Classroom Experiments: Teacher Guide

How to use each experiment

1. Read the question. Children predict and draw their prediction.
2. Do the experiment together. Children draw what they see.
3. Talk about what happened. Children finish the sentence on the worksheet.
4. Teach the 3 science words and use them in your talk.

Safety for every experiment

An adult sets up, pours and handles anything that could spill or break.
Nothing in these experiments is for eating or drinking. Say so out loud every time.
Check for allergies first (latex balloons, seeds, honey, food coloring, eggs).
Keep faces back from fizzing and splashing. Wash hands when you are done.
Wipe spills right away; oil and soap make floors slippery.

Talk like a scientist

I predict ... I notice ... I wonder ... It happened because ...
Ask: What do you see? What changed? What might happen if we try it again?

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Color-Changing Celery

Time: Set up 10 min; watch 1 to 2 days. What children learn: Plants drink water up through their stems.

Safety: Do not eat the celery after the experiment. Food coloring can stain hands and clothes. Teacher cuts the celery ends.

Materials

3 celery stalks with leaves · 3 clear cups · water · red, blue and green food coloring · a ruler

Steps

1. Fill each cup halfway with water.
2. Add 10 drops of food coloring to each cup and stir.
3. Cut a small piece off the bottom of each celery stalk.
4. Stand one stalk in each cup.
5. Look at the leaves after 1 hour, 1 day and 2 days.

Talk prompts

Predict: What will happen to the celery leaves? They will change color. or They will stay the same.

Observe: What color are the leaves now? Draw them.

Explain: Why did that happen? Finish: The celery changed because ...

What usually happens

Leaves and the tiny tubes in the stem take on the color of the water, usually visible after a day.

Science words

stem = the part that holds a plant up | absorb = to soak up | leaf = the flat part of a plant

Try next

Cut a stalk across and look for the colored dots. Those are tiny tubes that carry water.

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Color-Changing White Flowers

Time: Set up 10 min; watch 1 to 2 days. What children learn: Flowers drink water, and the water moves up to the petals.

Safety: Do not smell or eat the flowers if anyone has allergies. Food coloring stains. Teacher trims the stems with scissors.

Materials

3 white carnations or daisies · 3 clear cups or jars · water · food coloring in 3 colors

Steps

1. Fill each cup halfway with water.
2. Add 15 drops of food coloring to each cup and stir.
3. Teacher trims the bottom of each stem.
4. Put one flower in each cup.
5. Draw the petals after 1 hour, 1 day and 2 days.

Talk prompts

Predict: What will happen to the white petals? They will change color. or They will stay white.

Observe: What color are the petals now? Draw them.

Explain: Why did that happen? Finish: The petals changed because ...

What usually happens

Petals slowly take on the color of the water; edges tint first.

Science words

petal = the colorful part of a flower | stem = the part that holds a flower up | water = what plants drink

Try next

Split one stem in two and put each half in a different color. What happens to the petals?

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Sink or Float

Time: 15 minutes. What children learn: Some things sink and some things float.

Safety: Wipe up spills so no one slips. Keep small objects out of mouths. Teacher watches children near the water.

Materials

a big clear tub of water · a cork · a coin · a crayon · a sponge · a plastic spoon · a rock · a leaf · a paper clip · a towel

Steps

1. Look at each object. Is it heavy or light?
2. Predict: will it sink or float? Write S or F.
3. Gently place one object on the water.
4. Watch. Did it sink or float?
5. Sort the objects into a sink pile and a float pile.

Talk prompts

Predict: Will most of the objects sink or float? They will sink. or They will float.

Observe: Which objects sank? Which floated? Draw one of each.

Explain: Why did that happen? Finish: I found out that ...

What usually happens

Cork, sponge, leaf and crayon float; coin, rock and paper clip sink. A flat spoon may float.

Science words

sink = to go down to the bottom | float = to stay on top of the water | predict = to guess what will happen

Try next

Make a boat from clay. Can you make a sinking piece of clay float?

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Liquid Sink or Float

Time: 20 minutes. What children learn: Things can float in one liquid and sink in another.

Safety: Do not drink or taste anything. Oil and syrup make floors slippery, so wipe spills. Teacher pours the liquids.

