection Eggs Christian Easter Activities

Easter Student Gift Tags

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Directions for Use

Thank you for purchasing this resource. If you have any questions or problems please contact me at lessonsforlittleones@gmail.com .

This resource contains instructions and supporting materials for 13 Easter science experiments plus a bonus activity (Easter Peeps Play Dough).

Both print and digital options are provided for each recording page. The digital options use the free apps Pic Collage (Pic EDU, formerly Pic Kids) and Seesaw.

How to Incorporate Technology (Pic Collage & Seesaw)

You can choose to have students record their observations and results using Pic Collage and/or Seesaw. This allows students to use technology as a tool for learning.

To use any of the recording pages in Pic Collage or Seesaw you first need to save the pages as jpegs to your camera roll. You can do this several different ways.

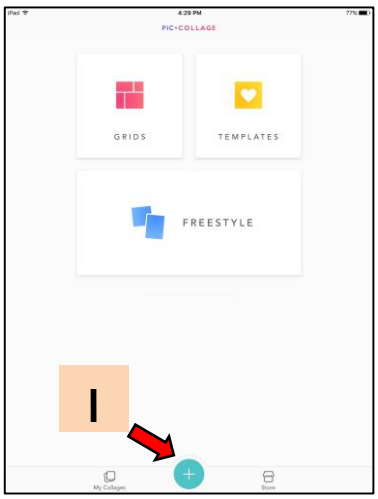
I have provided JPEG files of each recording page in the Easter Recording Pages JPEG folder included in this resource. Download the JPEGs to your camera roll.

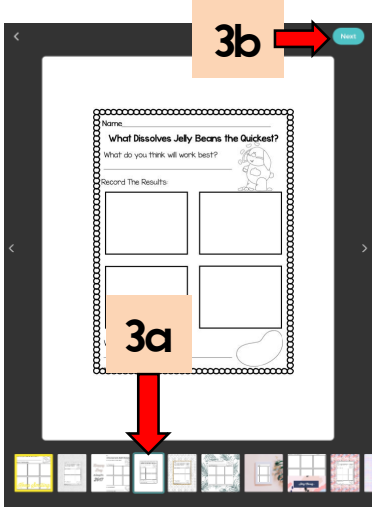
Another option is to print out one copy of the page, hang it on a wall, take a photo of it, and save it to your camera roll. A "straight on" shot similar to the example photo works well.

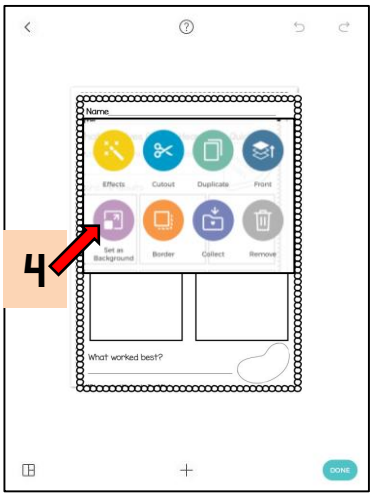
Using the Pages in Pic Collage

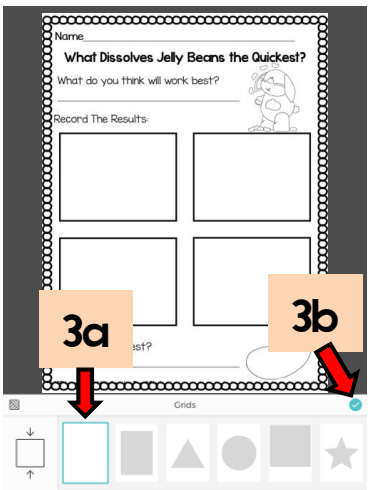
Once you have a picture of the recording page you will need to set it as the background in Pic Collage (Pic EDU). Once the picture is set as the background students will not be able to move or adjust it. They can complete the page similar to a worksheet.

1. Open the Pic Collage app and click the Add (Plus) button.
2. Choose the recording page photo from the Camera Roll and click the check mark in the upper right corner.
3. If you are given the option to choose frames/backgrounds, I usually just choose the plain white vertical background and click Next.
4. Double tap the picture and choose Set as Background.
5. If the picture does not set correctly, tap the Grids button in the lower left corner, choose the white vertical rectangle, tap the checkmark.









Once the page is set as the background, students can use the tools from the main menu to record their results and observations. Specific instructions for each page are provided in the experiment directions.

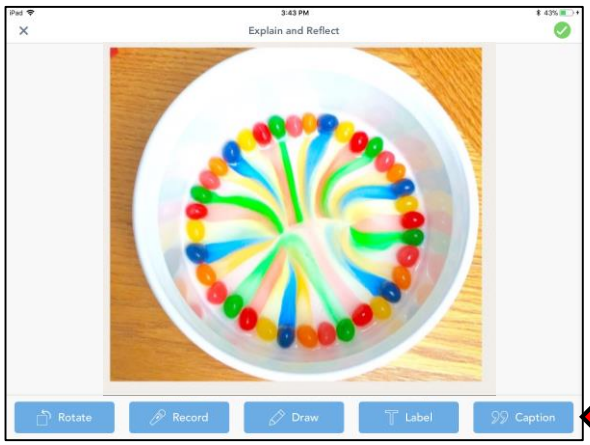
To access the menu students can click the plus (+) sign along the bottom or just tap anywhere on the screen.

Using the Seesaw App

There are several options for using the Seesaw app.

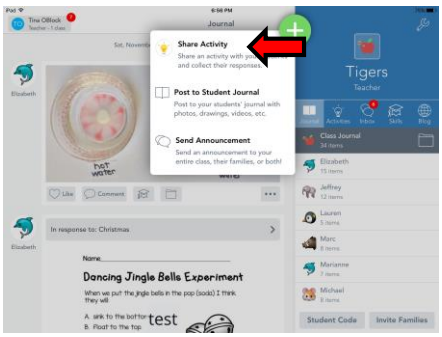
I find that having students add photos of the experiments to their journals and then using the Record tool to tell what they observed or learned works well especially with younger students who may not be able to write their observations.

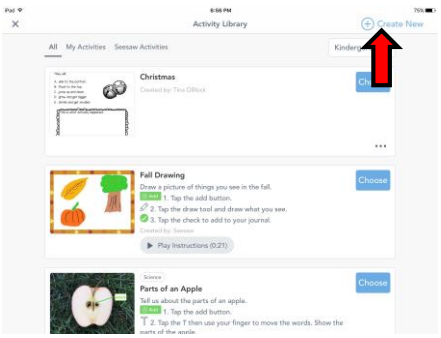
They can also use the Draw, Label, or Caption tools to show or explain results.



Use any of the tools to explain/record results.

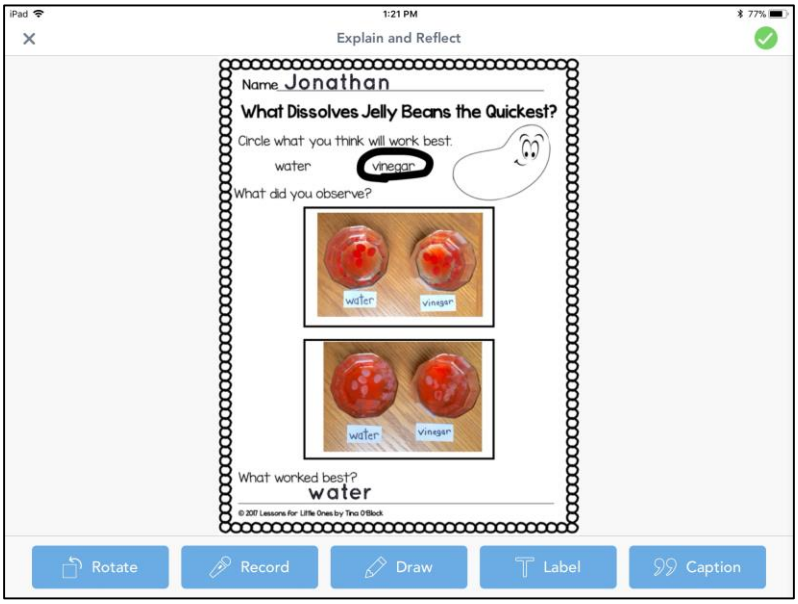
The new Activities option allows you to assign the recording pages to your students if desired.
Click the green plus (+) button.
Choose Share Activity.
Click Create New in the upper right hand corner.
Add an Activity Name, instructions, upload the JPEG file as the template.
Share with students.
Students can use the Record, Draw, Label tools to complete the page.



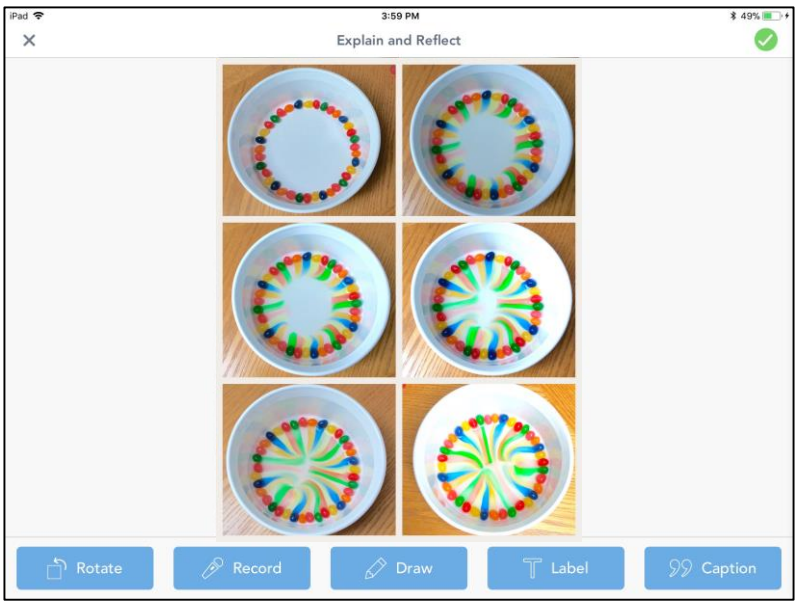


App Smash (Use Both Pic Collage & Seesaw)

Option 1: Students can complete the recording page in Pic Collage, save it, and then add it to their Seesaw journals.
Once in Seesaw, they can add a voice recording to further explain their findings if desired.



Option 2: Students can create a collage of pictures from the experiment in Pic Collage, save it, and add it to their Seesaw journals. Once in Seesaw, they can use the Record tool or create a Drawing video and explain what they observed, the results, what they learned.



Easter Egg Stacking Challenge

The challenge is for students to stack the most plastic Easter egg halves within the given time period.

Materials Needed:
Plastic Easter eggs that can be separated in half
Tape measure or ruler
Timer
Easter Egg Stacking recording page (page 14)

The object of the challenge is for each student to build the tallest Easter egg tower by stacking the Easter egg halves on top of one another within the allotted time period. You can set it up similar to Minute to Win It and give them 1 minute to stack their eggs or you can extend the time period.

You can use one size of plastic Easter eggs or give students a choice between small and large size eggs, or do separate challenges (one with the small eggs and one with the large eggs) and compare the results.

Rules of the Challenge:

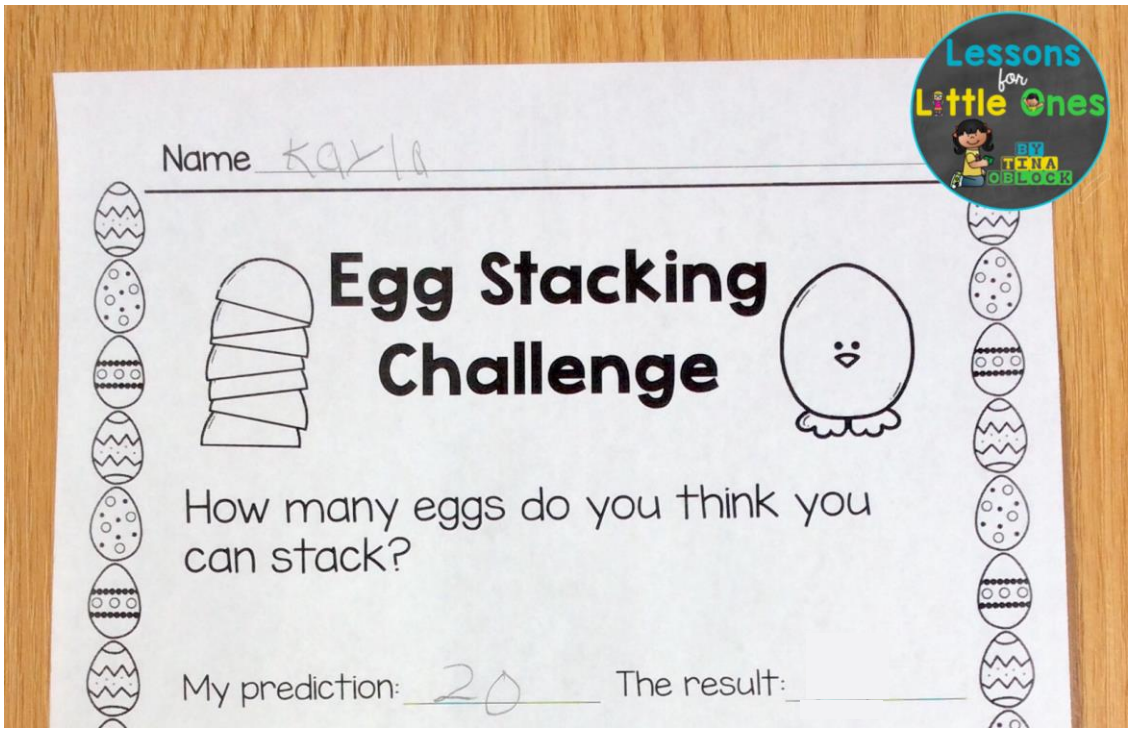
The tower must be constructed using only the plastic Easter eggs.

If your tower falls down you can rebuild it until the time expires.

The tower must stand unsupported long enough to get an accurate measurement.

Structures will be measured from the table top to the highest point of the tower. The number of Easter egg halves used in the tower will also be counted.

Prior to beginning the challenge have students estimate how many egg halves they feel they will be able to stack and record it on their pages.



On your signal students can begin constructing their Easter egg towers.

Display the time left or make periodic announcements to let students know how much time is remaining in the challenge.

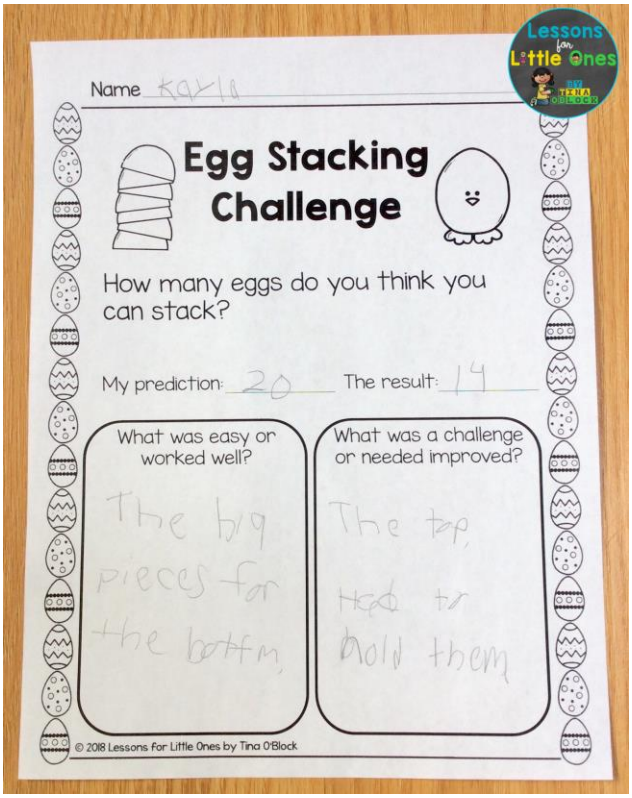
When time is up, students must step away from their towers.

Measure each tower from the table top to the highest point and count how many Easter egg halves were used.

The winner is the structure that stands the highest and/or the one that stacked the most eggs.

After the challenge discuss the results. We found that using the bigger halves of the eggs for the bottom and the smaller halves for the top worked well. Some students also only used the larger egg halves for their towers and that seemed to also work well. Holding the egg tower steady while stacking was a good method to use.

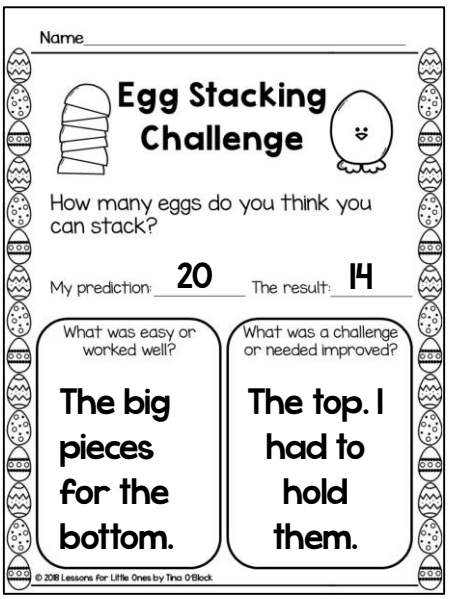
Have students complete the Egg Stacking Challenge page. Students first record the actual results and then reflect on what was easy, what was a challenge or what they learned or would do differently.



Digital Options

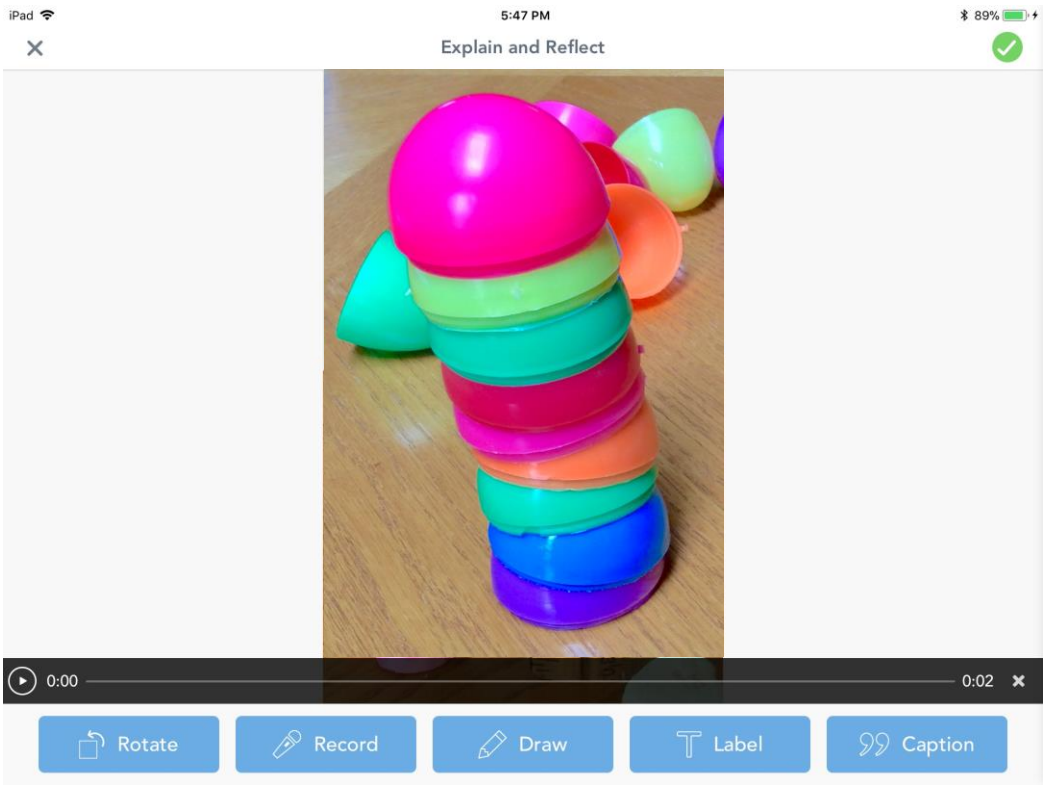
Pic Collage

Students can complete the page using the Text tool or Doodle tool.

