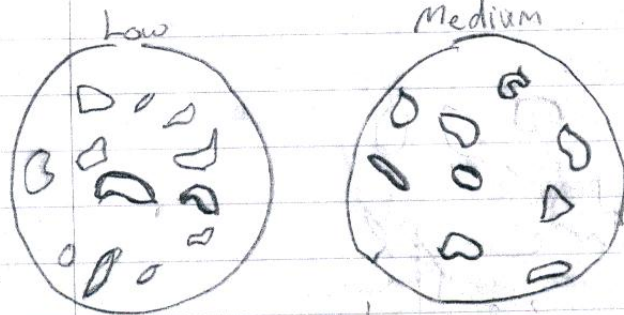


Mini Science Notebook



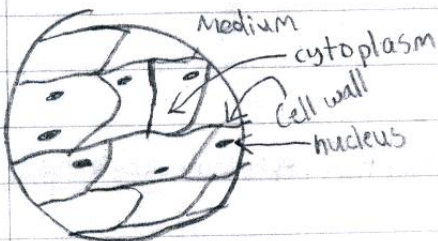
45

Data: You: Check cells - + Iodine

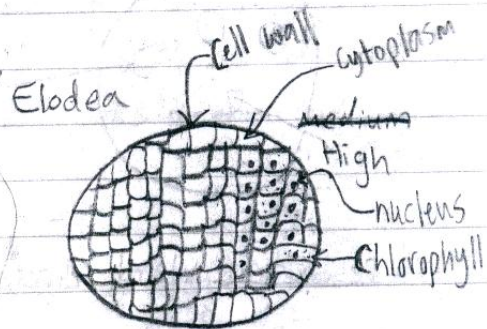


Description: Transparent, All different shapes
 Description: Same as low, but cells are bigger

All Class - Line of Learning

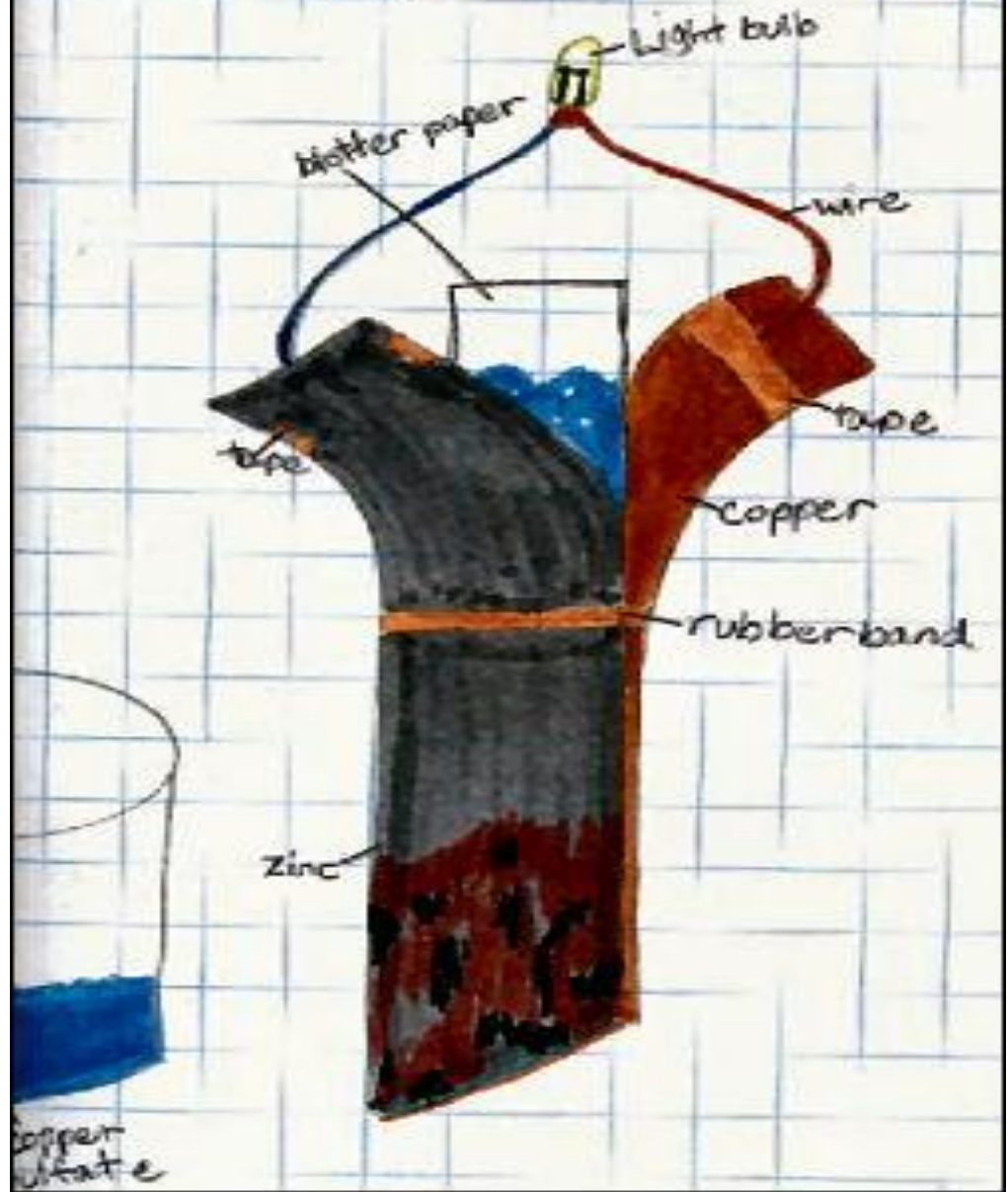


Description: rectangular, brick shaped, thick outside edge, most have a dot inside (nucleus)