Materials

3 clear cups · water · cooking oil · corn syrup or honey · a grape · a cork · a small rock · a spoon · paper towels

Steps

1. Teacher pours water, oil and syrup into three cups.
2. Predict what each object will do in each cup.
3. Drop the grape in the first cup and watch.
4. Try the grape in the other cups.
5. Do the same with the cork and the rock.

Talk prompts

Predict: Will the grape sink or float in every cup? It will do the same in every cup. or It will do different things.

Observe: Where did the grape sink? Where did it float? Draw it.

Explain: Why did that happen? Finish: The grape was different in ...

What usually happens

The cork floats and the rock sinks in all three. The grape usually sinks in water and oil and floats or hangs in syrup.

Science words

liquid = something that pours | thick = slow and heavy when it pours | float = to stay on top

Try next

Try a few drops of liquid soap in the water. Does an object change?

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Oil and Water Fireworks

Time: 15 minutes. What children learn: Oil and water do not mix, but color can travel through them.

Safety: Do not drink the jar. Oil makes the floor slippery. Food coloring stains. Teacher pours the oil and handles the jar.

Materials

a tall clear jar · warm water · cooking oil · a small cup · a fork · food coloring in 3 colors

Steps

1. Fill the jar three quarters full with warm water.
2. In the small cup, mix 3 spoons of oil with 6 drops of food coloring.
3. Stir hard with the fork to make tiny colored drops.
4. Pour the oil mix slowly into the jar.
5. Watch the colors sink and burst like fireworks.

Talk prompts

Predict: What will the oil do in the water? It will sink and mix. or It will stay on top.

Observe: Draw the fireworks. Where is the oil? Where is the color?

Explain: Why did that happen? Finish: The color moved because ...

What usually happens

The oil floats on top. Color drops sink through the oil into the water and spread out in bursts.

Science words

oil = a slippery liquid that floats | mix = to put together | burst = to spread out fast

Try next

Try cold water instead of warm. Do the fireworks go faster or slower?

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Rainbow Walking Water

Time: Set up 10 min; watch 1 to 4 hours. What children learn: Water can climb up paper and travel to another cup.

Safety: Wipe up spills so no one slips. Food coloring stains. Do not drink the colored water.

Materials

7 clear cups · water · red, yellow and blue food coloring · 6 paper towel strips · a tray

Steps

1. Line up 7 cups on a tray.
2. Fill cups 1, 3, 5 and 7 with water. Color them red, yellow, blue and red.
3. Fold each paper towel strip in half.
4. Put one end of a strip in each full cup and the other end in the next empty cup.
5. Watch the water walk. Check again after 1 hour.

Talk prompts

Predict: What will happen to the empty cups? They will fill with water. or They will stay empty.
Observe: What colors do you see in the middle cups? Draw them.
Explain: Why did that happen? Finish: The water moved by ...

What usually happens

Water climbs the paper; the empty cups fill with orange, green and purple mixes.

Science words

absorb = to soak up | travel = to go from one place to another | rainbow = many colors in a row

Try next

Try a plastic strip instead of paper. Does the water walk?

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Fizzing Volcano

Time: 15 minutes. What children learn: Mixing two things can make a new thing, like bubbles.

Safety: Wear safety glasses or keep faces back. Vinegar stings eyes, so wash hands and tell the teacher right away if it splashes. Never taste.

Materials

a small cup or clay volcano · a tray · baking soda · vinegar · a spoon · red food coloring · a squirt of dish soap

Steps

1. Put the cup in the middle of the tray.
2. Add 3 spoons of baking soda and a squirt of dish soap.
3. Add a few drops of red coloring.
4. Teacher pours in a little vinegar.
5. Watch the foam flow out. Add more vinegar to keep it going.

Talk prompts

Predict: What will happen when the vinegar goes in? It will fizz and foam. or Nothing will happen.

Observe: Draw the volcano. What do you see and hear?

Explain: Why did that happen? Finish: It fizzed because ...

What usually happens

The baking soda and vinegar make carbon dioxide gas, which makes foam that rises out of the cup.

Science words

fizz = to make little bubbles | mix = to put together | gas = something in the air you cannot see

Try next

Try less baking soda. Is the volcano smaller?

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Magnet or Not?

Time: 15 minutes. What children learn: Magnets pull on some things but not on others.

Safety: Keep magnets away from computers and tablets. Keep small objects out of mouths.

