

Name_____Date_____

Looking Glass

Measure the following items and record your answers.
(You will need an inch ruler, a centimeter ruler, and paper clips.)

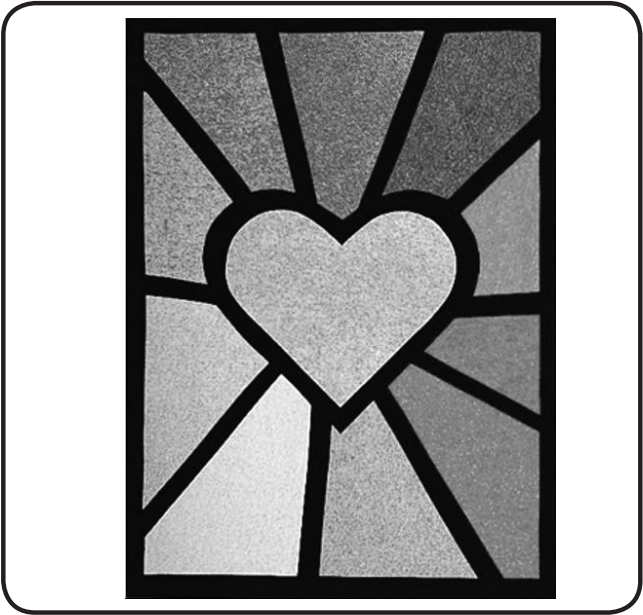
	inches	centimeters	paper clips
How wide is your desk?			
How long is your desk?			
How long is your foot?			
How tall is your chair?			
How long is your friend's arm?			
How long is your pencil?			
How wide is your hand?			
How wide is your classroom door?			
How long is your _____?			



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Colorlite™ Stained Glass Windows (Pk/50)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



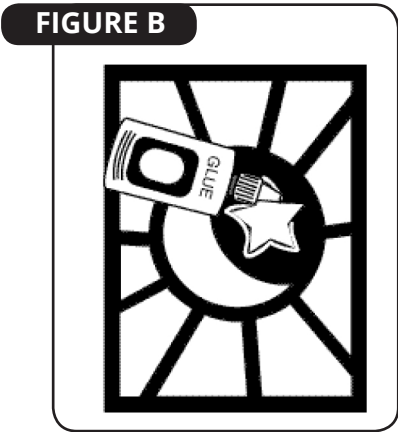
- YOUR KIT CONTAINS:**
- Glue
 - Assorted Tissue Paper
 - Precut Construction Paper

- YOU WILL NEED:**
- Pencils
 - Scissors

AGE GROUP: 7 and up
PROJECT TIME: 45 minutes

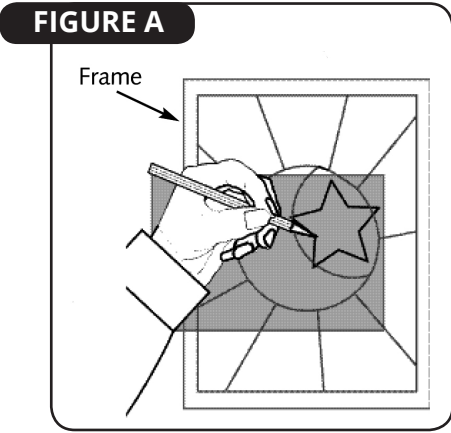
INSTRUCTIONS:

1. Select a precut piece of black paper and punch out the design.
2. You may wish to cut the tissue in half or in quarters before starting.
3. Lay the pattern down on the work surface. Lay one piece of tissue paper down over the pattern. Trace one shape onto the tissue paper with a pencil (see Figure A). Try to trace on the center of the black lines on the frame. Cut out shape. Repeat for remaining shapes.



4. After all the shapes have been cut out proceed by spreading a small amount of glue around one cutout on the black paper (see Figure B). Place the corresponding tissue paper shape on top of the construction paper and press down edges. Repeat for remaining shapes. Let dry.

Hint: Having trouble cutting tissue? Hold a piece of stiffer paper (like copy paper) under it. Cut while holding the two sheets together and it will be easier.



MATH

OBJECTIVE: Students will use centimeters to measure the perimeter of their stained glass windows.

SUGGESTED TIME FRAME: 35 minutes

ADDITIONAL MATERIALS: scrap paper, centimeter rulers, string.

PROCEDURE: With the students, discuss what perimeter means. Make sure they understand that perimeter is found by measuring each side of a shape and adding the numbers together. Write a few examples on the board. Discuss what could be used to measure the side of a shape such as centimeters, inches, feet, cubes, or tiles. Explain to students they are going to find the perimeter of each of the shapes found in their Colorlite™ Stained Glass Window using centimeters. Give each student a centimeter ruler, a piece of scrap paper, and a piece of string. Have them measure one section of the entire glass window. If part of their window is not straight, the students will need to measure it with a piece of string, then measure the piece of string on the centimeter ruler. After the sides are measured, they can add the numbers to find the perimeter. Have students record the perimeter of each shape on the scrap paper. The answers will vary depending on the stained glass window design.