Description: rectangular, very thick outside edge, ~~high~~ Green dots - Chlorophyll

Battery Lesson 2



The Oak and the Cactus

The oak and the cactus are the same because they both are homes to animals.

In addition they both grow from a seed.

They are different because the oak has a acorn as a seed and the cactus has black seeds.

Also the oak has leaves but the cactus does not, whereas they both have protection.

10-13-04

Adding vinegar and Iodine

I observed that the baking soda and baking powder Both fizzed when we added vinegar.

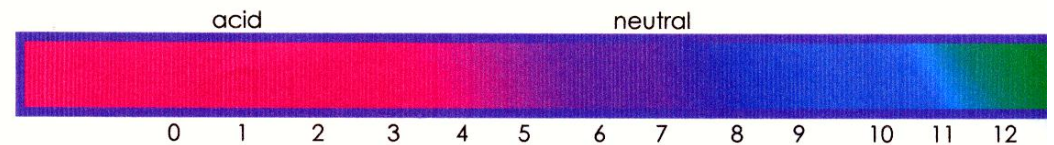


there is starch in this paper.

I noticed the baking powder and corn starch both turned black when we added iodine.

To our great surprise the baking powder turned black and fizzed when we added iodine. We know this now is because the iodine was mixed with water and when we looked at the ingredients of baking powder we see it has corn starch in it!

Colors of Cabbage Juice:



9-1-09

More observations

I observed a pencil that was $6\frac{1}{4}$ " Long and $\frac{1}{4}$ " wide and it is a hexagon.

I noticed the pencil smells like wood.

I reminds me of a long skinny stick.

I Wonder what would happen if I put it in water.

EXPERIMENTAL DESIGN PLANNING SHEET

The **question** we are investigating is:

How does the sun's shadow change every half hour?

Our **prediction** is:

The shadow will move East to west as time passes.

The **materials** we will use are (include measuring tool):

gnoman
Paper
pencil
compass



The **changed variable** is: (manipulated variable):

every $\frac{1}{2}$ hour

The **measured variable** is: (what we are measuring):

where the shadow is

These are the **controlled variables**: (things kept the same):

faced paper north
the gnomon on the X

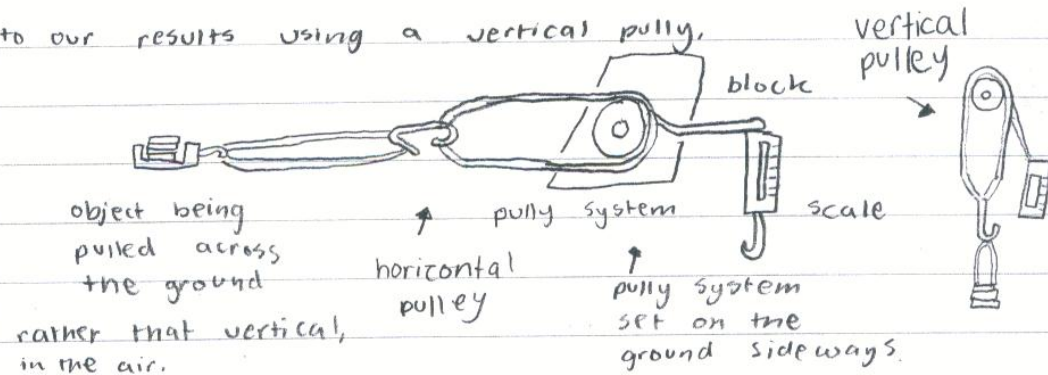
The step-by-step **procedure** is:

1. Put a crayon in to a lump of clay.
2. Gather materials.
3. Draw X in center bottom of paper.
4. Go outside on a sunny morning.
5. put paper on flat surface, facing
6. use paper to position paper facing north.
7. Position gnomon on X.
8. trace the gnomon shadow and label with time.

11-15-05

Inquiry 12.1 - Extra for an A

if the results are the same, or similar to our results using a vertical pulley,



prediction: I think that the input work will increase, because of friction, but I also think that all of the data collected for input work will all be based around an average like it was when we used a vertical pulley



Lesson 7 wrap up

10-4-05

In this lesson I corrected my misconception that batteries arranged in parallel formation would provide more electrical ^{pot} to different objects. Actually, series provides more current, and parallel provides more volts. That basically means that if the batteries are arranged in series the motor can lift more washers, but the batteries will burn out faster.

