

10-19-11

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Do this for pages 1-4 continuing your numbering throughout each page.


Sep 9-6:50 AM

name

Self

center energy station 2

Peer



lab name


your name (grader)

Oct 14-9:03 AM

Science Agenda

October 11, 2011

1. Bell work and weekly work



2. Assignment tracker/ Goals

3. Take your job sticks so you know your job at your table. Remember as the facilitator you ne to encourage everyone to do their work.

4. Plot Your goals in your goal sheet! Have neighbor initial that you plotted for today!

5. Grow Creature Lab: notebook

Oct 10-2:26 PM

Assignment Tracker			
	Date assigned	Date turned in	
1. Getting to know you	9-7	You only put the date when someone signs that they saw the assignment!	
2. Study Log 30 min	9-15		
3. Variables Practice sheet	1-15		
4. Study 30 min	9-21		
5. Study 40 min	10-3		
6. Study 30 min	9-28		
7. Energy Vocabulary	9-6		
8. Syllabus			

Oct 4-7:42 AM

DATE HERE

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Nov 4-1:14 PM

DATE HERE

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125.	150.

Nov 4-1:14 PM

Types of Observations

qualitative: describing words.

quantitative: number

Sep 12-11:37 AM

Self-Assessment

Pendulum

name:
grader



Oct 7-2:05 PM

Problem: Written as a question

Do plants need water .

Independent variable: What might cause a change? -Parent



Dependent variable What might Change because of The independent Variable? child

dependent Variable (child)
independent Variable (parent)

control Variable
(grandparent)
will not change

Sep 12-8:50 AM

^{DV}
Will body odor decrease
With the use Of ^{TV} deodorant?

Control variable: does
not change at all

Sep 13-9:52 AM



Don't have
sources of
energy

Sep 28-9:19 AM

IV: What Might cause a change?

DV: What might change because of the Independent Variable?

CV: What should stay the same or constant?

*CG: What group does not get the independent variable?



Sep 16-11:19 AM

Observations
qualitative: describing words
quantitative: describe using numbers

Problem: Always written as a question
Does the use of deodorant stop body odor?

Hypothesis: Written as an I f., then... Statement
If (independent variable)
Then (dependent Variable)

If deodorant is Used
then body odor will decrease

Sep 13-2:07 PM

IV:
DV:

Hypothesis: written as an If... Then...

deodorant
body odor

If (IV) describing word
then (DV) describing word

how to write the HYPOTHESIS

IV
DV

If the length of the blade is long,
then The rotational speed will increase

Sep 19-9:45 AM

If (IV) describing word
then (DV) describing word
How to write a hypothesis

IV: the length of The string
DV: clarity of sound

If length of The string is Short
then clarity of sound quieter.

samples from "more variable" sheet in notebook

F

Sep 20-10:20 AM

If the amount of times
the lab is done is decrease
then the bias increase.

Sep 22-11:31 AM

If (IV) describing word
Then (DV) describing word

IV : Length of the string
DV sound clarity

Hypothesis If the length
of the string longer
then Sound Clarity will be
more clear

F

Sep 20-8:27 AM

Notebook rules

1. All pages are titled and dated
2. Use only four drops of glue.
3. Use only pen or pencils!
4. Never skip pages and make sure you always go in order.
5. Always write the title in the table of contents.
6. Never tear pages out of the notebook.
7. Do not abuse your notebook or it will fall apart.

Sep 9-8:43 AM

Procedures

Sep 21-11:34 AM

Trial	Red	Yellow	Blue
1	12	10	7
2	10	12	7
3	9	12	8
4	7	8	14
5			
6			
7			

Bell 2

29



Sep 22-8:10 AM

Trial	Red	Yellow	Blue
1	12	10	7
2	10	12	7
3	9	12	8
4	7	8	14
5			
6			
7			

Bell 2

Bell 3

23

Sep 26-8:41 AM

Trial	Red	Yellow	Blue
1	3	14	6
2	10	5	8
3	8	8	7
4	5	5	7
5	5	13	5
6			
7			

Bell 3

23



Sep 22-8:10 AM

Trial	Red	Yellow	Blue
1	15	9	9
2	9	9	8
3	10	11	5
4			
5			
6			
7			

Bell 4

26



Sep 22-8:10 AM

Trial	Red	Yellow	Blue
1	8	10	3
2	8	8	7
3	10	10	3
4	9	4	10
5	7	7	9
6			
7			

15


Bell 5

Sep 22-8:10 AM

Trial	Red	Yellow	Blue
1	10	9	8
2	4	5	13
3	8	7	11
4	9	9	8
5	9	11	8
6			
7			

Bell 7
26

Sep 22-8:10 AM



IV: Length of the string

DV: The amount periods (swings)"

controls: drop force , level from which we drop,

If the length of the string is shorter then the amount of periods (swings) will be shorter (less)