Materials

a magnet · a paper clip · a coin · a key · a crayon · a wooden block · a plastic spoon · a metal spoon · two paper plates

Steps

1. Look at each object.
2. Predict: will the magnet pull it? Yes or No.
3. Touch the magnet to the object.
4. Does it stick?
5. Sort the objects onto the Yes plate and the No plate.

Talk prompts

Predict: Will the magnet pick up the plastic spoon? Yes, it will. or No, it will not.

Observe: Which things stuck to the magnet? Draw two.

Explain: Why did that happen? Finish: The magnet picked up things that were ...

What usually happens

The paper clip and the key stick; plastic, wood, crayon and most coins do not. Not every metal is magnetic.

Science words

magnet = a metal that pulls some things | pull = to bring close | metal = hard shiny stuff, like a key

Try next

Does the magnet still work through paper? Try a sheet between the magnet and the paper clip.

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Dancing Raisins

Time: 15 minutes. What children learn: Bubbles can lift small things up.

Safety: Do not eat the raisins after the experiment. Check for food allergies and keep drinks away from mouths.

Materials

a tall clear glass · clear fizzy water or clear soda · 5 raisins · a spoon

Steps

1. Teacher pours fizzy water into the glass.
2. Predict what the raisins will do.
3. Drop in the raisins one at a time.
4. Watch for 3 minutes.
5. Count how many raisins rise and fall.

Talk prompts

Predict: What will the raisins do? They will go up and down. or They will sit at the bottom.

Observe: Draw what the raisins did. Where are the bubbles?

Explain: Why did that happen? Finish: The raisins moved because ...

What usually happens

Bubbles stick to the raisins and lift them; the bubbles pop at the top and the raisins sink again.

Science words

bubble = a ball of air in a liquid | rise = to go up | fall = to go down

Try next

Try a peanut or a small pasta shape. Does it dance too?

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Ice Melting Race

Time: 30 minutes. What children learn: Ice melts faster when it is warm.

Safety: Use warm tap water, never hot. Wipe up melted water so no one slips.

Materials

3 ice cubes the same size · 3 plates · a sunny window · a shady spot · a bowl of warm tap water · a clock or timer

Steps

1. Put one ice cube on each plate.
2. Put plate 1 in the sun, plate 2 in the shade, and plate 3 on a bowl of warm water.
3. Predict which ice cube will melt first.
4. Check every 5 minutes.
5. Write down which ice cube melted first.

Talk prompts

Predict: Which ice cube will melt first? The one in the sun. or The one in the shade.

Observe: Draw the three ice cubes after 15 minutes.

Explain: Why did that happen? Finish: The ice melted fastest when ...

What usually happens

Warmth speeds melting. The cube on the warm water usually melts first, then the sun, then the shade.

Science words

melt = to change from ice to water | warm = a little hot | solid = something that holds its shape

Try next

Wrap one ice cube in a cloth. Does it melt more slowly?

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Which Paper Towel Holds More?

Time: 25 minutes. What children learn: Some materials soak up more water than others.

Safety: Wipe up spills. Do not put paper in mouths.

Materials

3 kinds of paper: paper towel, napkin and printer paper · a cup of water · an eyedropper · a tray · a timer

Steps

1. Lay each paper flat on the tray.
2. Predict which will soak up the most water.
3. Drop water onto paper 1, one drop at a time.
4. Count the drops until water spreads to the edge.
5. Do the same for the other papers.

Talk prompts

Predict: Which paper will soak up the most drops? The paper towel. or The printer paper.

Observe: Which paper took the most drops? Draw the wet circles.

Explain: Why did that happen? Finish: The paper that held the most water was ...

What usually happens

Paper towel holds the most, napkin less, printer paper the least.

Science words

soak = to take in water | count = to say numbers in order | compare = to see how things are alike or different

Try next

Try a piece of cloth or a sponge. Does it hold more?

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Plants Need Light

Time: Set up 15 min; watch 7 to 10 days. What children learn: Plants need light to grow strong and green.

Safety: Wash hands after touching soil. Do not put seeds in mouths. Some children are allergic to seeds, so check first.

Materials

2 cups · soil · bean or grass seeds · water · a sunny window · a dark closet or box

Steps

1. Fill both cups with soil.
2. Plant 3 seeds in each cup.
3. Put one cup in the sun and one in the dark.
4. Water both cups a little every 2 days.
5. Look at both plants each day for 10 days.