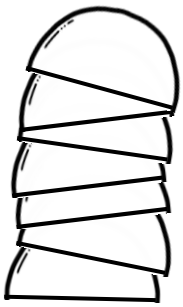


Seesaw

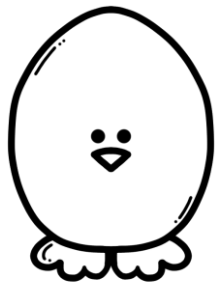
Students can upload a photo of their Easter egg towers to their journals and use the Record tool to talk about what was easy, what was a challenge, what they learned, how tall their tower measured, etc.



Name _____



Egg Stacking Challenge



How many eggs do you think you can stack?

My prediction: _____ The result: _____

What was easy or worked well?	What was a challenge or needed improved?

Easter Egg Sink or Float Experiment

Materials Needed:
Plastic Easter eggs that open
Heavy and light objects to put inside the eggs
Tape
Bowl of water
Easter Egg Sink or Float recording page (page 20)

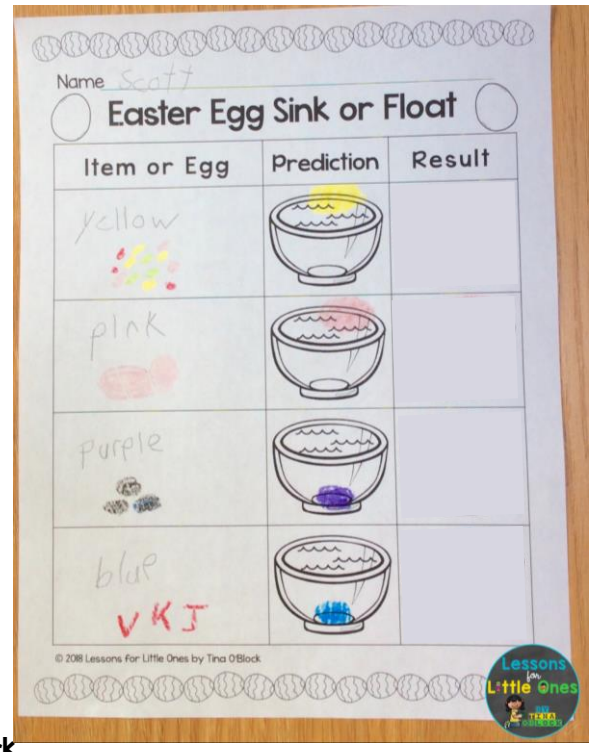
Before beginning the experiment show students an empty plastic egg and ask whether they think it will sink or float. If your plastic egg has any holes in it, place tape over the holes to prevent the water from seeping inside the egg. Place the egg in the bowl of water and show students that it floats.

Next, explain to students that you are going to put various objects inside the eggs to see if they affect whether the egg floats or sinks.

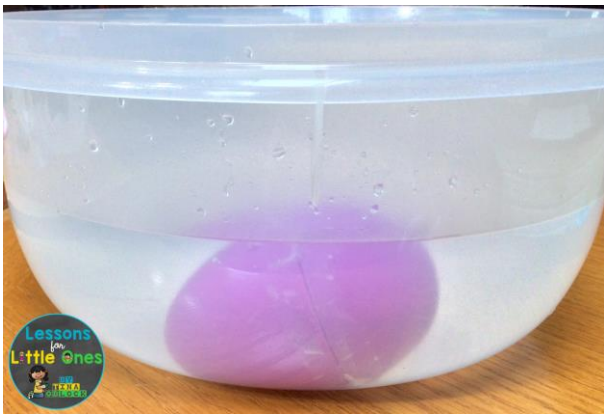
Fill different colored eggs with heavy and light objects (jelly beans, feathers, Easter Peep, rocks, magnetic letters, sand, play dough, Legos, etc.). Show the students the eggs and what is going inside each one.

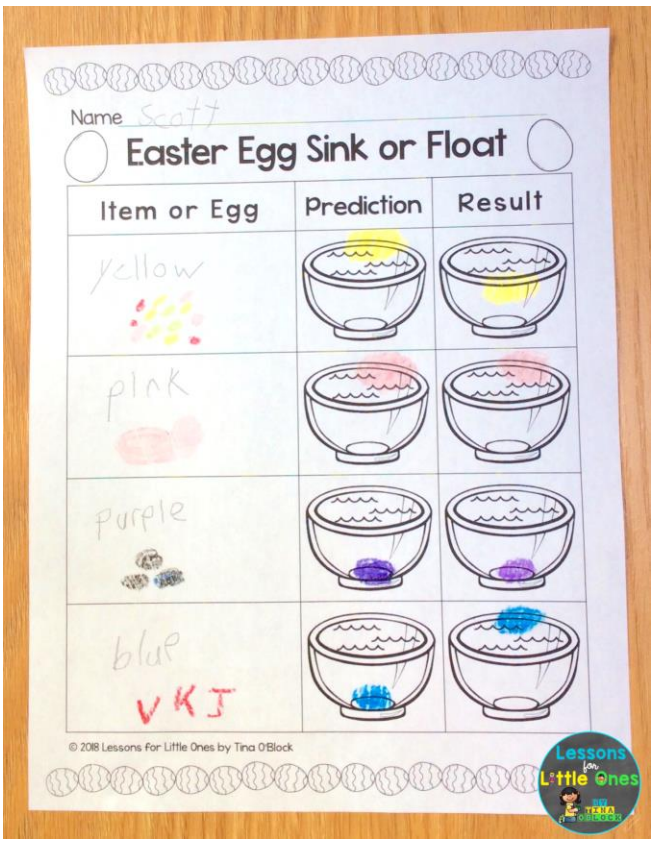
Put tape on any holes and around the crack in the middle to prevent water from getting inside and affecting the results.

Allow students to pick up and observe the eggs. Then, have them record their sink or float predictions on their recording pages. Students first write the colors of the egg and/or the items inside the eggs in the first column. Younger students can draw pictures. (We were learning our color words so I had my students write the color word and draw the items inside.) Then they draw their predictions. They draw the eggs either floating on top of the water or sunk to the bottom in column two. Having them draw the eggs in the bowl helps them understand the difference between what it means to sink or float.



Place each egg in the bowl one at a time to see whether they sink or float. Students record the actual results on their recording pages.





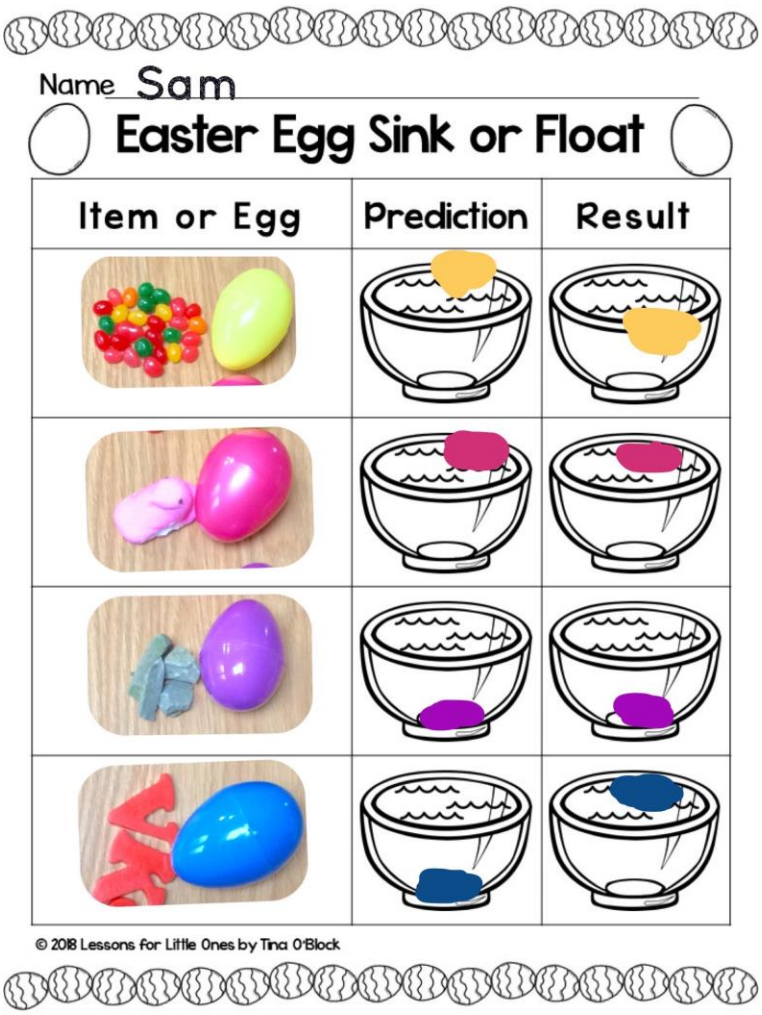
The Science Behind It:

Whether an object sinks or floats depends on the object's density. If the object is less dense than water it will float. Density is how tightly packed the material is inside the object which is why changing the inside of the eggs affected the results.

Digital Options

Pic Collage

Students can complete their recording pages using the Text or Doodle tools. They can write words in the first column, draw pictures, or use actual photos from the experiment. They can use the Doodle tool to draw the eggs in the bowls.

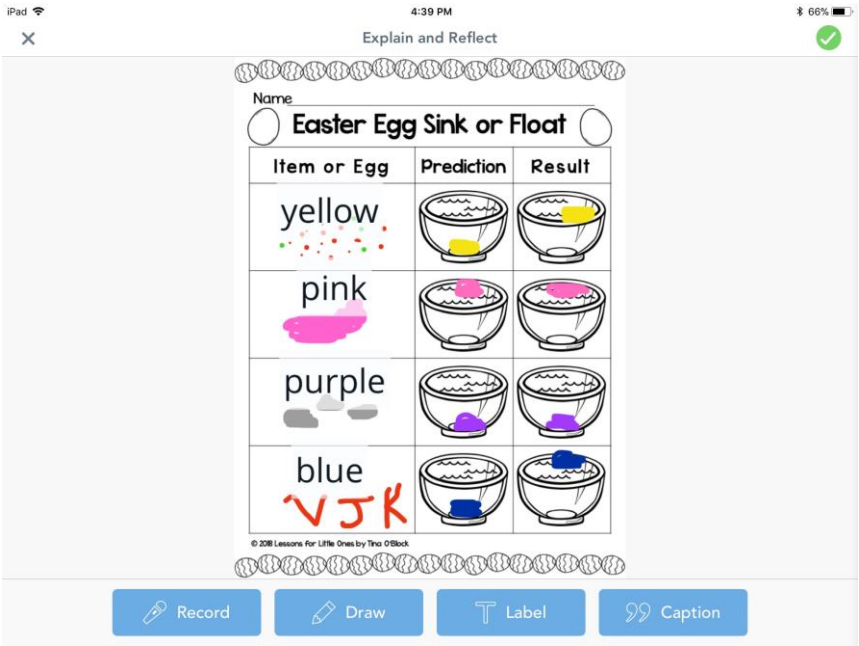

Name Sam

Easter Egg Sink or Float

Item or Egg	Prediction	Result

Seesaw

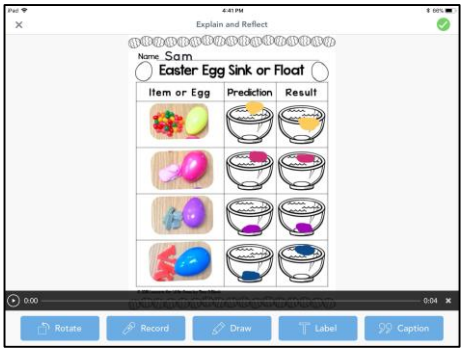
Assign the recording page as an Activity. Students can complete the page using the Draw and Label tools. Optional: Students can use the Record tool to explain the results and what they learned.



App Smash

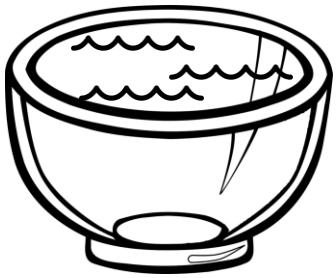
Option 1: Make a collage of photos from the experiment in Pic Collage, save it to the Camera Roll, upload it to students' journals in Seesaw. Have students use the Record tool to explain the results and/or use the Label tool to write sink or float by each picture.

Option 2: Students complete the recording page in Pic Collage, save it, and upload it to their journals in Seesaw. They can then use the Record tool to explain the results and what they learned about density.



Name _____

Easter Egg Sink or Float

Item or Egg	Prediction	Result
		
		
		
		

Getting Your Eggs in a Row

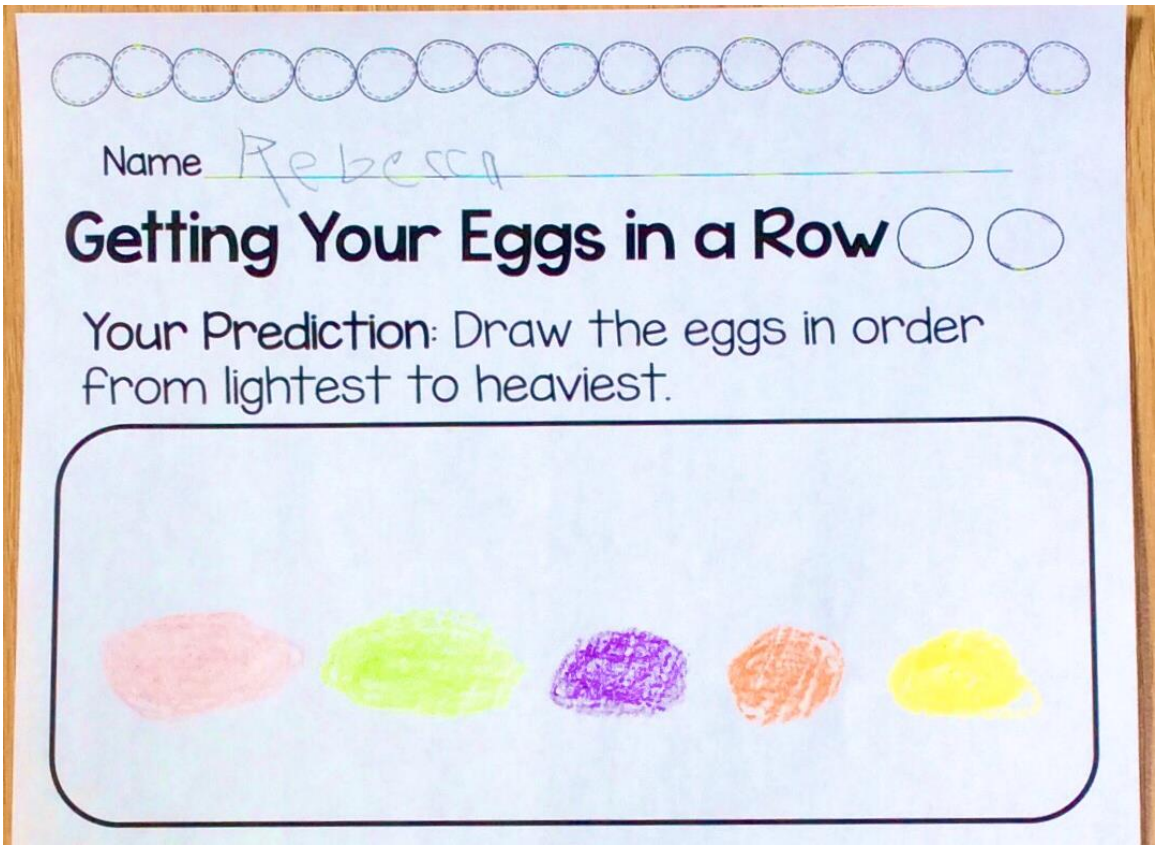
Materials Needed:
Plastic Easter eggs that open
Heavy and light objects to put inside the eggs
Scale
Getting Your Eggs in a Row recording page (page 26)

In this experiment students will predict and compare weights of plastic eggs that contain different objects. They will learn that weight and size are different, even though the size of the eggs is the same the weight of each one is different.

Explain to students that you are going to fill plastic eggs with different objects and they have to put them in order from lightest to heaviest.

Fill different colored eggs with heavy and light objects (jelly beans, feathers, Easter Peep, rocks, magnetic letters, sand, play dough, Legos, etc.). Show the students the eggs and what is going inside each one.

Have them record their predictions on their recording pages. Students draw the eggs in order from what they feel is lightest to heaviest.

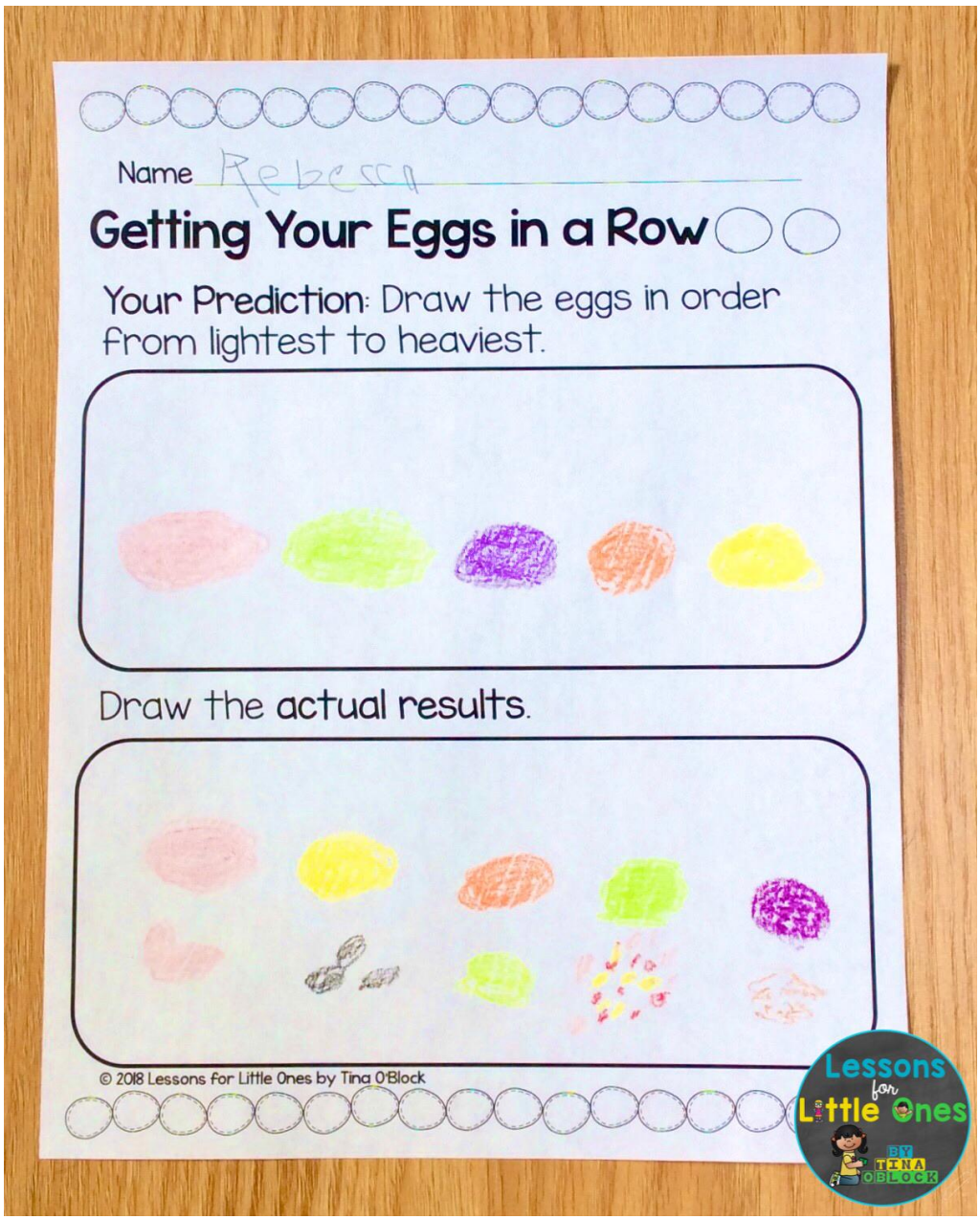


Weigh each egg and record the results on chart paper, the whiteboard, the board, etc.