Oct 4-8:51 AM

Peer Assessment Side

Lab:

Student name: grader

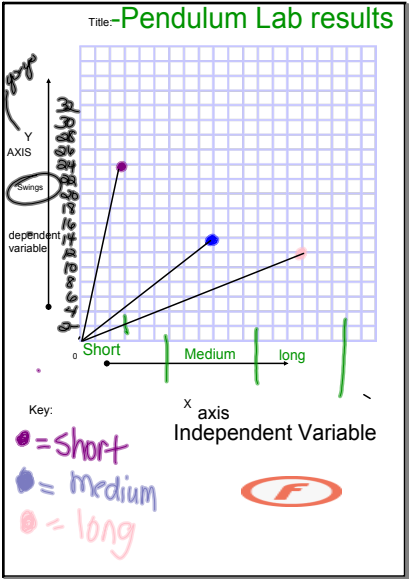
Oct 5-11:49 AM



Short	Medium	Long

Mean of short	Mean of medium	Mean of Large
24	14	13

Sep 28-6:49 AM



Sep 28-6:52 AM

Conclusion

1. My hypothesis was:

2. Restate hypothesis

3. prove with data.

4. if hypo is wrong create new hypothesis

My hypoThesis was wrong.

I thought that the shorter the length of the string the less swings (periods). The mean of my Short string was 24 swings. My mean for the Medium string was 14 periods. The mean for my long-string was 12 swings.

Oct 5-11:34 AM

Peer Assessment!

Pendulum

name (grader)

Oct 6-9:40 AM

Sep 28-6:52 AM

Sep 28-6:52 AM

Sep 28-6:52 AM

Sep 28-6:52 AM

9/15/10

Vocab

10

1.) Hypothesis: an educated guess written as an "If... then... because..." statement.

2.) Variable: any factor that can change an experiment.

3.) Constant: something in an experiment that never changes.

4.) Control Group: a group that is held constant; used as a comparison.

5.) Controlled Variable: a variable that is held constant; used as a comparison.

6.) Experimental Group: in an experiment, the group that DOES get the experimental treatment.

Sep 8-2:43 PM

9/15/10

Vocab

7.) **Reliable**: accurate.

8.) **Discrepancies**: errors.

9.) **Scientific Method**: is the way that scientists gather information and test ideas.

10.) **Dependent (Responding) Variable**: the factor that changes as a result of the manipulated variable; what you measure or observe to obtain your results.

11.) **Independent (Experimental/Manipulated) Variable**: the factor that the scientist actually changes during an experiment (Ex. amount of salt added to the water to determine freezing point.)

Sep 8-2:43 PM

9/21/10

16

Vocab

- 1.) **Skepticism**: a doubting or questioning attitude.
- 2.) **Openness**: willingness or readiness to receive (especially impressions or ideas).
- 3.) **Creativity**: the ability to solve problems that are worth solving. It is the ability to create knowledge.
- 4.) **Reasoning**: thinking that is coherent and logical.
- 5.) **Bias**: influence in an unfair way.

Sep 20-10:11 AM

9/21/2017

Vocab

6.) **Inference**: the reasoning involved in drawing conclusion or making a logical judgment on the basis of evidence and prior conclusions rather than on the basis of direct observation.

7.) **Qualitative Observations**: observations that do NOT involve measurements and numbers.

8.) **Quantitative Observations**: observation that DO involve measurements and numbers.