Talk prompts

Predict: Which plant will grow better? The one in the light. or The one in the dark.

Observe: Draw both plants. What color are they?

Explain: Why did that happen? Finish: The plant in the light was ...

What usually happens

The plant in the light grows green and strong. The plant in the dark is pale and thin or does not grow well.

Science words

light = what comes from the sun or a lamp | seed = where a new plant starts | grow = to get bigger

Try next

Put a plant near a window and turn it. Which way do the leaves bend?

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Seed in a Bag

Time: Set up 10 min; watch 5 to 10 days. What children learn: A seed grows roots first and then a shoot.

Safety: Do not eat the bean. Wash hands after touching it. Check for seed allergies.

Materials

a zip bag · a paper towel · a lima bean (soaked overnight) · water · tape · a sunny window

Steps

1. Fold the paper towel and wet it a little.
2. Put the bean on the towel inside the bag.
3. Zip the bag almost closed.
4. Tape the bag to a sunny window.
5. Look at the bean every day and draw it.

Talk prompts

Predict: What will come out of the bean first? Roots. or Leaves.

Observe: Draw the bean on day 1, day 3 and day 7.

Explain: Why did that happen? Finish: The seed grew by ...

What usually happens

A root usually appears first and grows down; a shoot then grows up.

Science words

root = the part that grows down | shoot = the part that grows up | sprout = a baby plant

Try next

Turn the bag on its side. Which way do the roots grow?

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Mixing Primary Colors

Time: 15 minutes. What children learn: Mixing red, yellow and blue makes new colors.

Safety: Food coloring stains. Do not drink the colored water.

Materials

6 clear cups · water · red, yellow and blue food coloring · a spoon · white paper

Steps

1. Make red, yellow and blue water in three cups.
2. Predict what red and yellow will make.
3. Pour a little red and yellow into an empty cup.
4. Do the same with yellow and blue, then red and blue.
5. Paint the new colors on the paper.

Talk prompts

Predict: What color will red and yellow make? Orange. or Green.
Observe: Paint or color the new colors you made.
Explain: Why did that happen? Finish: I made ... when I mixed ...

What usually happens

Red and yellow make orange, yellow and blue make green, red and blue make purple.

Science words

mix = to put together | primary = first, like red, yellow and blue | color = what you see, like red

Try next

Add white to one color. What happens to it?

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Static Balloon

Time: 15 minutes. What children learn: A rubbed balloon can pull on light things without touching them.

Safety: Check for latex allergies before using balloons. Never put a balloon or a broken piece in a mouth.

Materials

2 balloons (inflated by the teacher) · a wool sock or sweater · small paper bits · a thin stream of water from a tap (teacher)

Steps

1. Put the paper bits on the table.
2. Hold the balloon over the paper. Does it move anything?
3. Rub the balloon on your hair or wool for 10 seconds.
4. Hold it over the paper again.
5. Teacher holds the balloon near a thin stream of tap water.

Talk prompts

Predict: What will the rubbed balloon do to the paper? It will pick up the paper. or Nothing will happen.

Observe: Draw the balloon and the paper bits.

Explain: Why did that happen? Finish: The balloon pulled the paper because ...

What usually happens

A rubbed balloon lifts the paper bits and bends the water stream slightly. Works best on dry days.

Science words

static = a tiny pull made by rubbing | rub = to push back and forth | pull = to bring close

Try next

Stick the balloon on a wall. How long does it stay?

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Shadow Shapes

Time: 20 minutes. What children learn: Shadows form when something blocks light.

Safety: Do not shine the flashlight into anyone's eyes. Never look straight at the sun.

Materials

a flashlight · a white wall or paper · 3 objects like a toy, a cup and a block · chalk or a pencil

Steps

1. Darken the room.
2. Shine the flashlight on the wall.
3. Hold one object in front of the light.
4. Move the object close to the light and then far away.
5. Trace the shadow each time.

Talk prompts

Predict: What will happen when the object is closer to the light? The shadow gets bigger. or The shadow gets smaller.

Observe: Draw the big shadow and the small shadow.

Explain: Why did that happen? Finish: The shadow changed when ...

What usually happens

Moving the object closer to the light makes the shadow bigger and blurrier.

Science words

shadow = a dark shape made when light is blocked | block = to stop light from passing | light = what helps us see

Try next

Go outside at morning, noon and afternoon. Trace your shadow each time.