Have students help you put the eggs in the correct order from lightest to heaviest using the data collected. Open each egg to show what was inside.

Discuss the results. Lead students to understand that the size of an object is different than the weight of the object. Even though the eggs were all the same size, the matter (or objects) inside made them different weights. If there is more matter inside an object (mass) it will weigh more.

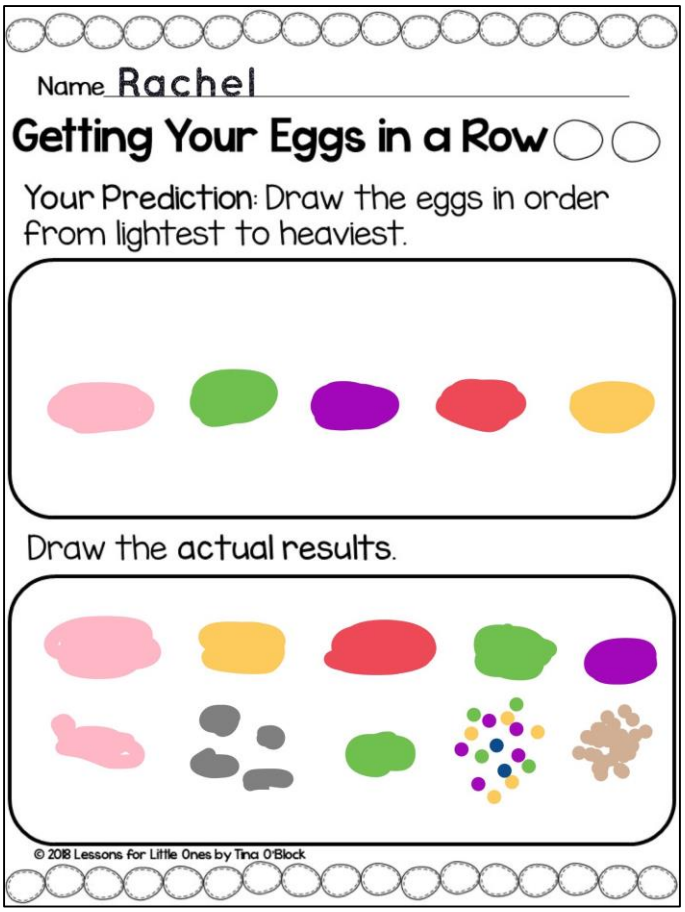
Have students draw the actual results on their recording pages. They can also write what they learned (optional, it may be easier for younger students to record what they learned in Seesaw rather than trying to write it).

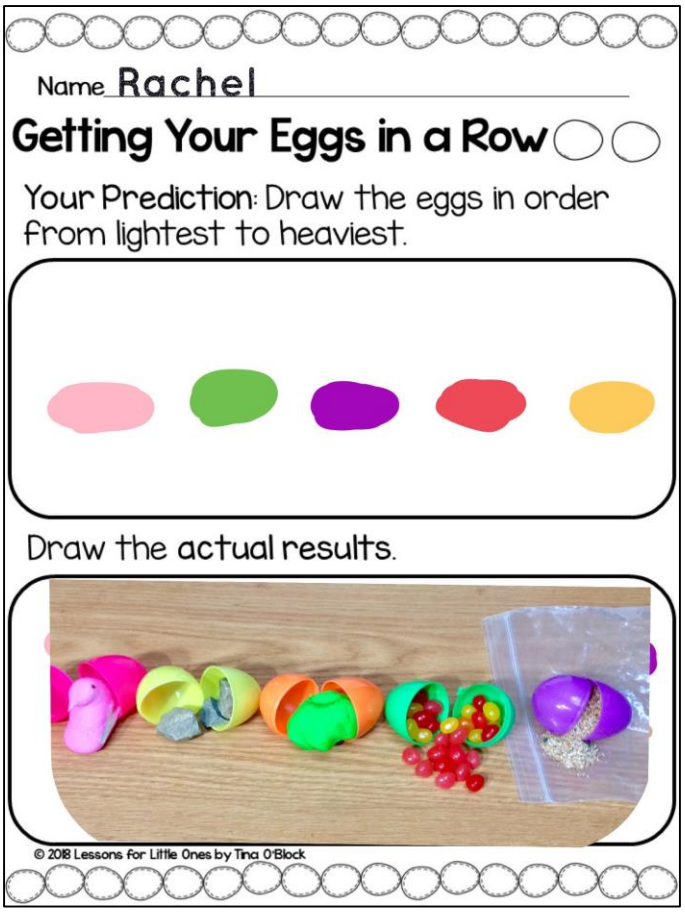


Digital Options

Pic Collage

Students can complete their recording pages using the Doodle and Text tools. Another option is to have students insert an actual photo of the results.

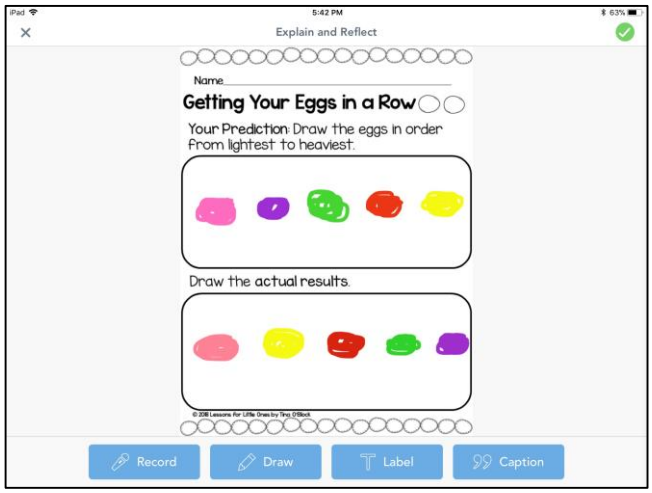


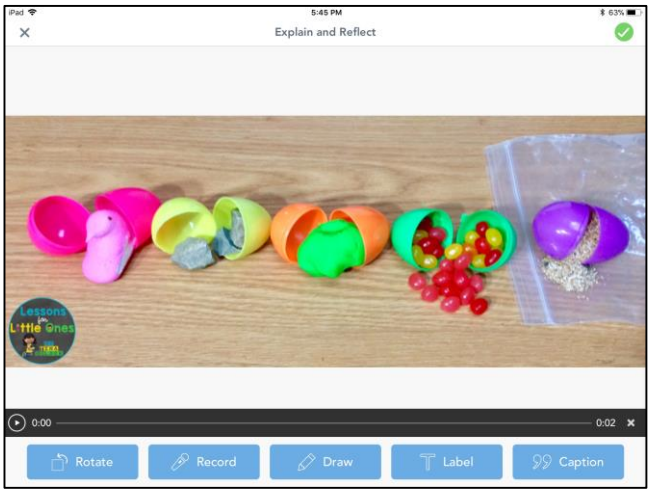


Seesaw

Option 1: Assign the recording page as an Activity. Students can complete the page using the Draw tool. Optional: Students can use the Record tool to explain the results and what they learned.

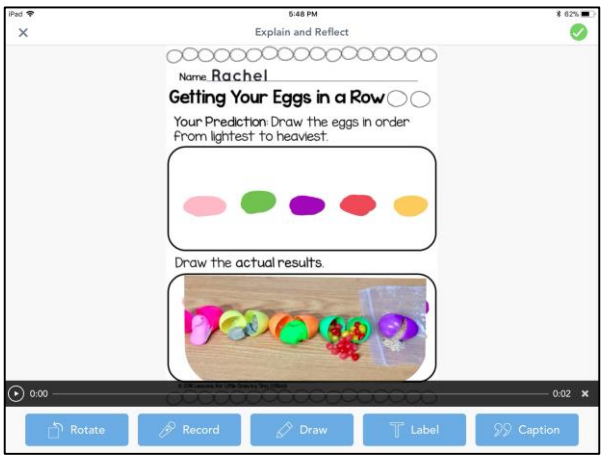
Option 2: Students can upload an actual photo of the results and use the Record Tool to explain the results and what they learned.





App Smash

Students complete the recording page in Pic Collage, save it, and upload it to their journals in Seesaw. They can then use the Record tool to explain the results and what they learned about weight.



Name _____

Getting Your Eggs in a Row

Your Prediction: Draw the eggs in order from lightest to heaviest.

Draw the **actual results**.

Egg Roll Races

Materials Needed:
Plastic Easter eggs
Cardboard pieces for ramps
Objects or pieces of furniture of various heights on which to set the ramps such as boxes, crates, books, table, chairs, blocks, etc.
Egg Roll Races recording page (page 31)

In this activity students will manipulate ramps to discover which angle makes a plastic egg roll to the bottom the quickest.

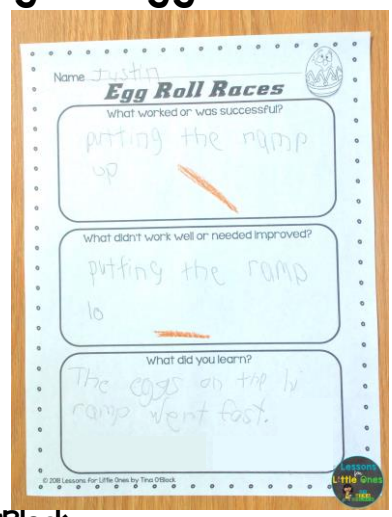
To prepare this activity cut ramps from cardboard. Fold up the edges to prevent the egg from rolling off the sides.

Give groups of students 2 ramps and several plastic eggs.
Allow students to position the ramps at various angles to determine which angle makes the egg roll the fastest.

Students place an egg at the top of each ramp and let go of each of them at the same time to see which egg reaches the bottom first. They should discover that the steeper or higher the angle of the ramp, the faster the egg will roll.

The Science Behind It:
Gravity helps pull the eggs down towards the floor. The ramps with the lower (smaller) angles help to slow gravity down. Gravity is the force of attraction between the egg and the earth.

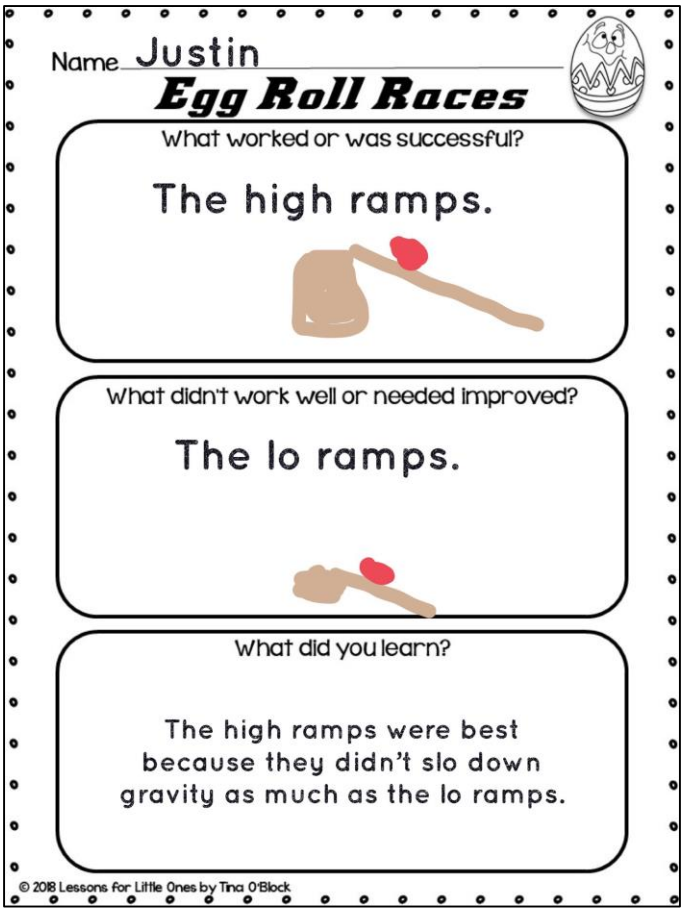
After the experiment students can reflect on their results and what they learned by completing the Egg Roll Races recording page.

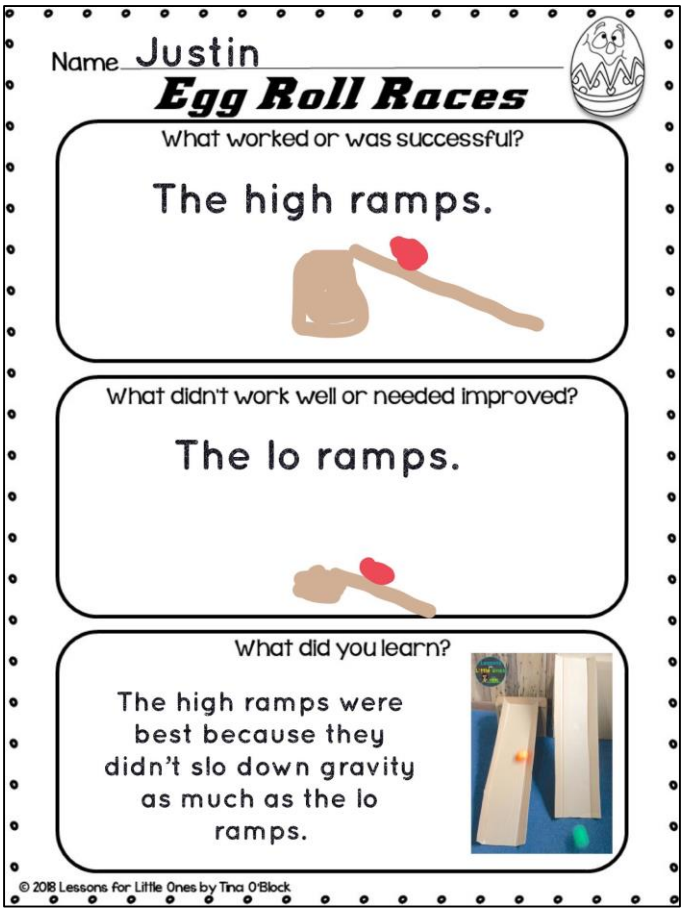


Digital Options

Pic Collage

Students can complete their recording pages using the Doodle and Text tools. Another option is to have students insert actual photos of their results.

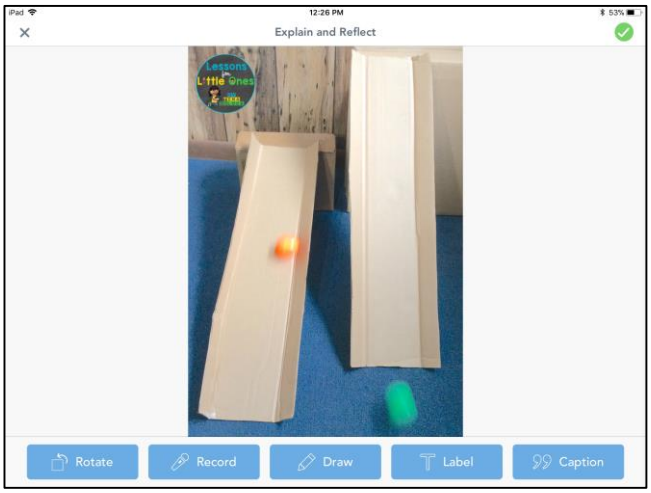




Seesaw

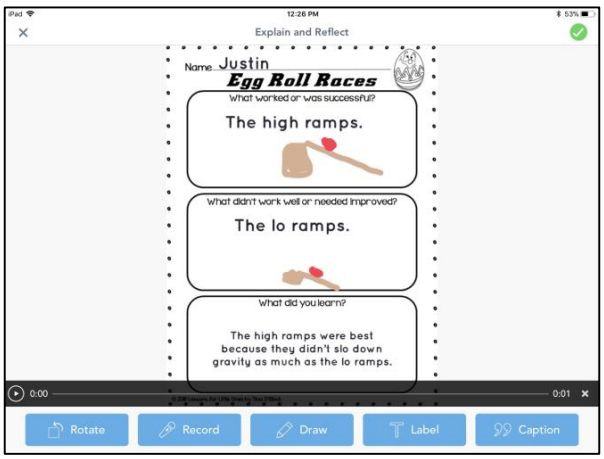
Option 1: Assign the recording page as an Activity. Students can complete the page using the Draw tool. Optional: Students can use the Record tool to explain the results and what they learned.

Option 2: Students can upload an actual photo of the results and use the Record Tool to explain the results and what they learned.



App Smash

Students complete the recording page in Pic Collage, save it, and upload it to their journals in Seesaw. They can then use the Record tool to explain the results and what they learned.



Name _____

Egg Roll Races

What worked or was successful?

What didn't work well or needed improved?

What did you learn?

Explosive Egg Dyeing Experiment

This is a very fun and explosive way to dye Easter eggs! It can be done as a science experiment with students or as an exciting egg decorating activity.

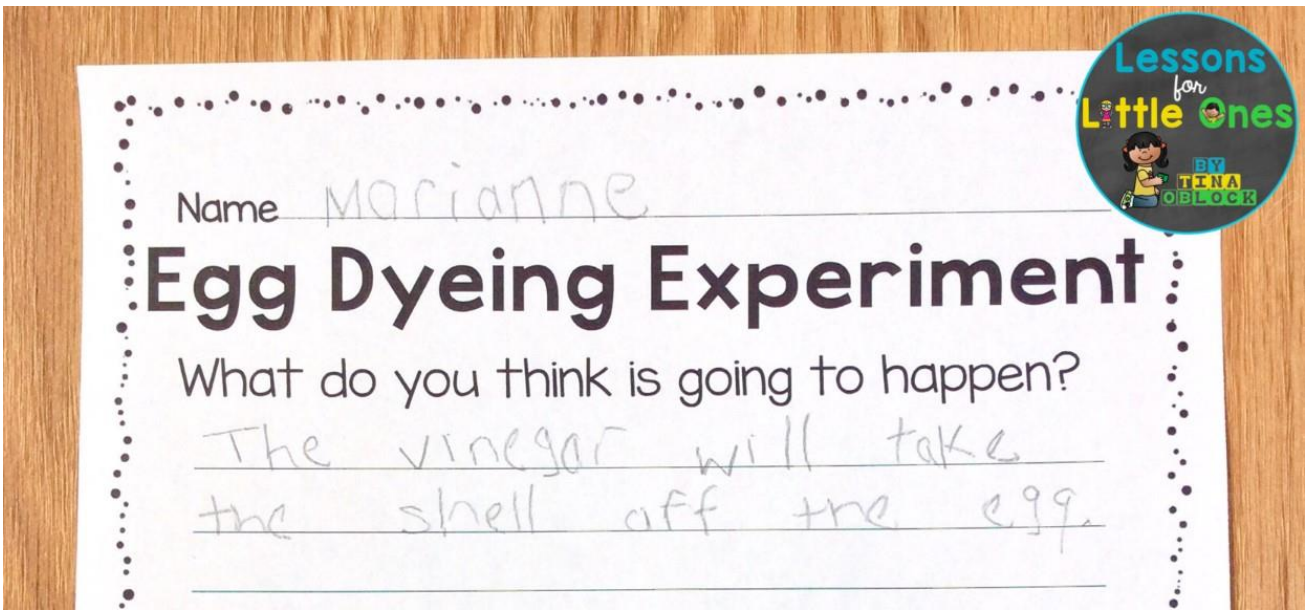
You will need:
baking soda
vinegar
a container for each color
Kool-Aid packets
hard boiled eggs
Egg Dyeing Experiment Page (page 37)

Cover the bottom of a container with baking soda.