Sep 20-10:12 AM

9/22/10

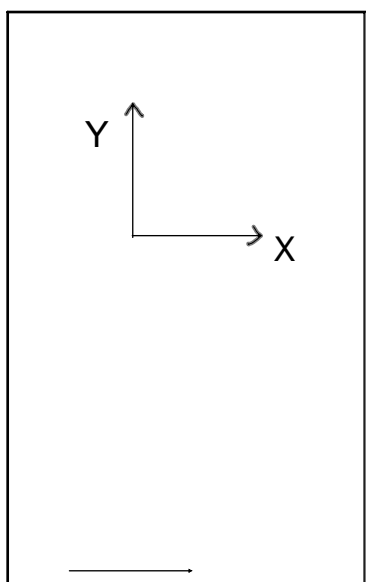
18

Graphing Check-List

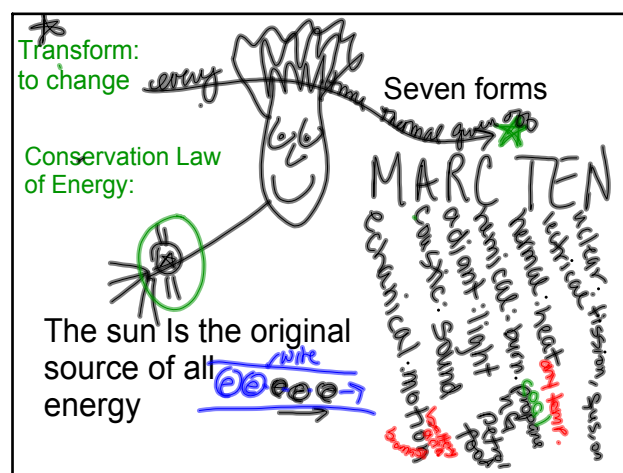
- 1.) Graph must be centered.
- 2.) Graph must have title.
- 3.) x and y axes labeled.
- 4.) # on x and y axes evenly spaced.
- 5.) Graph must be in color.
- 6.) All lines must be straight = use a ruler!
- 7.) Graph must be very neat and orderly

HINT: When labeling, y-axis (yo-yo) is the dependent variable and x-axis is the independent variable.