WRITTEN LANGUAGE

OBJECTIVE: Students will write a descriptive paragraph about their stained glass windows.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: writing paper.

PROCEDURE: Discuss with students the similarities and differences between all the Colorlite™ stained glass windows they made. Discuss what words could be used to describe these stained glass windows and write them on the board. Some appropriate words could be: shimmering, beautiful, mysterious, rainbow-like, and festive. Explain to the students they need to write a descriptive paragraph about their Colorlite™ stained glass window. They must use descriptive words when writing. Remind them that a paragraph contains a topic sentence, at least three detail sentences, a concluding sentence, and a title. Once the paragraphs are completed, have the students share their writing with the class.

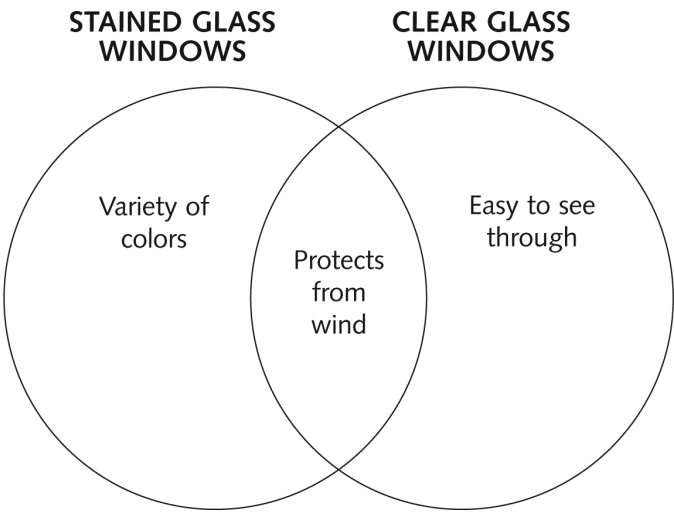
SCIENCE

OBJECTIVE: Students will compare and contrast stained glass windows and clear glass windows.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: worksheet with two large circles (one sheet per student).

PROCEDURE: Prior to the lesson, make a worksheet that has two large overlapping circles. Above the left circle write stained glass windows and above the right circle write clear glass windows. On the board, write STAINED GLASS WINDOWS and CLEAR GLASS WINDOWS. Discuss with students where these two types of windows might be found and why they might be used. Then explain they are going to compare and contrast stained glass windows and clear glass windows. Pass out the pre-made worksheet. Tell the students to think of characteristics of these windows and write the information in the circles. If the characteristic applies to both types of windows, write it where the two circles overlap. If the characteristic only applies to one of the two windows, then write it in the appropriate circle. After the students have worked independently for ten to fifteen minutes, discuss the results as a class.



ARTS

OBJECTIVE: Students will construct a cardboard building with tissue paper as stained glass windows.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: cardboard (shoe boxes), tissue paper, glue, tape, scissors, paint brushes, index cards.

PROCEDURE: Prior to the lesson, ask students to bring in some cardboard or shoe boxes for the lesson. With the class, discuss types of buildings where stained glass windows might be found including churches, old city buildings, or expensive homes. Tell students they are going to make their own building. Have them use cardboard or shoe boxes to make it. Provide scissors, glue, and tape for them to create the form. Explain that each building they make has to have at least six windows. Each window can be covered with tissue paper and then covered with glue. If the glue is applied with a paintbrush it will leave the tissue paper window looking like glass once it dries. When the cardboard buildings are completed, students can write a short description of their building on an index card and display the finished project in their classroom.

SOCIAL STUDIES

OBJECTIVE: Students will research the history of stained glass windows.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: research materials (encyclopedias, non-fiction books about stained glass), index cards.

PROCEDURE: Brainstorm what stained glass is and discuss places students may have seen it. Write their ideas on the board. Explain that stained glass is colored glass set in a variety of designs. Then discuss the importance of stained glass windows. Tell students that stained glass dates back to the 11th century and was used in churches and other buildings throughout Germany, France, England, and Italy. Explain that they are going to work in cooperative groups to find more information about the history of stained glass windows. Give each group about four index cards and research materials, making sure to include encyclopedias. Have the students write one fact per index card. When the groups are finished, have them share their findings with the class.

SCIENCE

OBJECTIVE: Students will create a chart depicting different types of glass and glass uses.

SUGGESTED TIME FRAME: 20 minutes

ADDITIONAL MATERIALS: one piece of chart paper, markers.

PROCEDURE: Prior to the lesson, take a large piece of chart paper and divide it in half vertically. On the left side write DIFFERENT TYPES OF GLASS and on the right side write GLASS USES. Display the chart in front of the class and ask them to look at it and try to figure out what they are going to do. Students should be able to easily determine the lesson based on the chart. First have them think of different types of glass and write their suggestions in the left column. After this has been completed, have the students think of why we have this glass and what it might be used for. Record their ideas in the right column. Discuss what they learned from the lesson and why glass is useful and necessary.

DIFFERENT TYPES OF GLASS	GLASS USED
windows	protect from weather keeps heat in homes
jars	storing foods
windshield	protect from wind, rain protect from accidents
lenses	help people to see

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