Eye Color

Preparation:

1. Reproduce the table (page 6) and make an overhead transparency of it.
2. Reproduce the large eye patterns (page 52) and the bar graph (page 53) for students. Cut apart the eye patterns but do not color them.
3. Obtain small hand-held mirrors for students to use. You may wish to have small groups of students share the mirrors to reduce the number needed.

Directions:

1. Begin this activity by discussing the similarities and differences among people's appearances. Point out what color your eyes are and explain that your eye color might be similar to some students but different from others.
2. Provide mirrors for students to determine their eye colors. Have them tell you what color their eyes are. If necessary, help them identify their eye colors. Distribute the eye patterns according to students' eye colors. Ask students to color the patterns the same colors as their eyes. If a student has blue-green or hazel eyes, he or she can choose either blue or green, or you can substitute blue-green or hazel for gray on the table, eye pattern, and graph.
3. As you call each color (brown, blue, green, gray) listed on the table, have students raise their eye patterns if their eyes are that color. Invite the class to help you count the eye patterns to determine how many students have each eye color. Record the data on the transparency of the table, as shown in the example below. Have students write the data on their copies of the table.

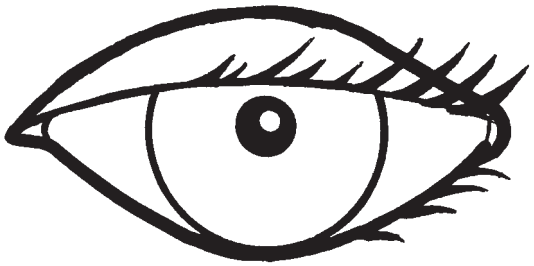
EYE COLORS	
Color of Eyes	**Number of Students**
Brown	12
Blue	8
Green	2
Gray	0

4. Use the floor or wall graph to model the activity. Show students how to mark the scale along the bottom, counting by ones, twos, or threes. Help students place the bars on the graph.
5. Have students record the results on their bar graphs.
6. Discuss the questions (page 53) and ask additional ones to check students' understanding.

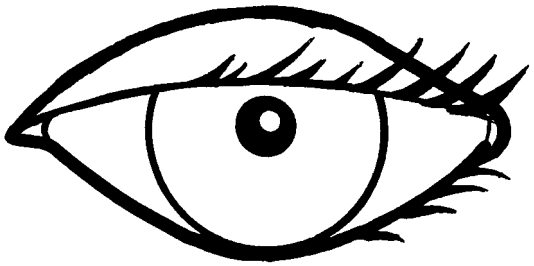
Extension Activities:

1. Explain that the pupil is the black circle that is in the center of each eye. Point out that the pupil changes size to allow more or less light into the eye. The more light there is, the smaller the pupil gets. The less light there is, the larger the pupil gets. Assign partners or provide a mirror for each student. Turn off the lights for a couple of minutes. Ask students to observe the changes in the pupils.
2. Create pictographs, using the small eye patterns (page 52).
3. Invite students to name objects in the classroom that are the same colors as their eyes.