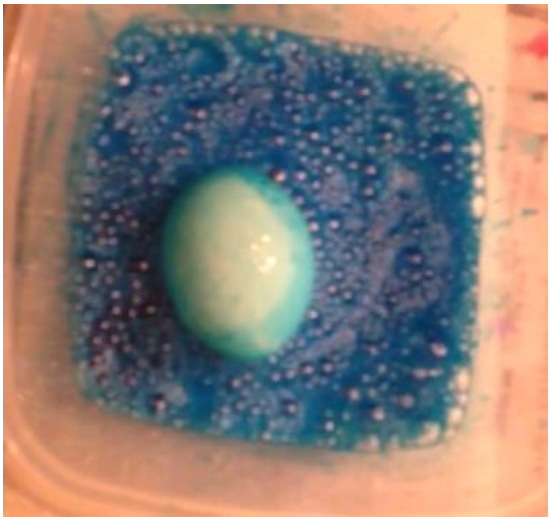
Add a packet of Kool-Aid to the baking soda and mix well. You can also use powder tempera paint in place of the Kool-Aid however the paint makes the eggs toxic and they should NOT be eaten. I prefer to use the Kool-Aid instead because it is safer and it colored the eggs just as well.

Place an egg in the center of the baking soda and Kool-Aid mixture.

Have students predict what they think is going to happen when you pour the vinegar on the egg and write it on their recording pages.



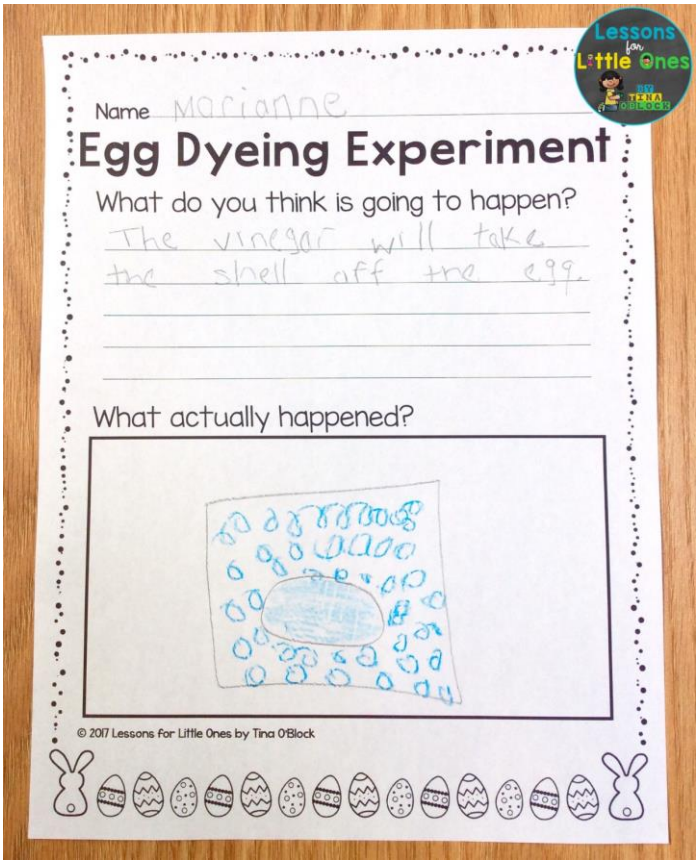
Pour vinegar over the mixture and watch what happens!
You can watch a YouTube video of the reaction here.



The Science Behind It:

The vinegar (acid) reacts with the baking soda (base) causing carbon dioxide bubbles. As the carbon dioxide bubbles rise up they bring some of the mixture with them causing it to "explode" or "erupt" and color the egg.

Have students draw or write what actually happened on their recording pages.



Digital Options

Pic Collage

Students can use the Text tool to record their predictions. Students can use the Photos tool to insert an actual photo of the reaction along with text using the Text tool.

Name Marianne

Egg Dyeing Experiment

What do you think is going to happen?

The vinegar will break the shell of the egg.

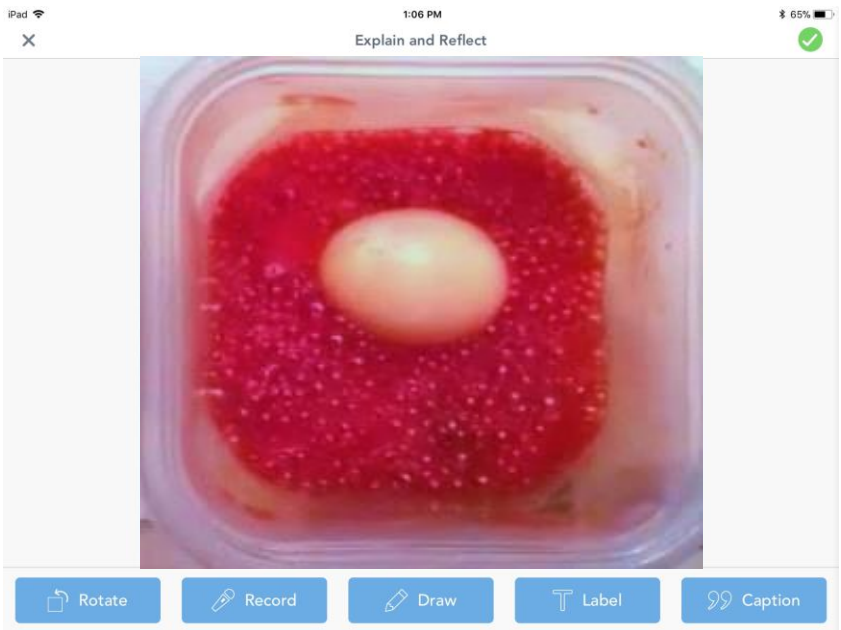
What actually happened?

The acid and base made bubbles that dyed the egg.

Seesaw

Option 1: Assign the recording page as an activity. Students can use the Label and Draw tools to complete the page and the Record tool to further explain their thinking, the results, and what they learned.

Option 2: Students can add a photo or photos to their journals and use the Record tool to say their predictions and explain the actual results.



Name _____

Egg Dyeing Experiment

What do you think is going to happen?

_____

_____

_____

_____

_____

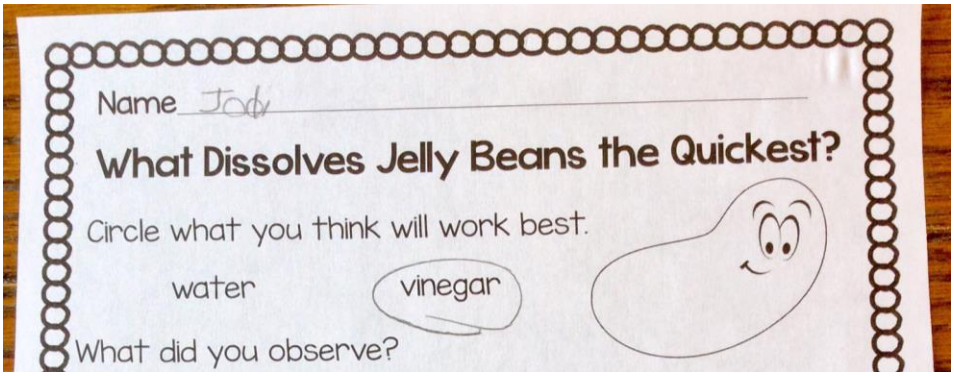
What actually happened?

There are three variations of this experiment from which to choose.

What Dissolves Jelly Beans the Quickest? Experiment - I

Materials Needed:
Jelly Beans
2 clear bowls or glasses
Warm water
Vinegar
Labels or paper and marker
What Dissolves Jelly Beans the Quickest? recording page (page 43)

Before beginning the experiment have students hypothesize which solution they think will dissolve the jelly beans the quickest (water or vinegar) and circle their predictions on their recording pages.



Place the same amount of warm water & vinegar in each bowl and place labels by each bowl. Place jelly beans in each bowl at the same time. I suggest using the same color jelly beans to make observations easier (the coloring from the jelly beans dissolves in the liquid).

The jelly beans in the water will begin to dissolve quickly. The warmer the water the faster they will dissolve so if you are limited on time make the water hot.

Continue to observe the jelly beans and discuss the results.

The warm water turned red faster because it was dissolving the jelly beans quicker.

We saw the sugar coating come off and float to the top of the warm water first.

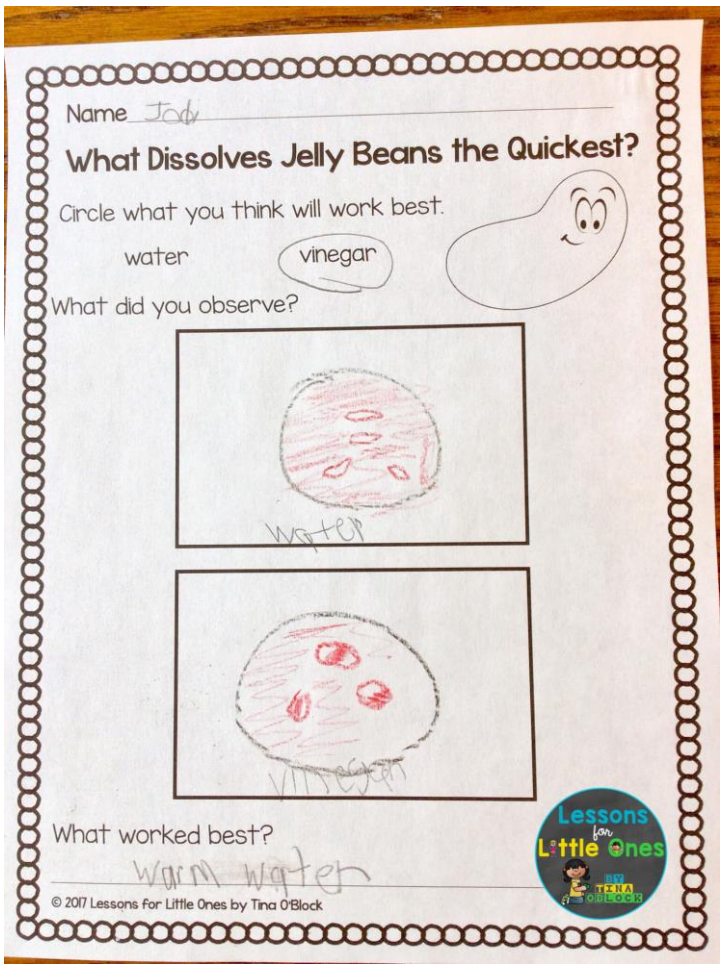
The warm water dissolved all the coating off of the jelly beans faster than the vinegar.

The Science Behind It:

Water molecules have powerful magnetic properties that break apart the bonds that hold sugar molecules together. They can actually insert themselves between the sugar molecules which is why the sugar (jelly beans) breaks apart.

The heat in the warm water makes the molecules move faster so the water molecules are able to break up the sugar (jelly bean) molecules at a faster rate.

Students can draw the results on their recording pages and record what worked best.

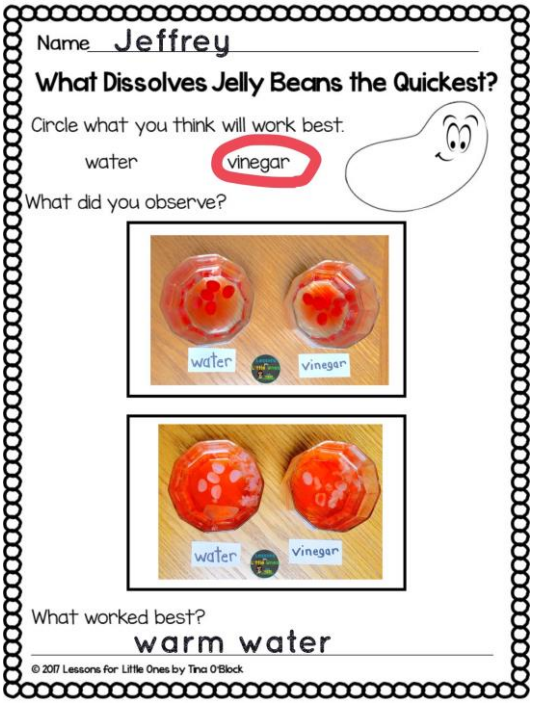


***The Jelly Beans Rainbow Experiment on page 57 is another option for testing whether warm water and vinegar dissolves jelly beans the quickest. ***

Digital Options

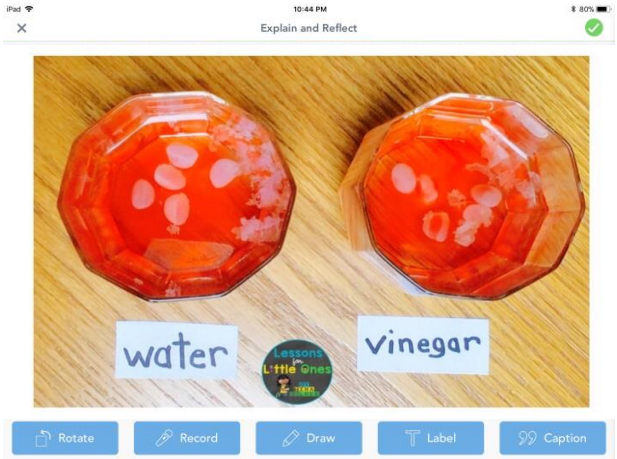
Pic Collage

Students can use the Doodle tool to circle their predictions, the Photos tool to insert actual photos of the experiment, and the Text tool to record what worked best.



Seesaw

Students can add an actual photo from the experiment to their journals and use the Record tool to explain the results and what they learned and/or they can use the Label or Caption tools to write the results.



App Smash

Students can complete the recording page in Pic Collage, save it to their Seesaw journals, and use the Record tool to explain the results and what they learned.

Name_____

What Dissolves Jelly Beans the Quickest?

Circle what you think will work best.

water vinegar

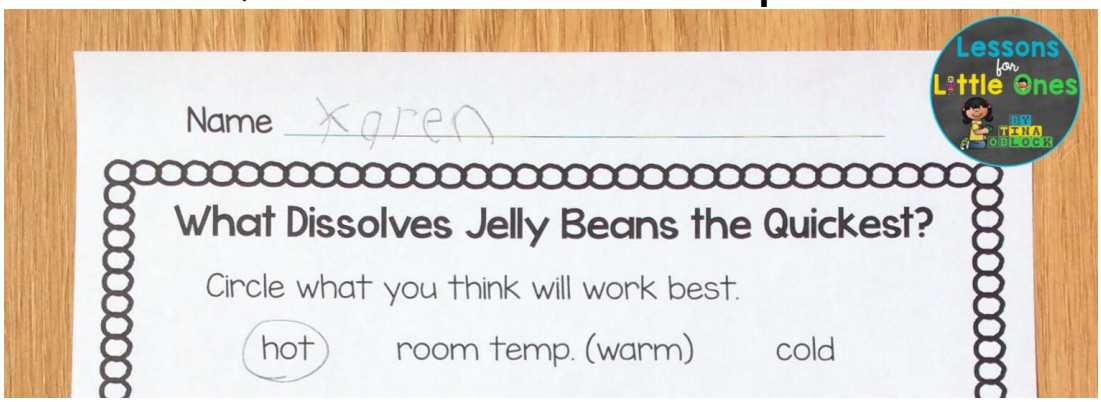
What did you observe?

What worked best?

What Dissolves Jelly Beans the Quickest? Experiment - 2

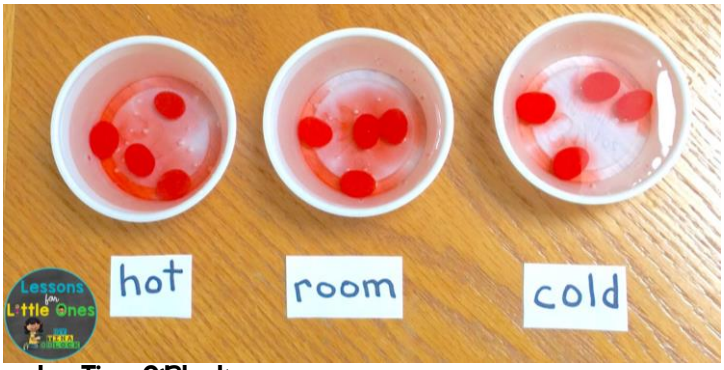
Materials Needed:
Jelly Beans
3 clear bowls or glasses
Hot, room temperature, and cold water
Labels or paper and marker
What Dissolves Jelly Beans the Quickest? recording page (page 49)

Before beginning the experiment have students hypothesize which water they think will dissolve the jelly beans the quickest (hot, room temperature-warm, or cold) and record their predictions.



Place the same amount of hot, warm, and cold water in each bowl and place labels by each bowl. Place jelly beans in each bowl at the same time.

The jelly beans in the hot water will begin to dissolve very quickly. The color coating will dissolve into the water first followed by the warm room temperature water and cold water.