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Make a Rainbow

Time: 15 minutes. What children learn: Sunlight is made of many colors that bend through water.

Safety: Do not look straight at the sun. Keep glass away from table edges. Wipe up spills.

Materials

a clear glass of water · a sunny window · white paper · a table or floor in the sun

Steps

1. Put the white paper on the floor in the sun.
2. Set the glass of water on a ledge above the paper.
3. Move the glass a little until the sun shines through.
4. Look at the paper for rainbow colors.
5. Name the colors you see.

Talk prompts

Predict: Will you see colors on the paper? Yes, a rainbow. or No, only white.

Observe: Draw and color the rainbow you see.

Explain: Why did that happen? Finish: I saw a rainbow because ...

What usually happens

The water bends sunlight into a band of colors on the paper. Needs bright sun.

Science words

rainbow = many colors in an arc | bend = to turn a little | sunlight = light from the sun

Try next

Make a rainbow with a garden hose on a sunny day.

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Bubble Wands

Time: 20 minutes. What children learn: Bubbles are always round, no matter the wand shape.

Safety: Keep bubble solution out of eyes and mouths. Wipe up spills because soap is slippery.

Materials

bubble solution (water with dish soap) · pipe cleaners · a shallow tray · paper towels

Steps

1. Bend pipe cleaners into a circle, a square and a star.
2. Dip the circle wand in the bubble solution.
3. Blow gently and watch the bubble.
4. Try the square and the star.
5. Draw the bubble shapes.

Talk prompts

Predict: What shape will the bubble from the square wand be? A square. or A circle.
Observe: Draw the wand and the bubble it made.
Explain: Why did that happen? Finish: Every bubble was ...

What usually happens

All free bubbles are round because the soap skin pulls itself into the smallest shape, a sphere.

Science words

bubble = a ball of air in a thin skin of soap | round = shaped like a ball | blow = to push out air

Try next

Blow a bubble inside another bubble. How many can you stack?

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Floating Egg

Time: 20 minutes. What children learn: Salt in water makes it easier for things to float.

Safety: Raw eggs can carry germs: wash hands after touching. Do not eat the egg or the salt water. Teacher handles the egg.

Materials

a tall clear glass · water · a raw egg · 6 spoons of salt · a spoon · paper towels

Steps

1. Fill the glass halfway with plain water.
2. Gently place the egg in. Does it sink or float?
3. Take the egg out with the spoon.
4. Stir 6 spoons of salt into the water.
5. Put the egg back in and watch.

Talk prompts

Predict: What will the egg do in salt water? It will float. or It will sink.

Observe: Draw the egg in plain water and in salt water.

Explain: Why did that happen? Finish: The egg floated because ...

What usually happens

The egg sinks in plain water and floats in strong salt water.

Science words

salt = tiny white crystals you add to food | float = to stay on top | heavy = hard to lift

Try next

Try a sugar solution. Does the egg float there too?

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Dissolve or Not?

Time: 20 minutes. What children learn: Some things disappear in water and some do not.

Safety: Do not taste anything. Use warm tap water, never hot. Wipe up spills.

Materials

5 clear cups · warm water · salt · sugar · sand · rice · baking soda · a spoon

Steps

1. Fill each cup halfway with warm water.
2. Predict which things will dissolve.
3. Add one spoon of salt to cup 1 and stir.
4. Do the same with sugar, sand, rice and baking soda.
5. Look at each cup. Is the water clear or cloudy?

Talk prompts

Predict: Will the sand dissolve in the water? Yes, it will. or No, it will not.

Observe: Draw the cups. Which ones look clear?

Explain: Why did that happen? Finish: Things that dissolved were ...

What usually happens

Salt and sugar dissolve and the water clears. Baking soda mostly dissolves. Sand and rice do not.

Science words

dissolve = to mix in until you cannot see it | stir = to move around in circles | clear = easy to see through

Try next

Try cold water. Does the sugar dissolve as fast?

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Ice and Salt

Time: 20 minutes. What children learn: Salt helps ice melt faster.

Safety: Do not taste the salt or the melted ice. Keep salt out of eyes. Cold ice can sting hands, so handle briefly.

Materials

2 ice cubes the same size · 2 plates · salt · a timer · paper towels

Steps

1. Put one ice cube on each plate.
2. Sprinkle salt on top of one ice cube.
3. Predict which will melt faster.
4. Check every 3 minutes.
5. Write which cube has more water.