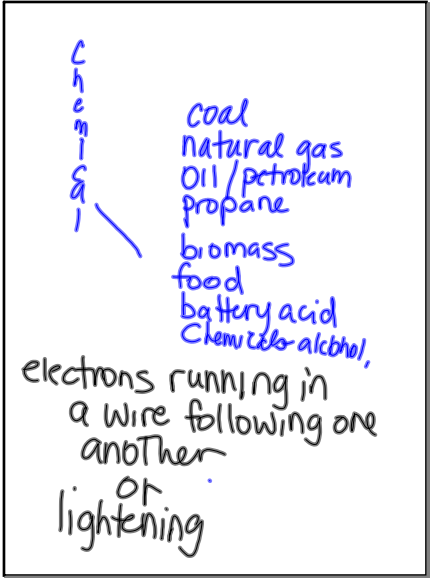
Sep 22-7:47 AM



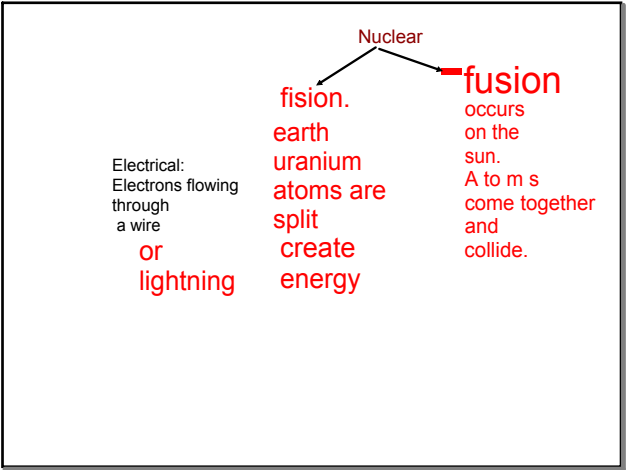
Sep 20-10:12 AM



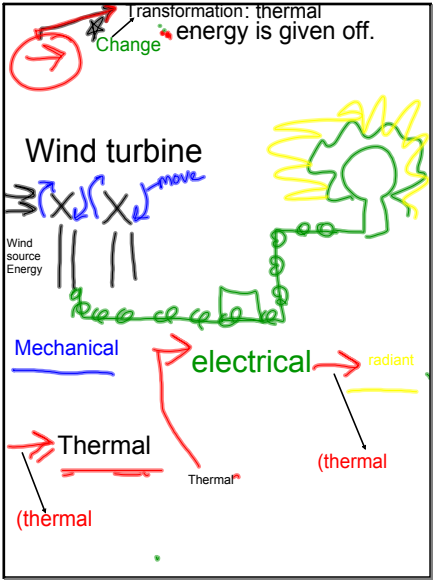
Oct 10-8:50 AM



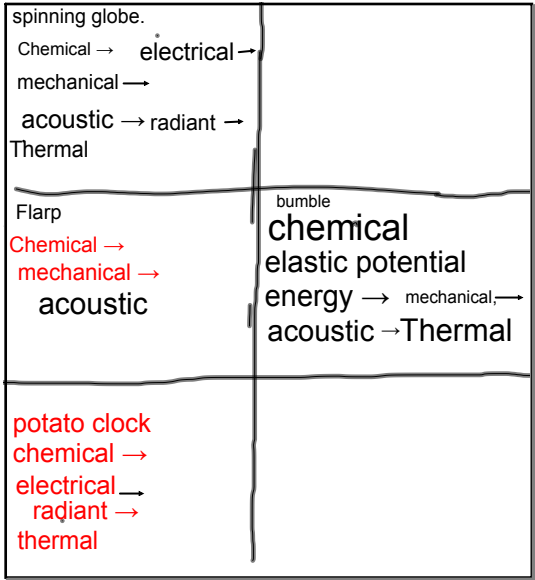
Oct 17-9:19 AM



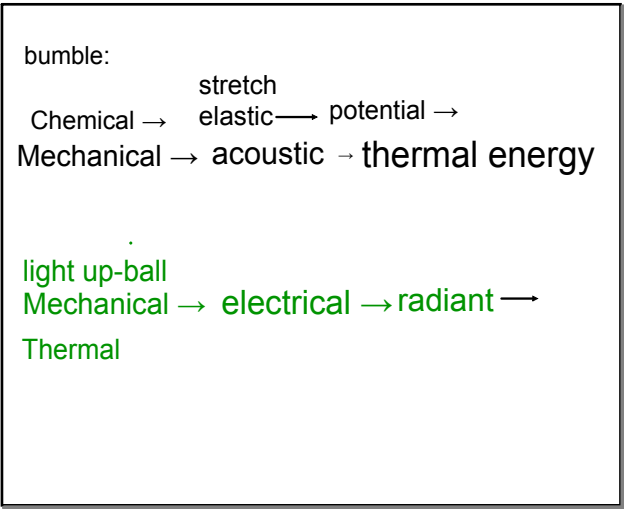
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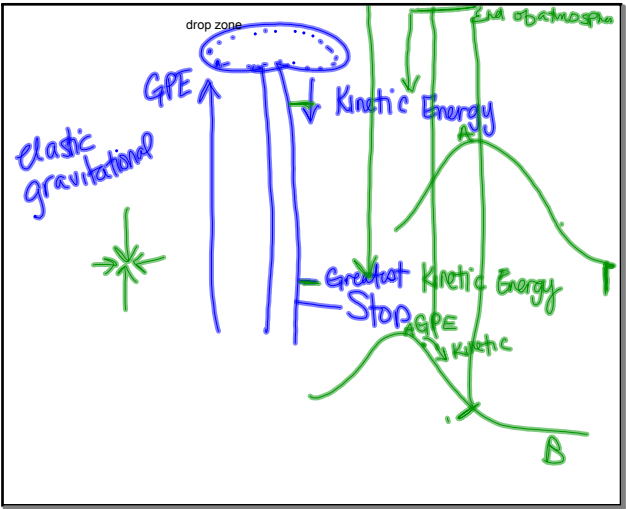
Oct 17-8:44 AM