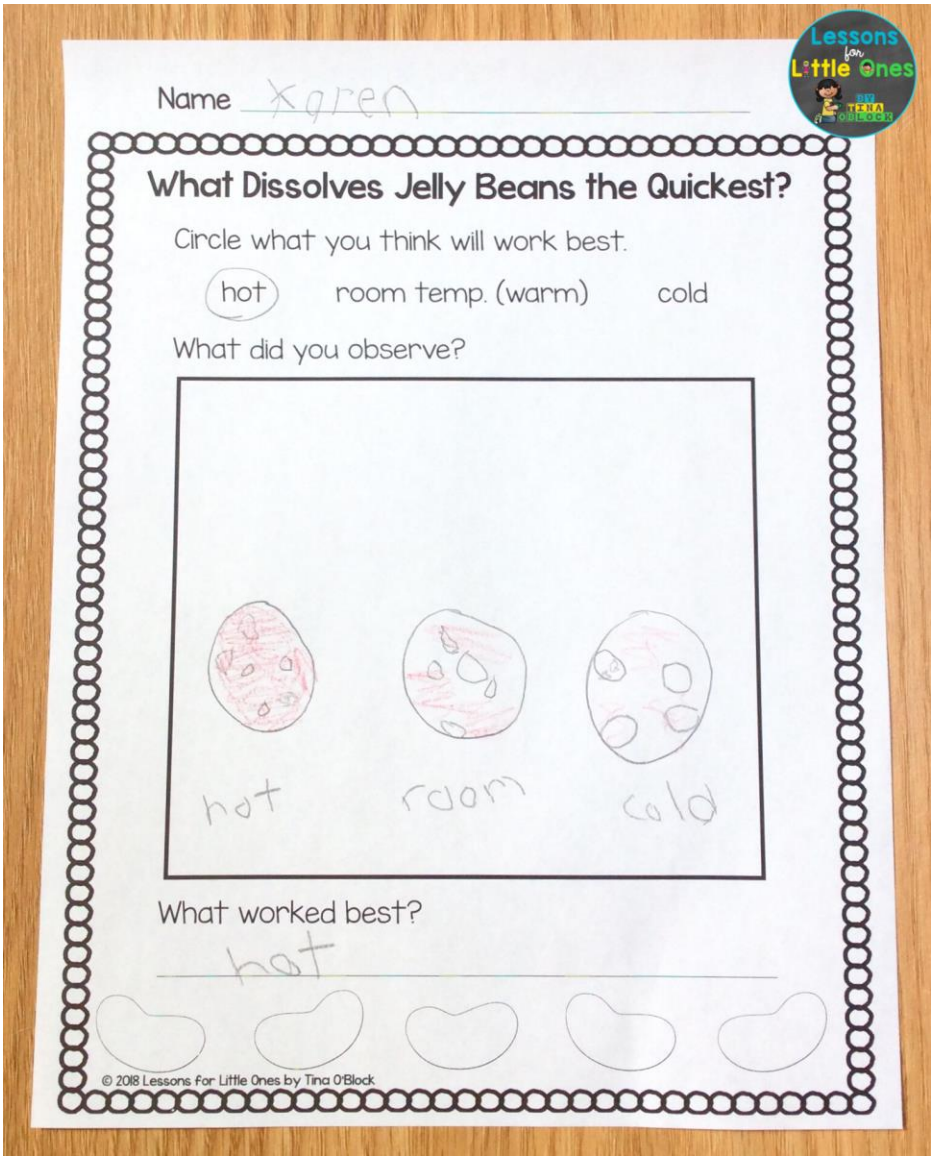
Continue to observe the jelly beans and discuss the results. We observed the color coating dissolving into the water and also floating to the surface of the hot water first followed by the warm then cold.

The Science Behind It:

Water molecules have powerful magnetic properties that break apart the bonds that hold sugar molecules together. They can actually insert themselves between the sugar molecules which is why the sugar (jelly bean) breaks apart.

The heat in the hot water makes the molecules move faster so the water molecules are able to break up the sugar (jelly bean) molecules at a faster rate.

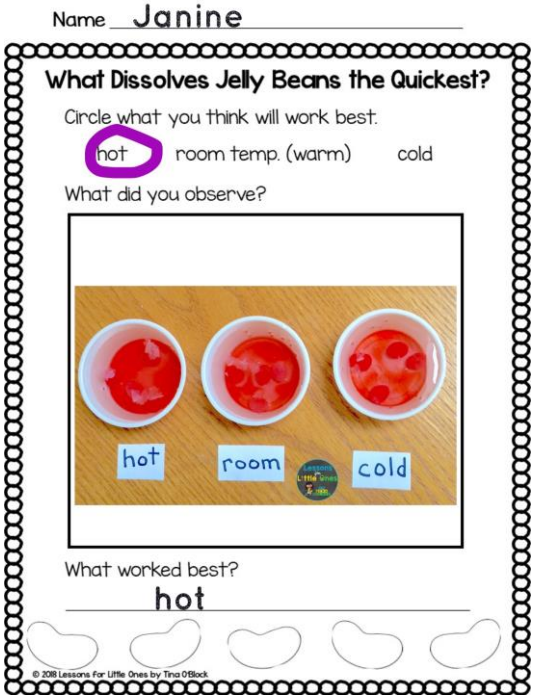
Students can draw the results on their recording pages and write what worked best.



Digital Options

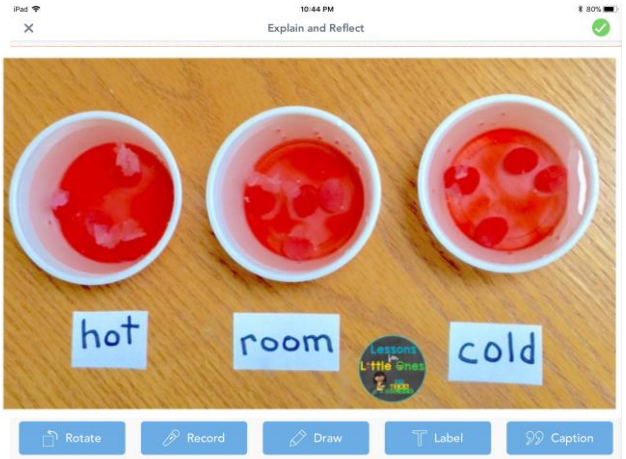
Pic Collage

Students can use the Doodle tool to circle their predictions, the Photos tool to insert actual photos of the experiment, and the Text tool to record what worked best.



Seesaw

Students can add an actual photo from the experiment to their journals and use the Record tool to explain the results and what they learned and/or they can use the Label or Caption tools to write the results.



App Smash

Students can complete the recording page in Pic Collage, save it to their Seesaw journals, and use the Record tool to explain the results and what they learned.

Name _____

What Dissolves Jelly Beans the Quickest?

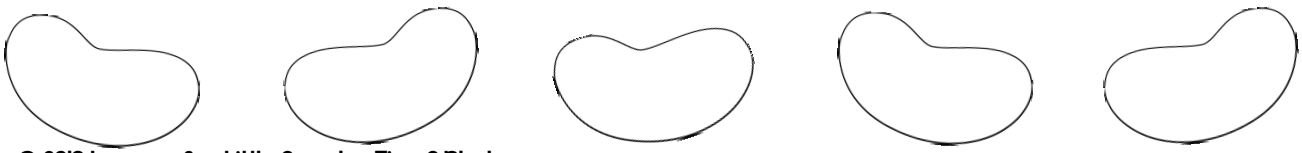
Circle what you think will work best.

hot room temp. (warm) cold

What did you observe?

What worked best?

_____

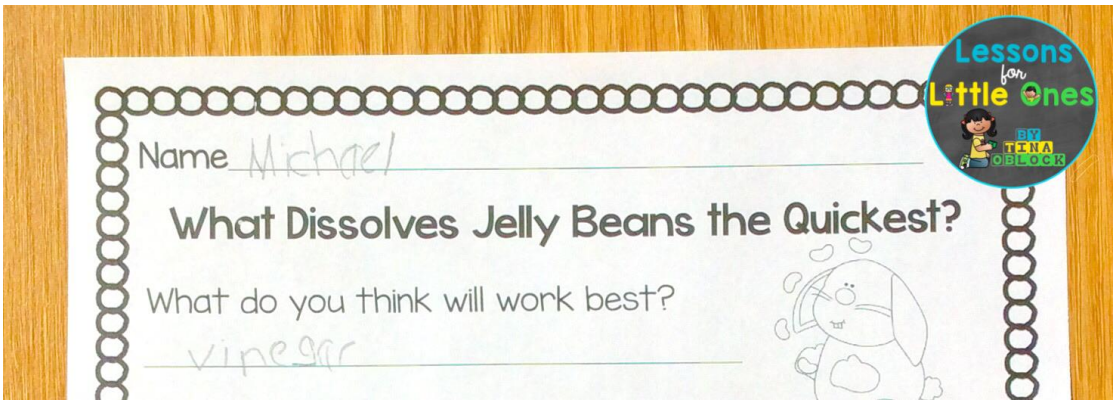


What Dissolves Jelly Beans the Quickest? Experiment - 3

Materials Needed:
Jelly Beans
4 Clear glasses or containers
Hot water
Vinegar
Salt Water (1 Tbsp. salt added to 1 cup water)
Oil
Labels
Paper towels
What Dissolves Jelly Beans the Quickest? recording page (page 56)

This is an extension activity of the previous experiment where students learned that hot water dissolved jelly beans best when only comparing water. Now they test whether hot water will still dissolve the jelly beans the quickest compared to other liquids (the additional 3 liquids used can be adjusted to what you have on hand or what students wish to test).

Prior to beginning the experiment, explain to students that you are going to test which liquid will dissolve jelly beans the quickest. Show them the liquids and have them predict which liquid they think will work best and record it on their recording pages.



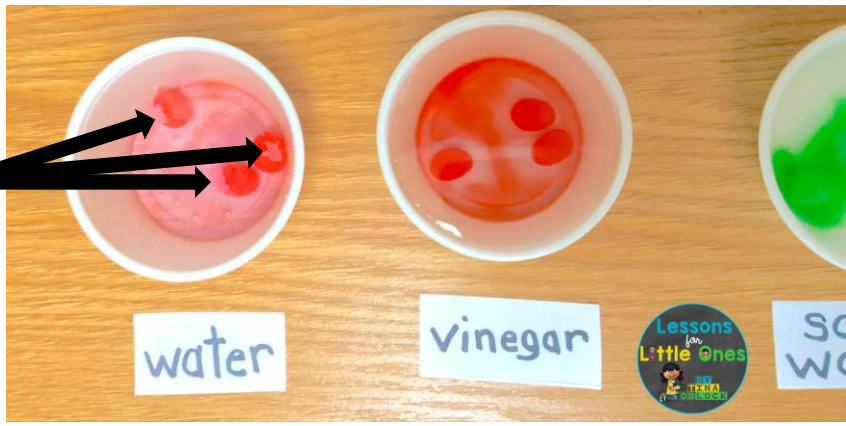
Fill each glass or container with equal amounts of the 4 liquids. Label each container.

Drop the same number of jelly beans in each container at the same time.

Observe the jelly beans. You should see a difference in the hot water pretty quickly. You can set a timer and observe for a certain period of time or make some observations and then come back to the experiment later in the day.

Initial Observations:

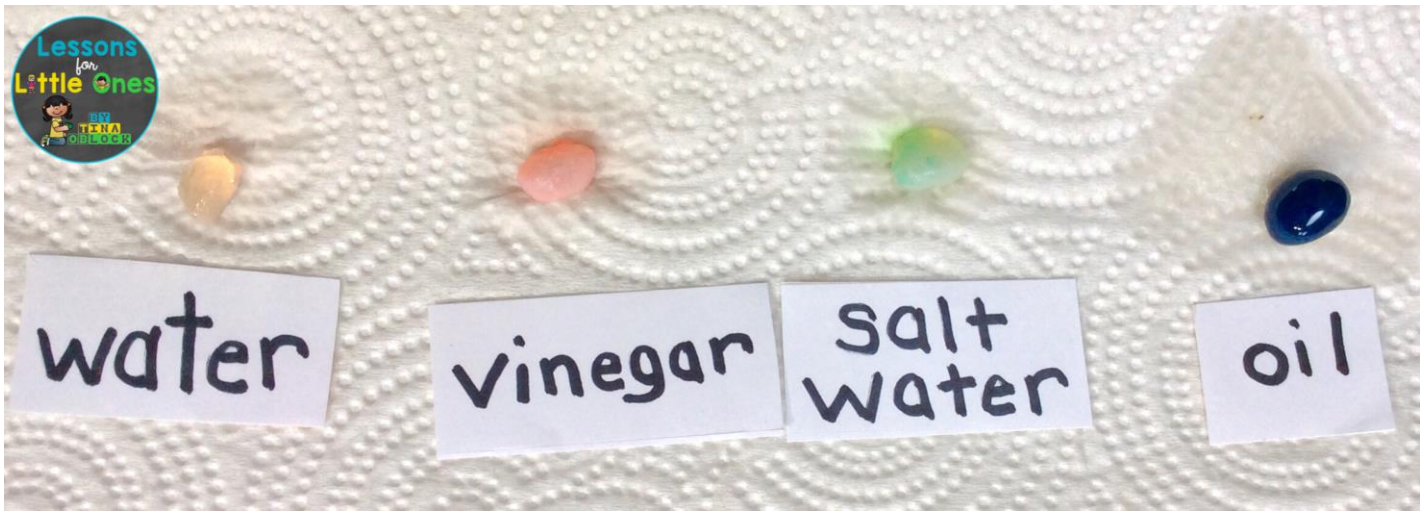
We saw the sugar coating come off and float to the top of the hot water first.



Students discussed which jelly beans "lost" their colors first, whether the color of the jelly beans made any difference, what happened when we stirred them around a little, which glasses had "stuff" floating in them.

After a few hours:

You can remove the jelly beans and place them on paper towels for closer observations. My students also touched them and observed that the ones in the hot water were "squishier" (more dissolved) than the others and had no coating left on them. The vinegar jelly beans had a little coating left as did the salt water ones. The ones in the oil had all of the coating left and didn't dissolve much at all.



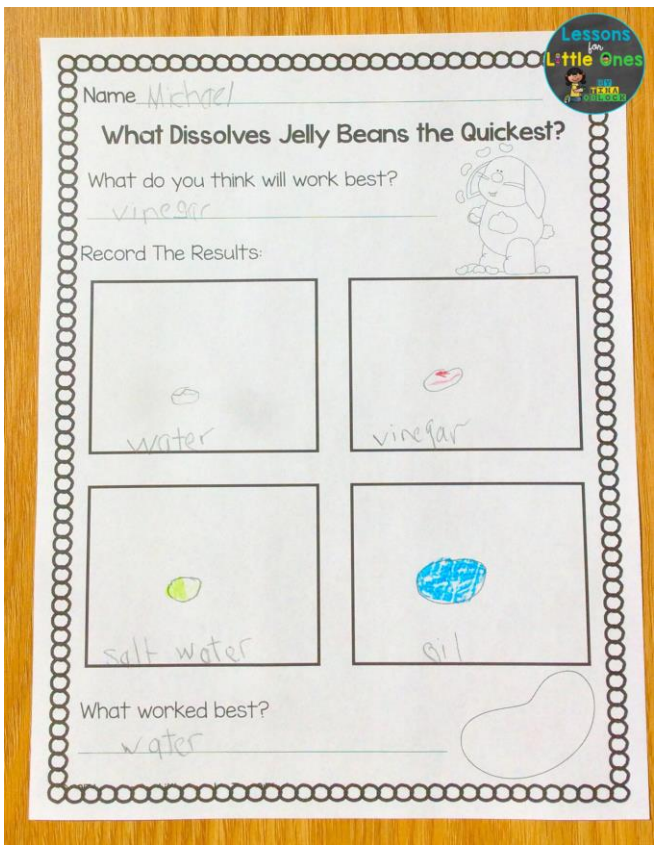
The Science Behind It:

This experiment tests solubility - how well something can dissolve something else.

Water is a universal solvent. It worked the best because water molecules have powerful magnetic properties that break apart the bonds that hold sugar molecules together. They can actually insert themselves between the sugar molecules which is why the sugar (jelly bean) breaks apart. The heat in the hot water makes the molecules move faster so the water molecules are able to break up the sugar (jelly bean) molecules at a faster rate.

The molecules in the other liquids (especially the oil) are very different than water molecules and don't attract the sugar molecules as well.

Have students record the results on their recording pages and write which liquid worked best on the bottom.



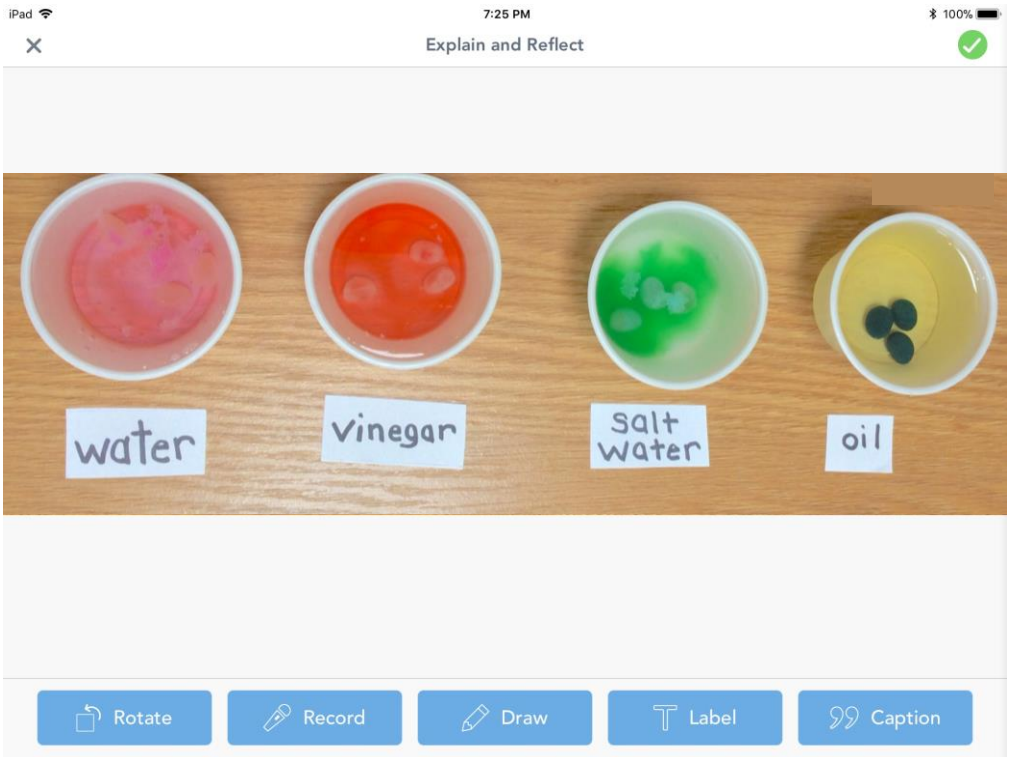
Digital Options

Pic Collage

Students can use the Text tool to record their predictions and the results of which liquid worked best. They can insert actual photos of the experiment results in the boxes using the Photos tool.

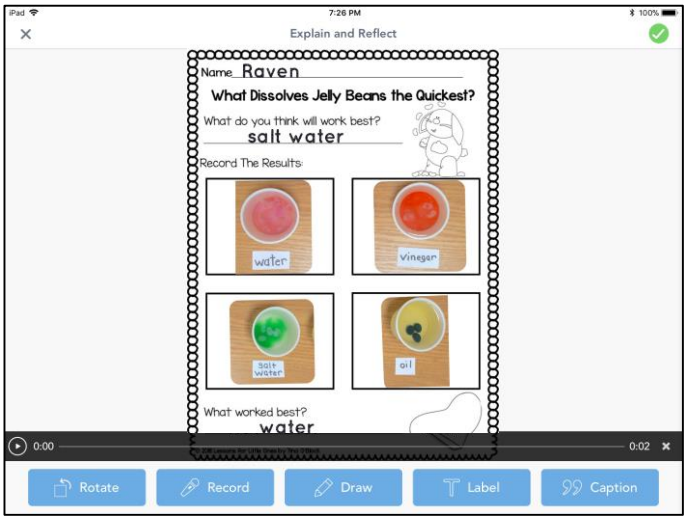
Seesaw

Students can add a photo of the experiment to their journals and use the Record tool to explain the results and/or label the results with the Label tool.



App Smash

Students can complete the recording page in Pic Collage, save it to their Seesaw journals, and use the Record tool to explain the results and what they learned.



Name_____

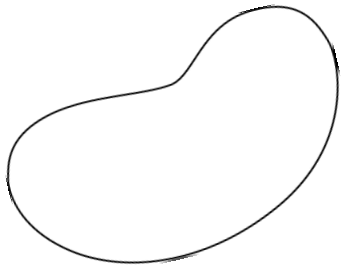
What Dissolves Jelly Beans the Quickest?

What do you think will work best?

_____

Record The Results:

What worked best?