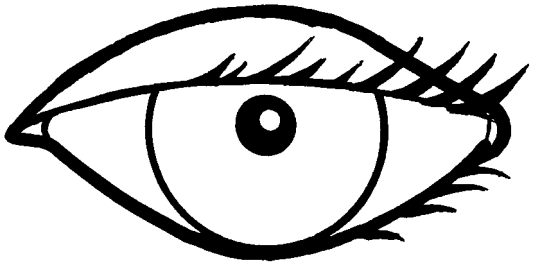
Eye Color *(cont.)*



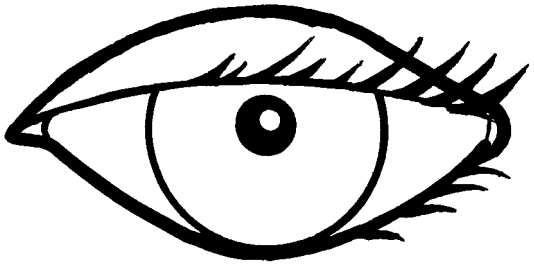
Blue



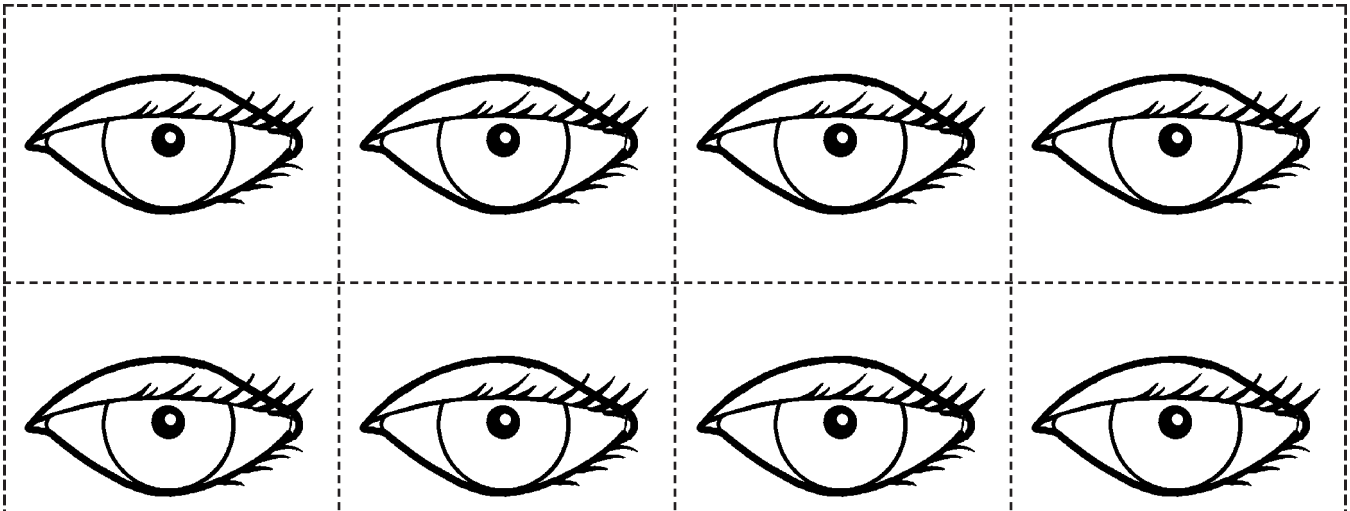
Green



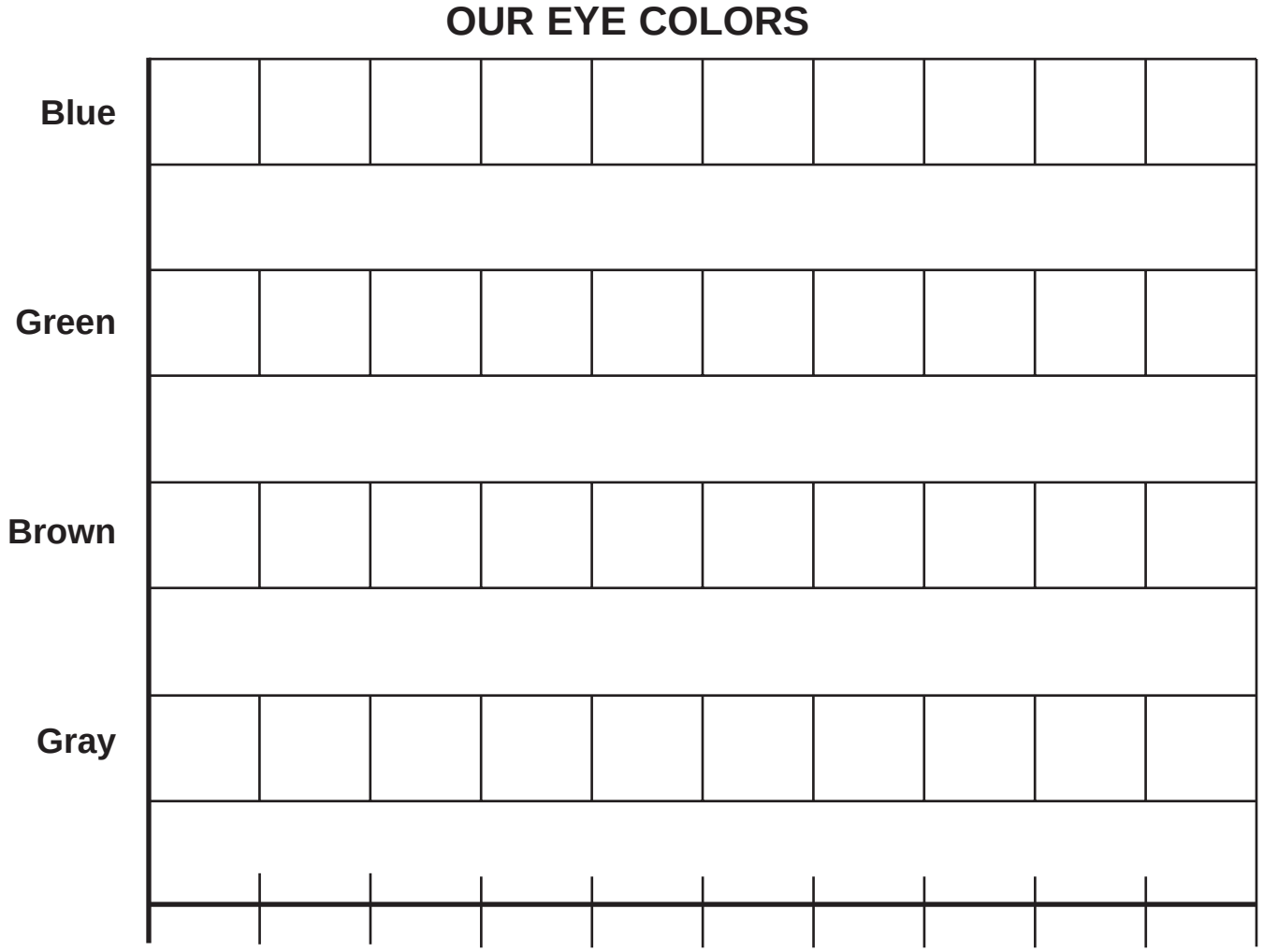
Brown



Gray



Eye Color *(cont.)*



1. Which eye color do most of the children have? _____
2. Which eye color do the fewest number of children have? _____
3. Are any of the eye colors equal in number?_____ If yes, which colors?

   _____
4. How many would you have to subtract from the most common eye color to make it equal to the second most common eye color? _____
5. Would you have to add or subtract to make the number of children with blue eyes equal to the number of children with brown eyes? _____