



# Fairy Tales and Fables

## Group Activity: Science – Can You Blow It Down?

## Lesson 2

### Objective:

In this activity, students are engaged in answering a scientific inquiry by using logic-based evidence, observation, and prediction in an estimation task.

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### Materials:

- “Can you blow it down?” chart (provided)
  - Station signs (provided)
  - Plastic straws (25)
  - Popsicle sticks (25)
  - Building blocks (25)
  - Pencils or crayons (1 per student)
  - Hairdryers (3)
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**Duration:** 20-30 minutes

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### Preparation:

1. Print the “Can you blow it down?” charts (1 per student).
  2. Print, laminate, and cut out the stations signs (1 set for the entire class).
  3. Create three building stations at three different tables near electrical outlets around the classroom. At the first station, post the “House of Straws” station sign and set out the plastic straws and a hairdryer. At the second station, post the “House of Sticks” station sign and set out popsicle sticks and a hairdryer. At the third station, post the “House of Bricks” station sign and set out building blocks and a hairdryer.
  4. Ideally, there is one instructor or aide at each station to assist students with operating the hairdryers.
  5. Set aside one straw, one popsicle stick, and one building block to use for demonstration purposes.
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### Variation:

- Have each student build their own structures out of the materials.



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### Activity Script:

*We recommend using the following verbal cues as you model each step.*

- “Today we’re going to do an experiment called ‘Can you blow it down?’ This is like the experiment we did last week, but this time we’re going to build houses and see if they blow away! First let’s talk again about the fairy tale, ‘The Three Little Pigs.’”**  
[Remind students of the experiment from Science Lesson 1. Discuss the plot of “The Three Little Pigs.”]
- “For this experiment, we have three different stations set up. We’ll take turns at each station, building a house together out of different materials. At this station, we have our first material. Who can tell me what it is?”**  
[Point to the “House of Straws” station and pass around a straw for students to examine. Prompt students to identify the straws. Encourage students to think of these straws like the straw the pigs used to build the first house in the fairy tale.]
- “This is the second station. Who can tell me what the building material at this station is?”**  
[Point to the “House of Sticks” station and pass around a popsicle stick for students to examine. Prompt students to identify the popsicle sticks. Encourage students to think of these popsicle sticks like the sticks the pigs used to build the second house in the fairy tale.]
- “This is the third station. Who can tell me what the building material at this station is?”**  
[Point to the “House of Bricks” station and pass around a building block for students to examine. Prompt students to identify the building blocks. Encourage students to think of these building blocks like the bricks the pigs used to build the third house in the fairy tale.]
- “At each station, you’re going to work in small groups to build a house out of the material in front of you. Then we’ll ask two questions. First: Can I blow this house down with my breath? Second: Can the hairdryer blow this house down? Before we try blowing with our breath and with the hairdryer, we’ll make predictions. Remember, a prediction is a guess. We’re going to mark our predictions and our results on this chart.”**  
[Distribute the “Can you blow it down?” chart to students with pencils/crayons. Instruct them to make a mark in the box below “YES” or “NO” for each station.]
- “Let’s begin! After I split you into groups and tell you which station you’ll start at, I want you to work together to build a house.”**  
[Split students into groups of three and assign each group to a station.]



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7. **“After you build your house, make a prediction about whether or not you can blow it down. Mark your prediction on your chart, and then take turns blowing on the house. After your turn, be sure to mark the result on your chart.”**

[Students build houses out of the materials at each station. They mark their predictions on their charts, and then take turns attempting to blow down the house. Assist students in marking their results on their charts.]

8. **“Now it’s time to try the hairdryer. First, make a prediction on your chart. Do you think the hairdryer will blow the house down? After everyone has made predictions, take turns aiming the hairdryer at your house. After your turn, be sure to mark the result on your chart.”**

[Students mark their predictions on their charts, and then take turns aiming the hairdryer at the house. Assist students in marking results on their charts. Rotate students to new stations after each experiment. Continue until each student has had a turn at all three stations. All groups join together to analyze the results at the end of the experiments.]

# Can You Blow It Down? Chart

		My Breath Blew It Down		The Hairdryer Blew It Down					
		Prediction		Result		Prediction		Result	
House of <b>Straws</b> 		YES 	NO 	YES 	NO 	YES 	NO 	YES 	NO 
House of <b>Sticks</b> 		YES 	NO 	YES 	NO 	YES 	NO 	YES 	NO 
House of <b>Bricks</b> 		YES 	NO 	YES 	NO 	YES 	NO 	YES 	NO 