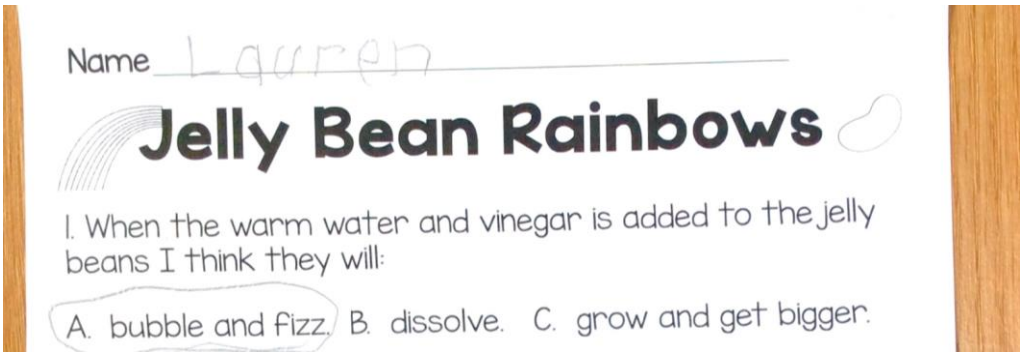
_____

Jelly Bean Rainbows Experiment

Materials Needed:
Jelly Beans
2 white dishes or bowls
Warm water
Vinegar
Stopwatch
Jelly Bean Rainbows recording page (page 63)

Make a circle out of the jelly beans in each white dish or bowl. You can do patterns and have students help you place the jelly beans in the bowls in the correct order.

Explain to students that you are going to add warm water to one bowl and vinegar to the other bowl. Before adding the warm water and vinegar have students hypothesize what they think will happen when they are added to the jelly beans and circle their responses on their recording pages.

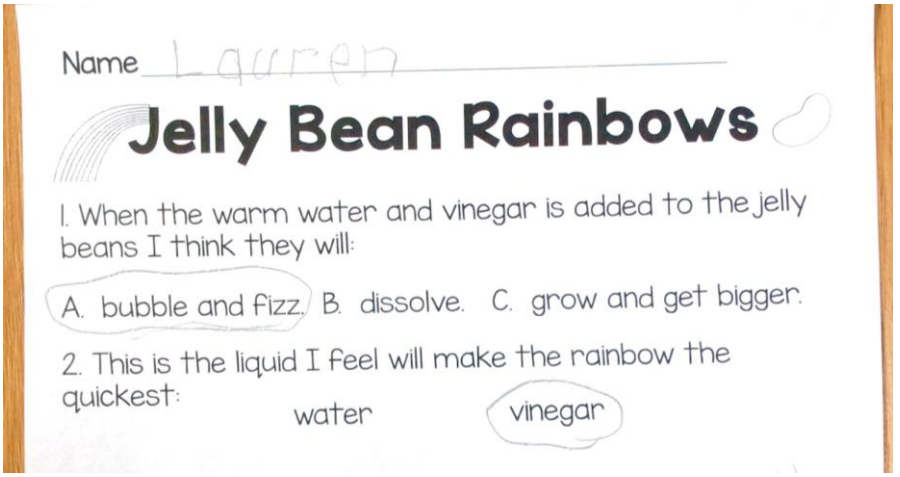

Name Lauren

Jelly Bean Rainbows

1. When the warm water and vinegar is added to the jelly beans I think they will:

A. bubble and fizz. B. dissolve. C. grow and get bigger.

Explain to students that you are going to test which liquid reacts with the jelly beans the quickest by timing them with a stopwatch. Before beginning, have students predict which liquid they feel will react with the jelly beans the fastest and record their predictions on their pages.



Name Lauren

Jelly Bean Rainbows

1. When the warm water and vinegar is added to the jelly beans I think they will:

A. bubble and fizz. B. dissolve. C. grow and get bigger.

2. This is the liquid I feel will make the rainbow the quickest:

water vinegar

Do the experiments one at a time and time each one with the stopwatch.

SLOWLY pour the warm water down the side of the dish or bowl so that the jelly beans do not move when the water comes in contact with them. You will see that once the warm water hits the jelly beans it will dissolve the candy coating causing the colors to mix with the water and make a beautiful rainbow design.

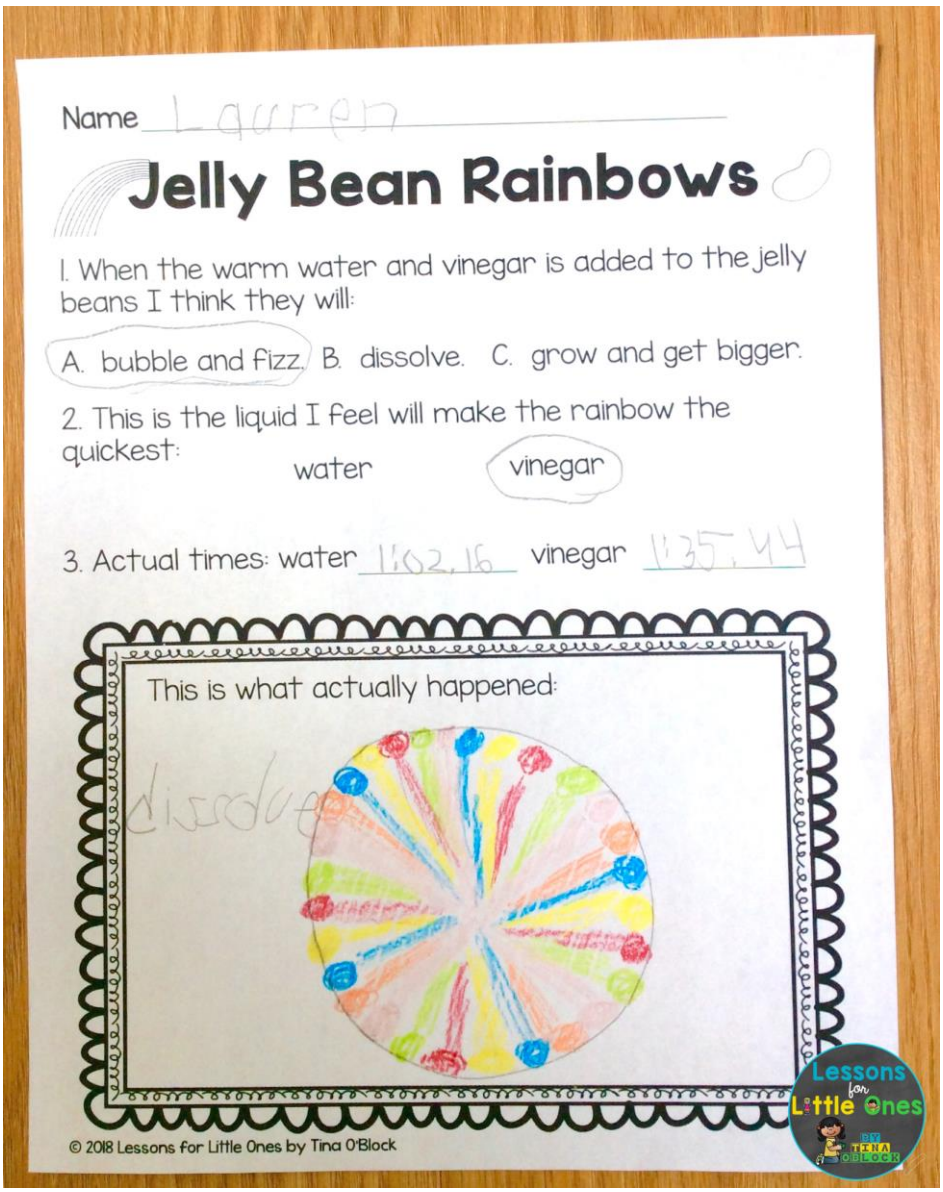
The colors will continue to dissolve and mix with the water until they all mix together. Stop the stopwatch as soon as the colors meet in the middle (the second picture). Record the time.

Do the same for the vinegar and record the time.

The Science Behind It:
In this experiment the warm water and vinegar dissolve the colored sugar coatings of the jelly beans.

Water dissolves sugar faster because water molecules have more powerful magnetic properties than vinegar that break apart the bonds that hold sugar molecules together. They can actually insert themselves between the sugar molecules which is why the sugar coating breaks apart.

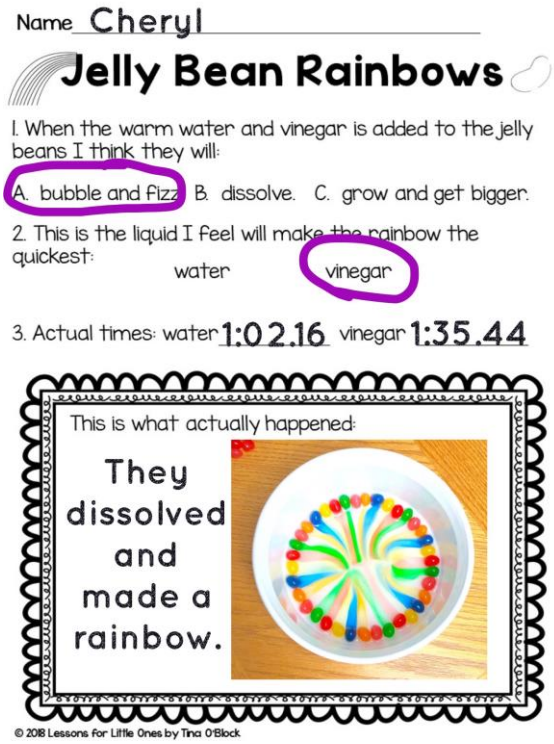
Have students record, draw and/or write the results.



Digital Options

Pic Collage

Students can use the Doodle tool to circle their predictions, the Text tool to record the times, and the Photos tool to insert actual photos of the experiment.


Name Cheryl

Jelly Bean Rainbows

1. When the warm water and vinegar is added to the jelly beans I think they will:

A. bubble and fizz B. dissolve. C. grow and get bigger.

2. This is the liquid I feel will make the rainbow the quickest:

water vinegar

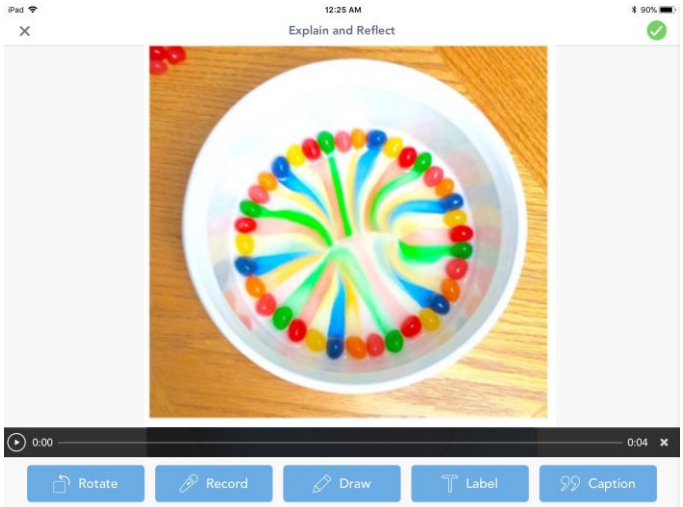
3. Actual times: water 1:02.16 vinegar 1:35.44

This is what actually happened:

They dissolved and made a rainbow.

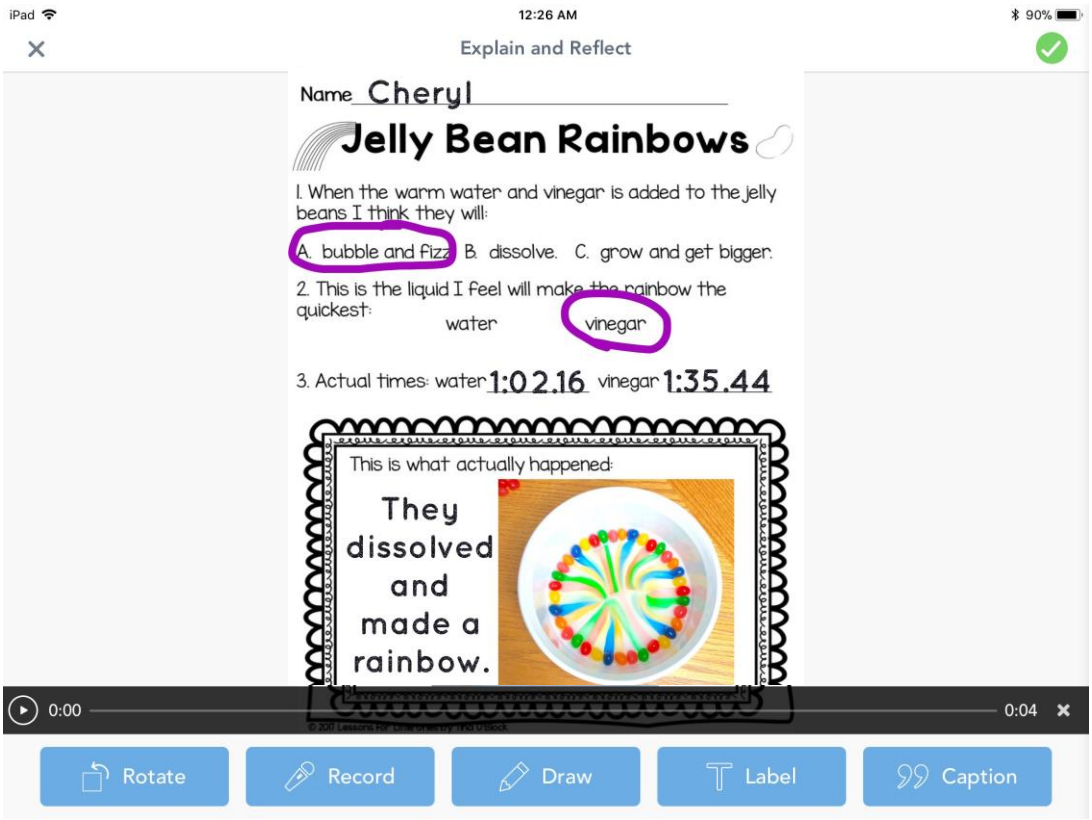
Seesaw

Students can add actual photos from the experiment to their journals and use the Record tool to explain the results and what they learned.



App Smash

Students can complete the recording page in Pic Collage, save it to their Seesaw journals, and use the Record tool to explain the results and what they learned.



Name _____

Jelly Bean Rainbows

1. When the warm water and vinegar is added to the jelly beans I think they will:

A. bubble and fizz. B. dissolve. C. grow and get bigger.

2. This is the liquid I feel will make the rainbow the quickest:

water vinegar

3. Actual times: water _____ vinegar _____

This is what actually happened:

Attractive Easter Eggs

This activity requires students to use magnetic wands (affiliate link). If you do not have magnetic wands or do not have enough for each student you can make your own from paint sticks (you can get these free from paint stores or the paint section of any store) or large craft sticks and magnets. Simply glue small magnets or magnetic tape to the paint stick or craft stick to create a magnetic wand.

Materials Needed:
Magnetic wands
Plastic Eggs
Magnetic & non-magnetic materials for inside the eggs
Easter basket (optional)
Attractive Easter Eggs recording page (page 68)

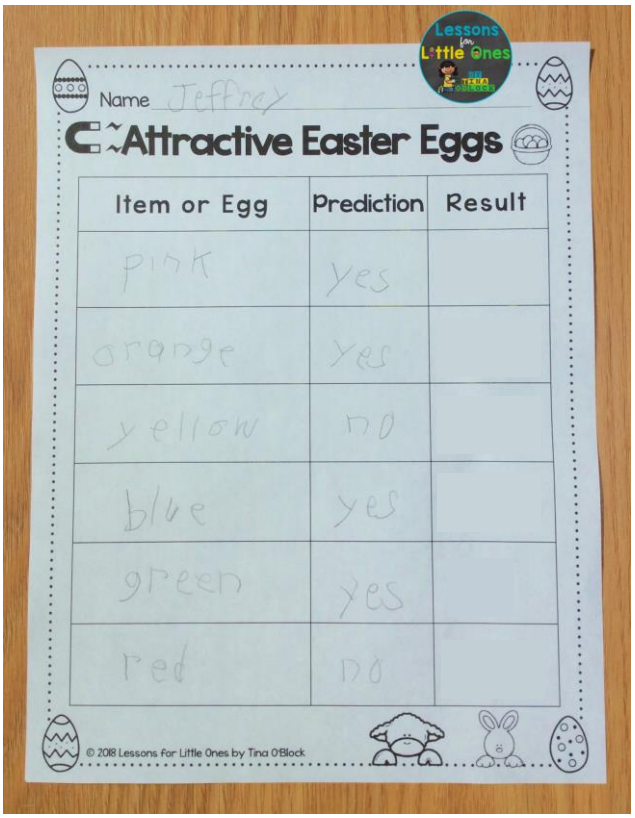
In this activity students explore magnetism. Students will also discover that a magnet will attract an iron/metal object through plastic and also how strong the attraction.

Find some magnetic and non-magnetic objects that will fit inside plastic eggs such as paper clips, jingle bells, coins, pom-poms, beads, magnetic chips or rings, etc. Be sure not to make the eggs too heavy - the eggs with the magnetic objects should be able to be lifted with the magnetic wand.

Give each student a copy of the Attractive Easter Eggs recording page.

Place the objects beside different colored eggs so the students can see what object will be in each egg.

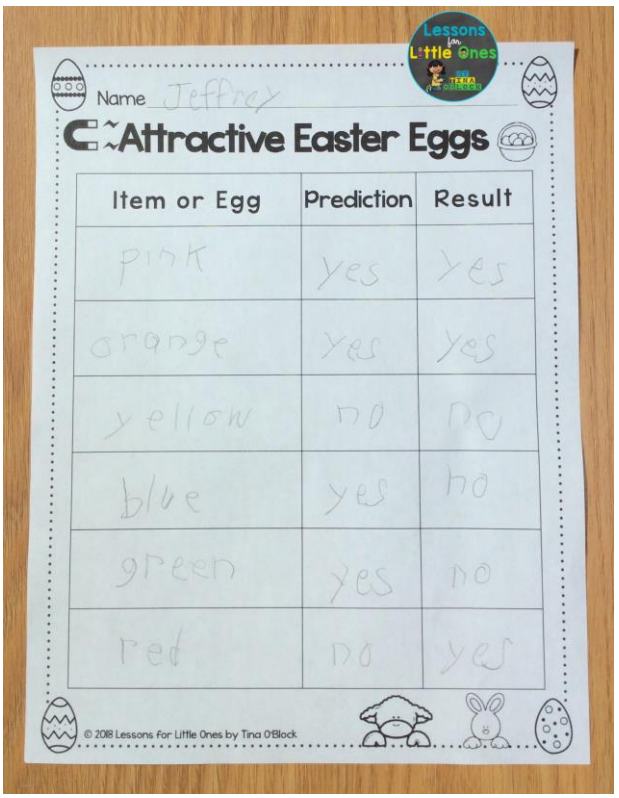
Have students predict whether they think the magnetic wand will be able to attract each item through the plastic egg and record their predictions on their pages. Younger students can simply draw the colored egg in the first column or write the color word. Older students can write the color of the egg and/or the item inside. Students write yes or no in the second column under Prediction (yes it will attract the item, no it will not).



Place the eggs in an Easter basket (optional) or in a container. Allow students to take out each egg and test it with a magnetic wand. Be sure to tell them to move the wand around the entire egg to thoroughly check whether it is attracted to the wand in case the object inside the egg has shifted.

The eggs with the magnetic objects should stick to the wand and have a strong enough attraction through the plastic to be picked up.