Talk prompts

Predict: Which ice cube will melt faster? The one with salt. or The one with no salt.

Observe: Draw both plates after 10 minutes.

Explain: Why did that happen? Finish: The ice with salt ...

What usually happens

Salt lowers the melting point of ice, so the salted cube melts faster.

Science words

melt = to change from ice to water | salt = tiny white crystals | compare = to see how things are alike or different

Try next

Try sugar instead of salt. Does it work the same?

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Rain Cloud in a Jar

Time: 15 minutes. What children learn: Clouds hold water, and rain falls when they get heavy.

Safety: Shaving foam is not food: do not eat it and keep it away from eyes. Wash hands afterward. Food coloring stains.

Materials

a clear jar · water · shaving foam (plain white) · blue food coloring · an eyedropper

Steps

1. Fill the jar with water.
2. Spray a thick cloud of foam on top.
3. Drip blue coloring onto the cloud.
4. Keep adding drops and watch.
5. Draw what happens inside the jar.

Talk prompts

Predict: What will the colored drops do? They will fall like rain. or They will stay on top.

Observe: Draw the cloud and the rain.

Explain: Why did that happen? Finish: The rain fell when ...

What usually happens

The cloud soaks up color until it is heavy, then streams of color fall through the water like rain.

Science words

cloud = a puffy mass of tiny water drops | rain = water that falls from the sky | heavy = hard to hold up

Try next

Use warm water in the jar and cold in another. Is the rain different?

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Density Tower

Time: 20 minutes. What children learn: Some liquids are heavier than others and stack in layers.

Safety: Do not drink the layers. Oil, soap and syrup are slippery, so wipe up spills. Teacher pours slowly.

Materials

a tall clear glass · honey or corn syrup · dish soap · water with food coloring · cooking oil · a spoon

Steps

1. Pour honey into the glass first.
2. Slowly pour dish soap down the side of the glass.
3. Slowly pour colored water over the back of a spoon.
4. Slowly pour oil over the spoon.
5. Look at the layers. Which is on top?

Talk prompts

Predict: Which liquid will stay on top? The oil. or The honey.

Observe: Draw the tower and color each layer.

Explain: Why did that happen? Finish: The heaviest liquid was ...

What usually happens

From bottom to top: honey, soap, water, oil. They stay in layers if poured slowly.

Science words

layer = one flat level above another | heavy = hard to lift | liquid = something that pours

Try next

Drop a grape and a cork in the tower. Where does each stop?

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Bouncy Ball Drop

Time: 20 minutes. What children learn: A ball dropped from higher bounces higher.

Safety: Keep the area clear so no one trips on the ball. Do not throw at faces.

Materials

a bouncy ball · a wall with a long strip of paper · tape · a marker · a ruler or yardstick

Steps

1. Tape a strip of paper to the wall from the floor up.
2. Drop the ball from knee height.
3. Mark where it bounces up to.
4. Drop from waist height and shoulder height.
5. Compare the marks.

Talk prompts

Predict: Which drop will bounce highest? The highest drop. or The lowest drop.
Observe: Draw the three marks on the wall.
Explain: Why did that happen? Finish: The ball bounced highest when ...

What usually happens

Higher drops give higher bounces.

Science words

bounce = to spring back up | height = how tall or high something is | drop = to let go

Try next

Try a soft ball and a hard ball from the same height.

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Paper Airplane Distance

Time: 25 minutes. What children learn: The shape of paper changes how far it travels.

Safety: Throw gently and away from faces. Keep eyes clear of paper tips.

Materials

3 sheets of paper · tape on the floor for a start line · a tape measure or cubes to count

Steps

1. Fold one sheet into a paper plane.
2. Crumple one into a ball. Leave one flat.
3. Predict which will fly farthest.
4. Throw each one from the line with the same push.
5. Measure how far each flew.

Talk prompts

Predict: Which paper will fly the farthest? The airplane. or The ball.
Observe: Draw the three papers and how far they went.
Explain: Why did that happen? Finish: The farthest paper was ...

What usually happens

The folded plane usually travels farthest; the flat sheet floats down; the ball drops quickly.

Science words

fly = to move through the air | distance = how far | measure = to find out how long

Try next

Fold a plane with bigger wings. Does it go farther?

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