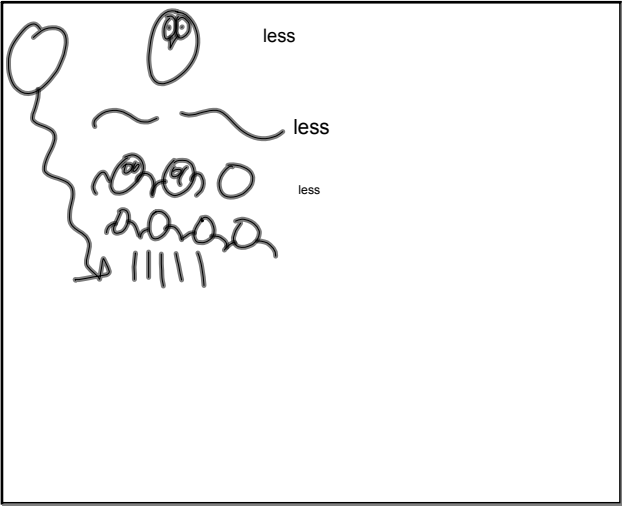
Oct 17-8:52 AM



Oct 17-9:49 AM



Oct 12-1:57 PM



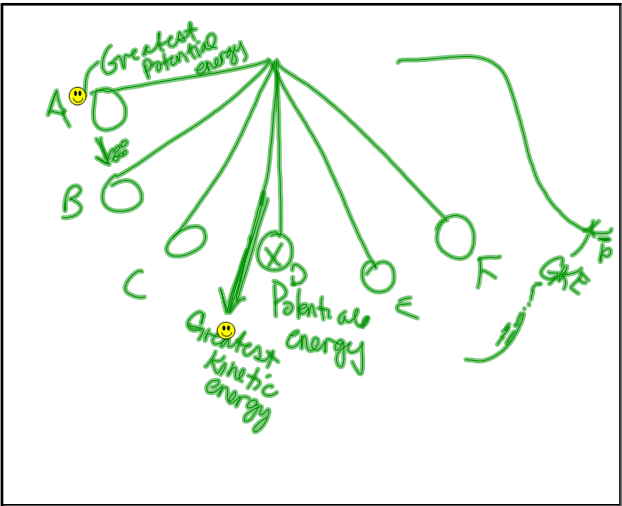
Oct 10-2:06 PM

flashlight:

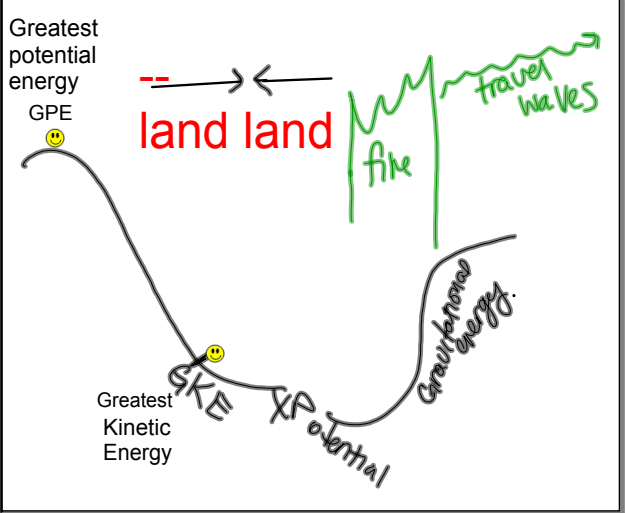
Chemical: ^{Thermal}→ electrical ^{Thermal}→ radiant → thermal

Chemical → mechanical → thermal → acoustic

Oct 10-11:51 AM



Oct 10-10:33 AM



Oct 10-11:16 AM

Tan: Increase Gravitational potential energy you increase the kinetic energy ~~***~~
 n increase your mass you increase Kinetic energy
 Green: Increased our Elastic Potential energy we increase our kinetic energy.
 blue: When a physical change occurs the mass stays the same ~~Law of Conservation of mass~~
 pink: When a chemical change takes place the Mass stays the same ~~Law of conservation of matter~~
 Yellow: When a physical change takes place the mass stays the same. ~~Conservation of mass~~
 orange: fission on earth split a part uranium atoms.
 fusion: on the sun: atoms collide

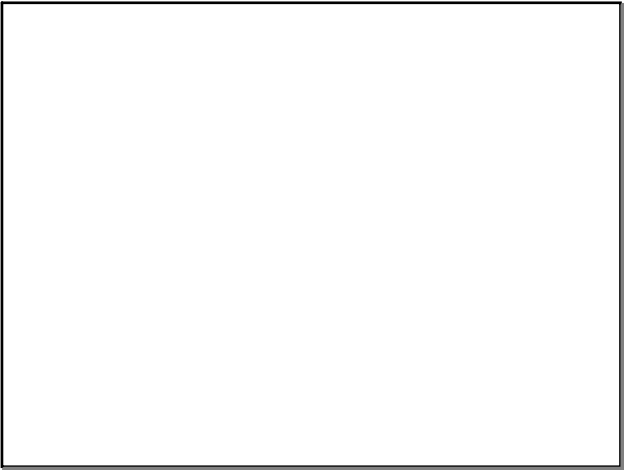
Oct 25-8:14 AM

Problem: Does time affect the mass of the Grow Creatures in a closed system?
 IV: Time
 DV: Mass
 CV: Amount Of water 2 cups, site of container have a lid on all containers, temperature of the water
 Hypothesis: If time is less then The mass Will decrease
 Procedures: 1. Place 2. cups of water in a container.
 2. Place grow creature tablet in the water
 3. Place a lid on the container and then measure the mass.
 Data/Analysis:

	Day 1	Day 2	Day 3
Mass 2	536.2 g		
Mass 3	542.7 g		
Mass 4	559.3 g		
Mass 5	521.6 g		
Mass	534.5 g		
Mean			

 Conclusion: (3 parts)

Oct 12-6:12 AM



Oct 12-6:20 AM