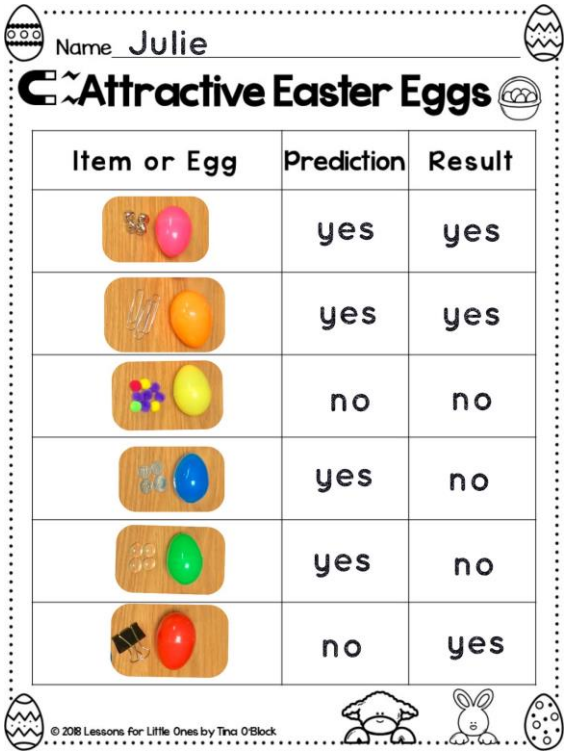
After testing each egg, students open it up to see what was inside and record the results in the last column of their recording pages.



Digital Options

Pic Collage

Students can use the Text tool to complete the page and/or the Photos tool to insert actual photos of the eggs and items.

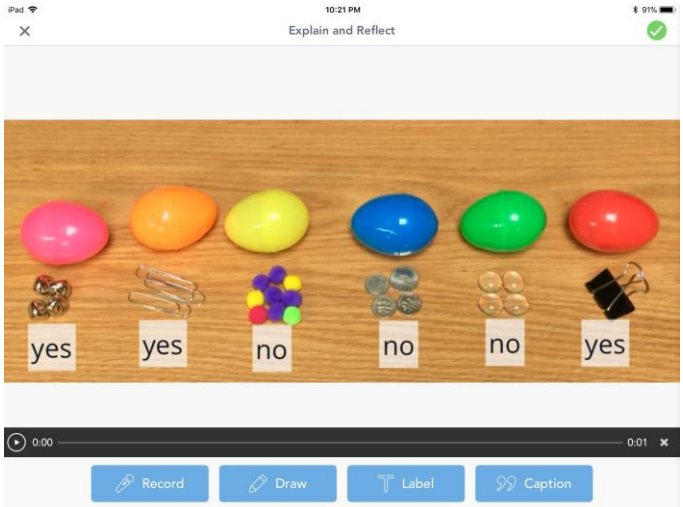

Name Julie

Attractive Easter Eggs

Item or Egg	Prediction	Result
	yes	yes
	yes	yes
	no	no
	yes	no
	yes	no
	no	yes

Seesaw

Students can add an actual photo of the eggs and items tested and use the Label tool to label the results and the Record tool to explain the what they learned.



Name _____

Attractive Easter Eggs

Item or Egg	Prediction	Result

Easter Peeps Boats STEM

In this activity students design and build Easter Peeps sailboats and then test them to see if they will float.

Materials Needed:

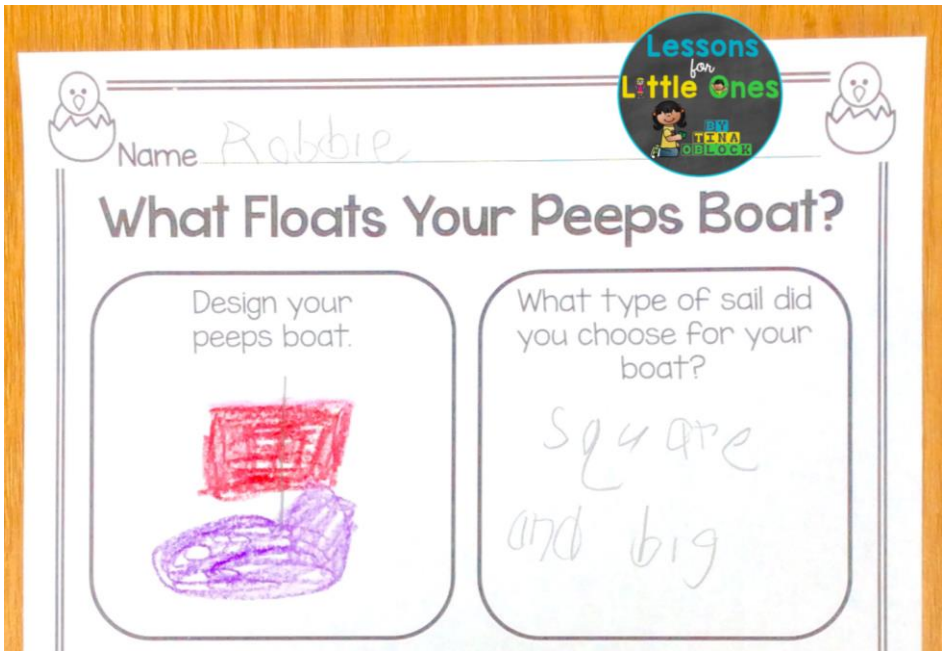
Easter Peeps
Toothpicks
Construction paper
Scissors
Crayons, stickers (optional)
Tub of water
What Floats Your Peeps Boat? Page (page 75)

You can choose to use one type of Peeps (the rabbits work best) or test out both the chicks and the rabbits or allow students to choose whether they want to use a chick or a rabbit for their boat.

You can choose to have students cut out their own sails from the paper OR if doing this activity with very young students you can choose to cut out some sails for them. Cut sails of different sizes and shapes.

You will also need a tub or container of water in which students can sail their Easter Peeps boats.

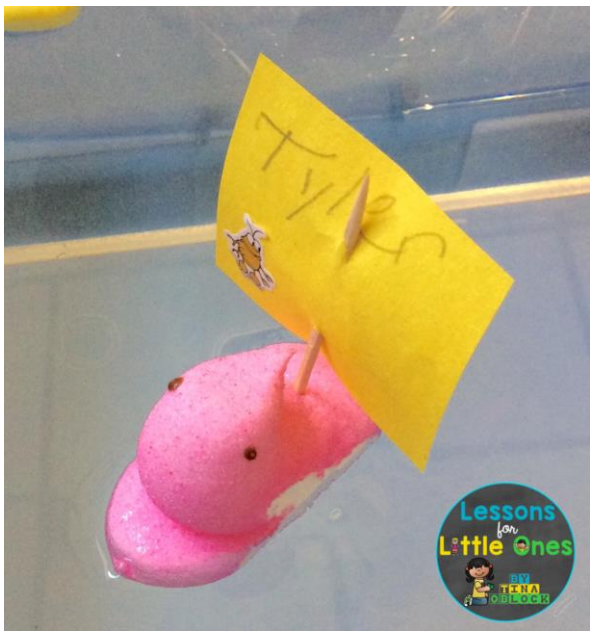
Students first decide what type of sail and Peep (if giving them a choice) they want to make and draw it in the first 2 boxes of the page. You can choose to have them draw or write something on their sails if you wish. I suggest students should at least put their name on the sail so that you can tell the boats apart (I had small stickers on hand that students used as decorations).

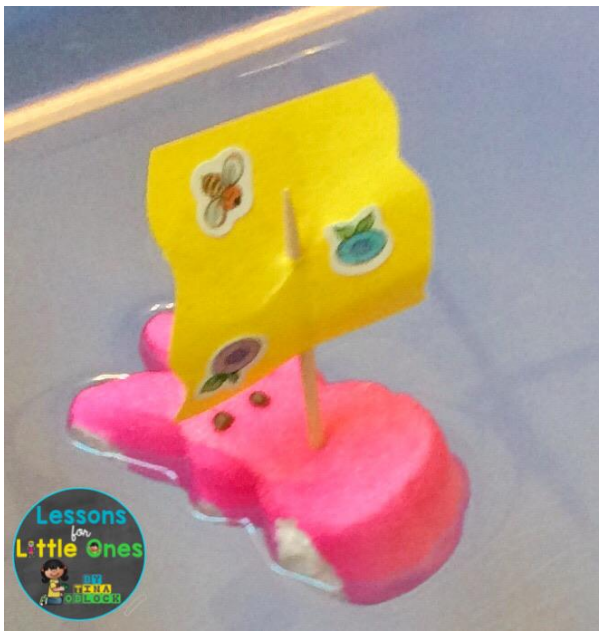


After drawing and designing their boats and sails, students can begin to build their Easter Peeps boats.

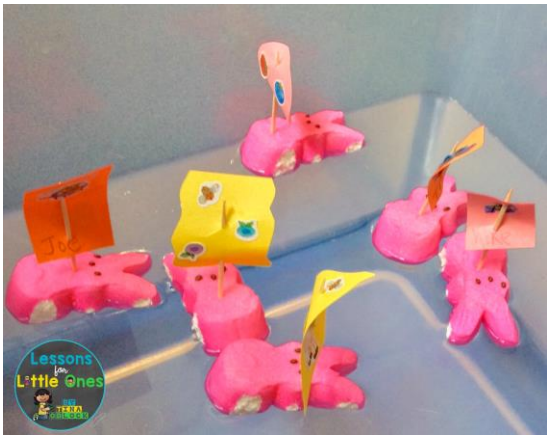
Students cut out and design their sails from the construction paper and decorate them.

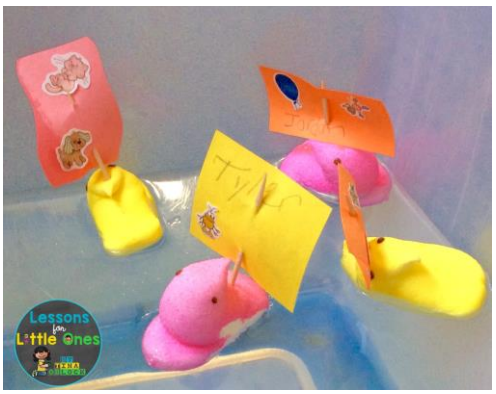
Students use a toothpick to attach their sail to the Peeps bottom of their choice to create their Easter Peeps boat.



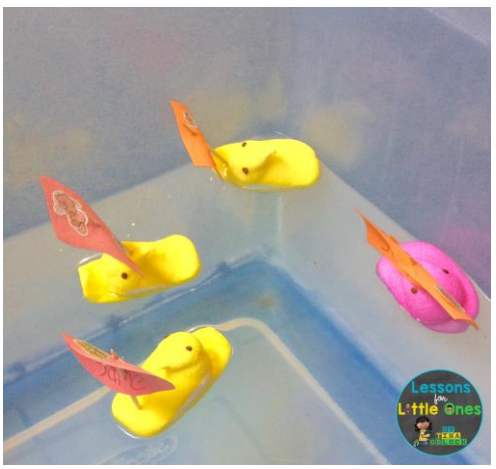


Allow students to place their Peeps boats in the water to see if they will float. Students observe the boats and draw conclusions about the various boat bottoms and sails used. You can allow them to blow their boats to see which sails make the boats faster.

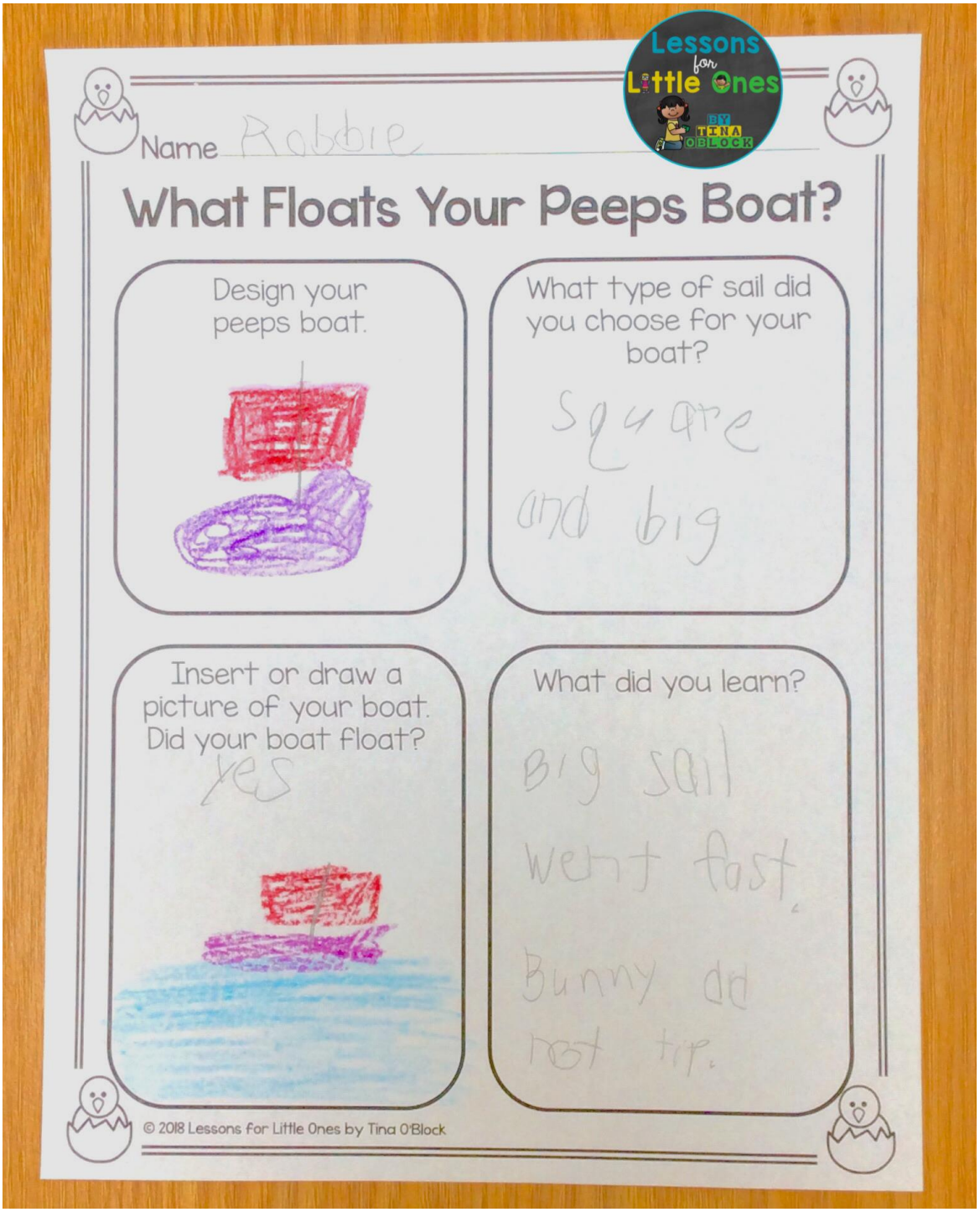




Students may discover that the chick Peeps are more top heavy than the rabbits and tip over.



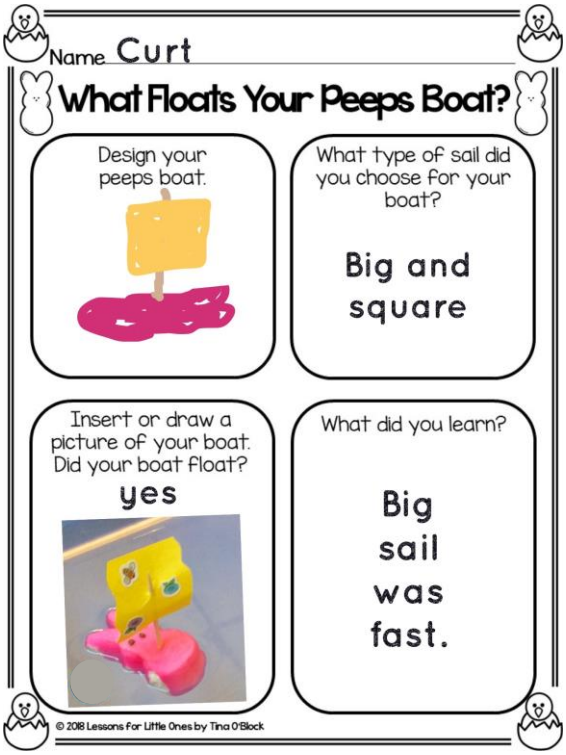
After the observation and testing of the boats, have students finish their pages by first drawing a picture of their boats in the water and then writing what they learned through their observations.



Digital Options

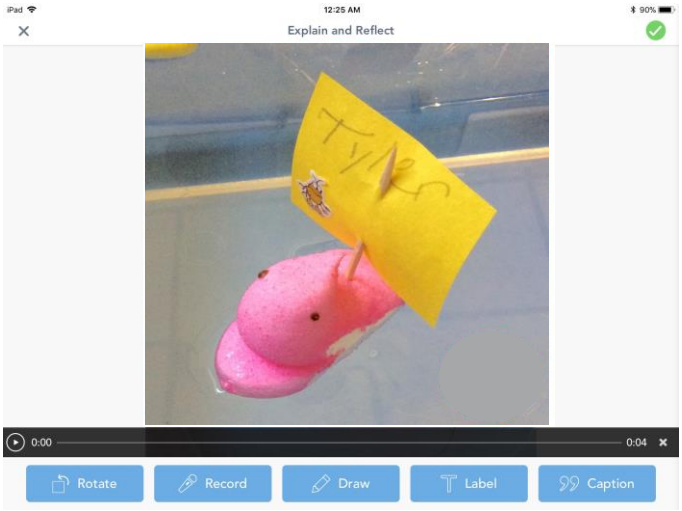
Pic Collage

Students can use the Doodle and Text tools to complete the page and the Photos tool to insert actual photos of their boats in the water.



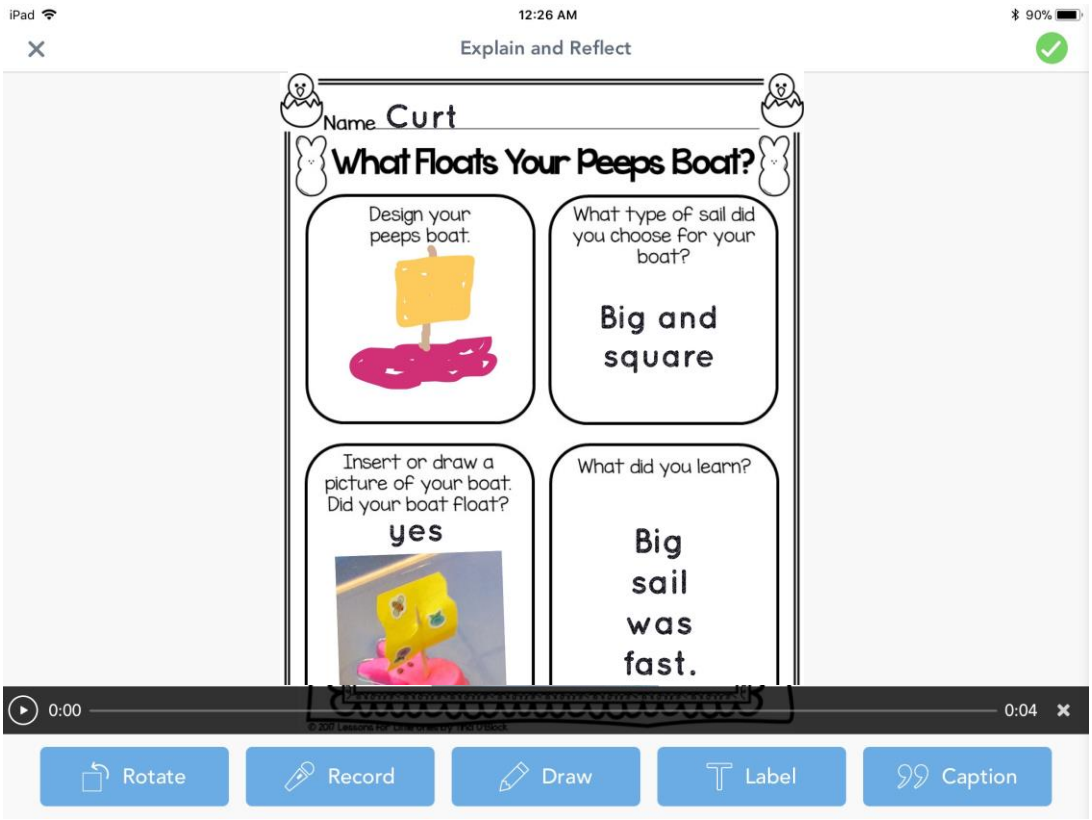
Seesaw

Students can add actual photos of their boats in the water to their journals and use the Record tool to explain the results and what they learned.



App Smash

Students can complete the recording page in Pic Collage, save it to their Seesaw journals, and use the Record tool to explain the results and what they learned.



Name _____

What Floats Your Peeps Boat?

Design your peeps boat.

What type of sail did you choose for your boat?

Insert or draw a picture of your boat in the water. Did your boat float?

What did you learn?

Egg Rocket Races

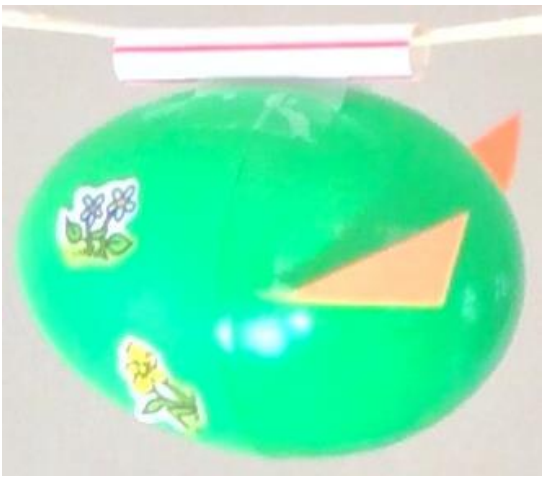
This is a fun activity that allows students to learn about force and motion.

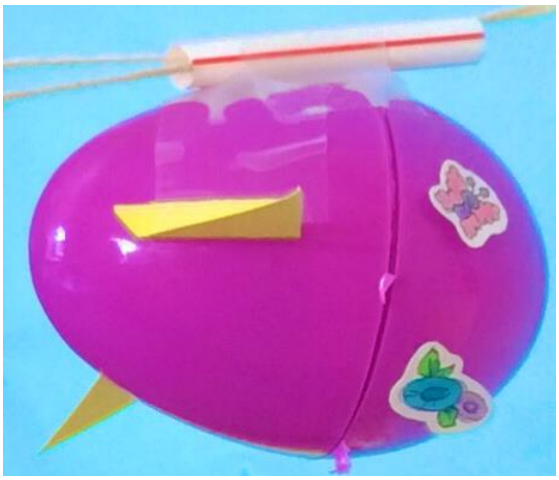
Materials Needed:

Plastic eggs
Straws
Construction paper
Scissors
Tape
Yarn or string
Thumbtacks or hooks (optional)
Egg Rocket Races Page (page 80)

Before beginning the races students can decorate their egg rockets by cutting out construction paper fins and taping them to the rockets and/or putting stickers on them.

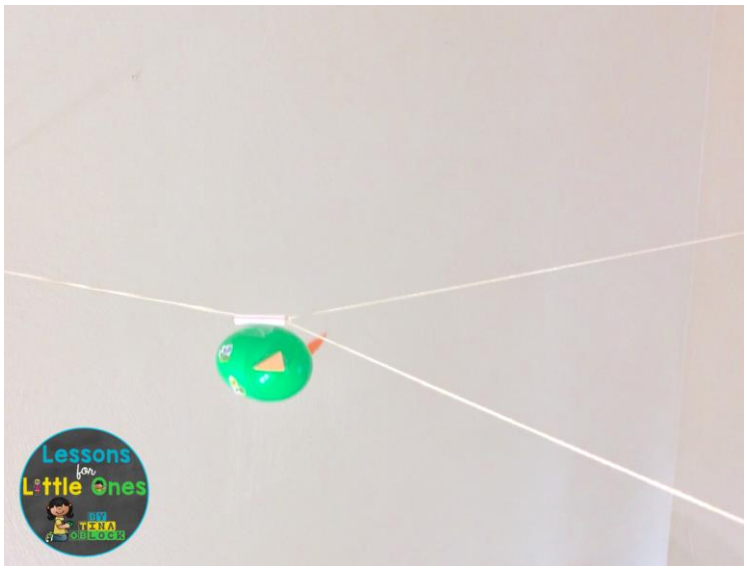
Each egg rocket needs a piece of straw taped to the top.



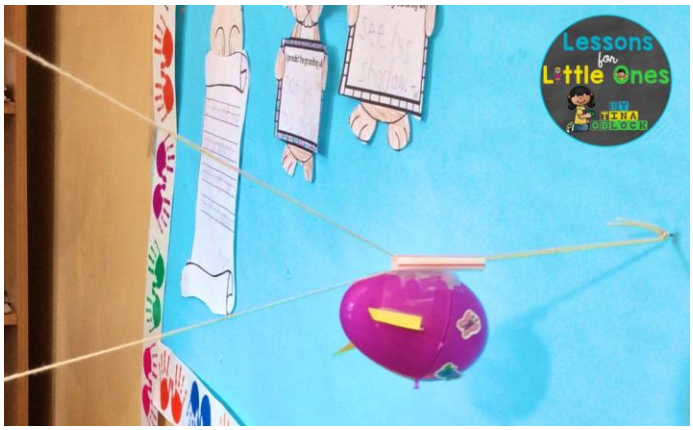


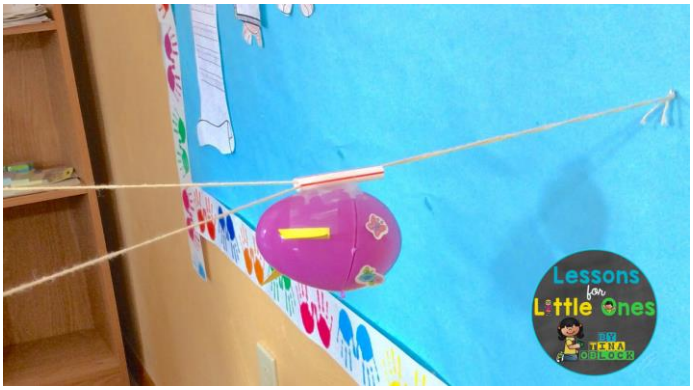
To set up the races, each "track" will need 2 pieces of yarn or string approximately 3 ½ -4 feet long attached to a wall or bulletin board. You can attach the string to the wall with several pieces of tape, tie it to a magnetic hook or 3M hook, or attach it to a bulletin board with a thumbtack. It needs to be secure because the students will be pulling on it.

Thread the 2 pieces of yarn or string through the straw on the rocket. Have students hold the 2 pieces of yarn in their hands and pull them apart to make their rockets "fly" to the wall. First rocket to the wall wins.



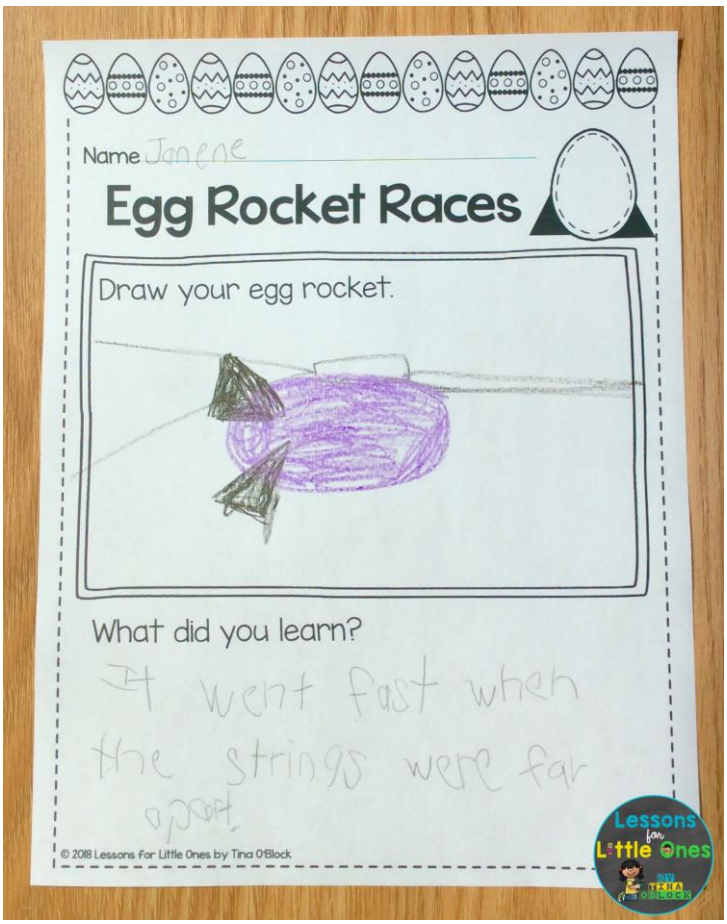
Students can experiment with different ways of pulling apart the string (up and down, side to side) to see which makes the rocket go faster.





When pulling the strings apart students are exerting a force that makes the rocket move. The stronger the force the faster the rocket.

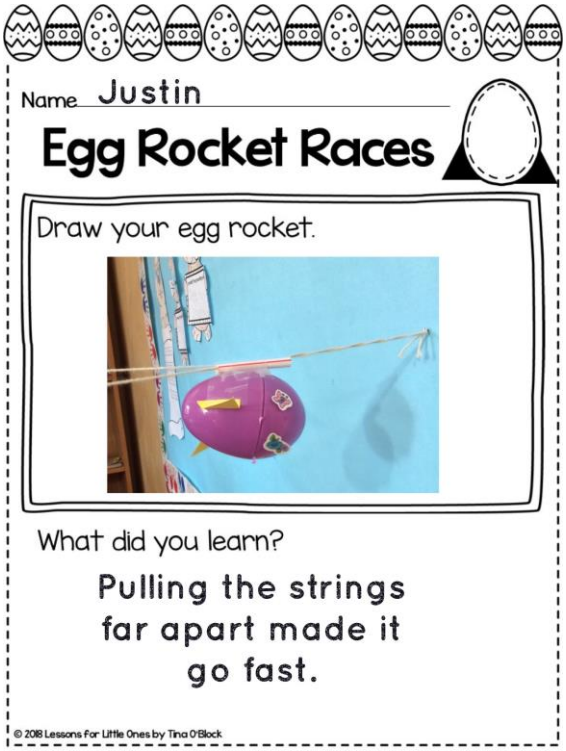
Students can complete the Egg Rocket Races page by first drawing their rockets in the box and then writing what they learned.



Digital Options

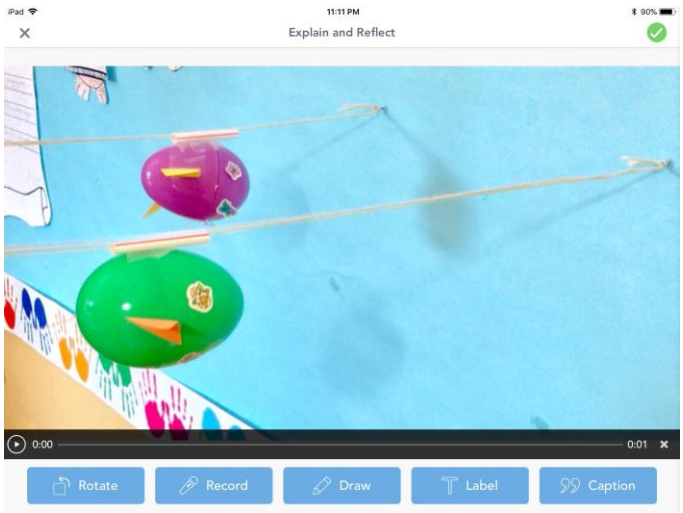
Pic Collage

Students can use the Doodle and Text tools to complete the page and/or the Photos tool to insert actual photos of their egg rockets.



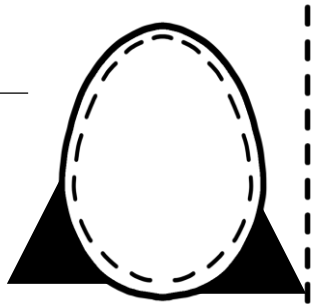
Seesaw

Students can add actual photos from the egg rocket races to their journals and use the Record tool to explain the results and what they learned.



Name _____

Egg Rocket Races



Draw your egg rocket.

What did you learn?

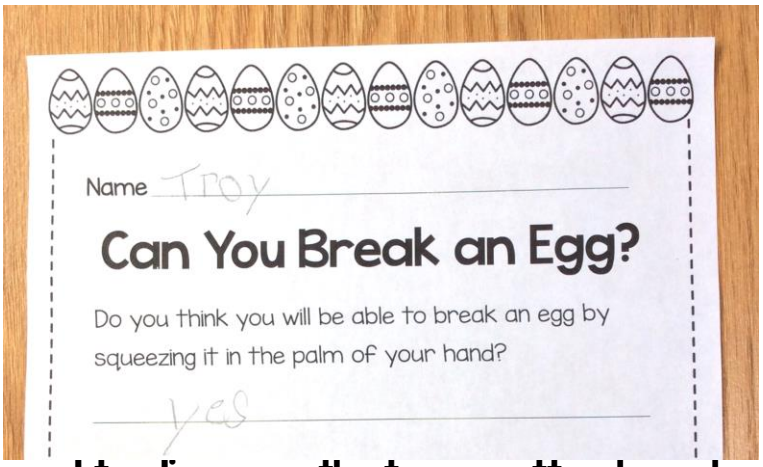
Can You Break an Egg Challenge

Materials Needed:
Real eggs
Plastic wrap / cling wrap
Can You Break an Egg? recording page (page 84)

This is a fun challenge to pose to students because they usually think of eggs as being fragile. They will learn about the relationship between the shape of an egg and applying even pressure.

Wrap the eggs in cling wrap. Ask students if they think they will be able to break the egg by squeezing it in the palm of their hands with their fingers completely wrapped around the egg? Demonstrate how to hold and squeeze the egg (the key is their fingers need to be completely wrapped around the egg so that pressure is applied evenly all over the shell). They can only use one hand and can not hit their hand against anything - they can only squeeze the egg with their fingers.

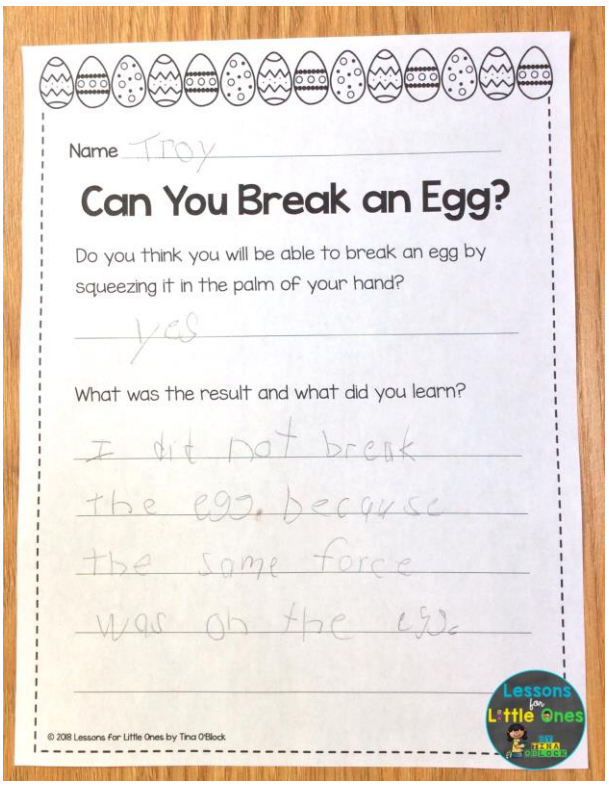
Have them record their predictions on their pages.



They will be amazed to discover that no matter how hard they squeeze it, the egg will not break! If you are REALLY brave you can let them try it without the cling wrap!

The Science Behind It:
The shape of an egg is very strong. If pressure is applied evenly all over the shell it will not break. However, if you drop an egg on the floor and pressure is applied to only one area it will crack.

Have students write what they learned on their pages.

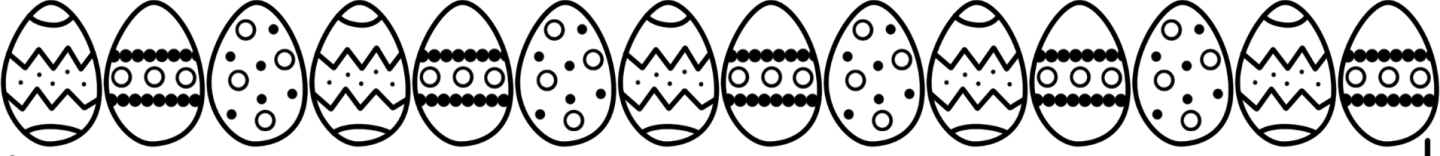


Digital Options

Pic Collage & Seesaw

Students can complete their recording pages using Text tools in both apps.

Option 2:
Students can upload photos of themselves trying to break the eggs to Seesaw and then use the Record tool to explain what they learned.



Name _____

Can You Break an Egg?

Do you think you will be able to break an egg by squeezing it in the palm of your hand?

_____

What was the result and what did you learn?

_____

_____

_____

_____

_____

Bonus Activity - Easter Peeps Play Dough

This is a favorite play dough recipe that I wanted to share. It is very easy to make and students love it!

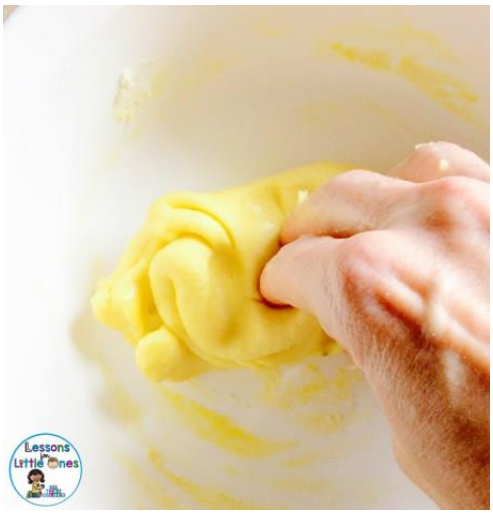
Materials Needed:

Easter Peeps
Flour
Crisco
Microwave
Bowl

The recipe I use makes a small batch of play dough so I usually make several batches using different colored Peeps to have enough for my class. You can try doubling it, but I never have much luck doubling recipes (lol) so I just make additional batches since they are so easy to make.

All you do is place 5 Peeps, 3 tablespoons flour, and 1 tablespoon of Crisco in a microwave-safe bowl.

Place it in the microwave for 30 seconds and stir. Let it cool for a minute, and then knead it. That's it! Super simple!



You can make it with any type or color of Peeps.

After use, simply wrap it up in saran wrap. If it gets hard, place it in the microwave for a few seconds.

Credits

Created by
Tina O'Block, Lessons for Little Ones

Graphics by
www.mycutegraphics.com

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