Micro-Life Video

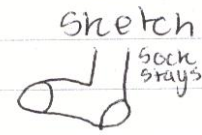
Objective: Gather Information About Infectious Diseases

1. The tower has 35,000 lightbulbs.
2. President McKinley gets shot by an assassin.
3. The president's operation started at 5:29.
4. The president died 8 days later because of an infection in his wound.
5. In 1900, the era of scientific medicine was only beginning.
6. Germs cause disease.
7. Scientists don't know how to destroy germs.
8. All immigrants must be inspected for illness before they enter the U.S.
9. Even after 500 years, there is still no cure for The Plague.
10. The plague is thought to be spread by dirt.
11. March 6, 1900 was the Chinese year of the Rat.
12. No one knows how many plague victims there really are.
13. In 1906 a devastating earthquake shakes San Francisco.
14. Rats transmit the Plague.
15. Fleas carried the Plague.

Isaac Newton ^{Goes skiing} Notes

First Law

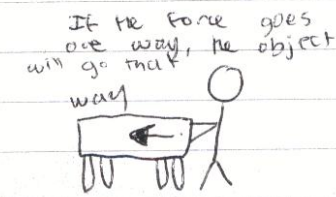
- object at rest
- stays at rest
- object in motion
- stays in motion



own example
my laundry doesn't get put away unless an outside force picks it up

Second Law

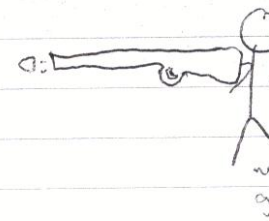
- the acceleration of an object depends upon the mass of the object and the force acting upon it



When my table is pushed right it goes right

Third Law

- for every action there is an equal and opposite reaction



if I hurt and my gun hurts

10/10 avg. acc. and End 40 m/s starting time 10 m/s

3 s

10 m/s²

End 55 m/s start 5 m/s

5 m/s

10 m/s









GPE: weight: 30 N height 10 m

GPE = 300 N·m

weight 45 N height 5 m

GPE = 45 J

Stored Food Energy

Food 	Grams per Serving	Calories per Serving	Calories per Gram	CALORIES Per 100 GRAMS	Picture
Cereal Bar	37g	140	$\frac{140}{37} = 3.78$	$3.78 \times 100 = 378$	
Tuna Fish	56g	60	1.07	107	
Ravioli in Tomato in meat sauce	244g	240	.98	98	
Tomato Sauce	62g	15	.24	24	
Chili Cheese Fritos	28g	160	5.71	571	
MONTEREY JACK CHEESE	28g	100	3.57	357	
Fanta Orange POP	227.4g	160	0.7	70	

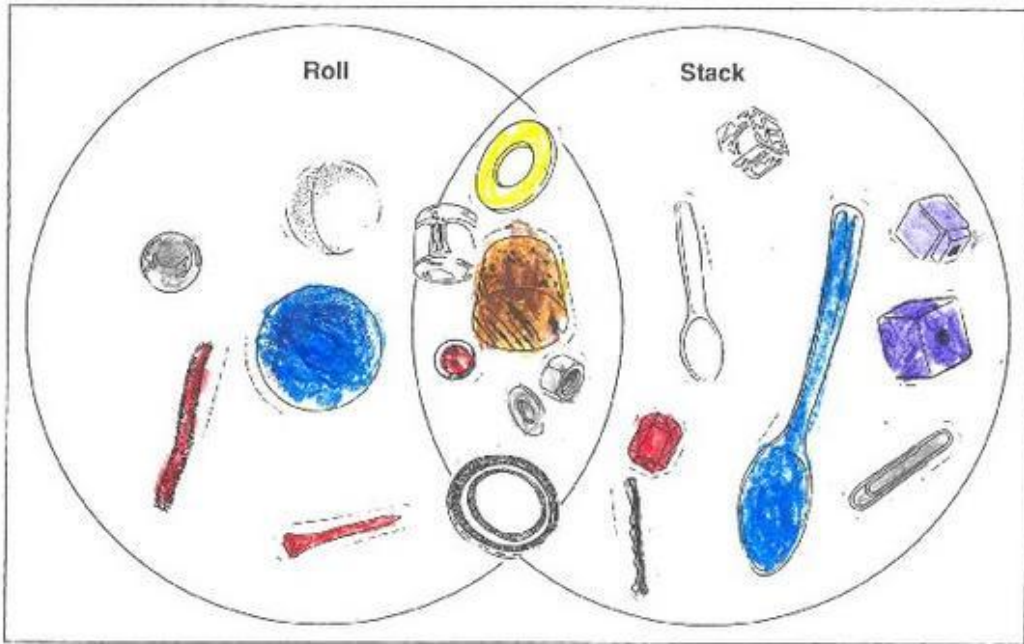
Charts - Biology

I planted Sunflower



Name: Cameron Date: 1-19-06

Rolling and Stacking Solids



(38)

Lesson 9 • Designing a building a vehicle with a sail.

Materials:

1. LRB
2. bucket of K'nex, goggles, rubberband set
3. standard vehicle
4. teplate, ruler, color pencils
5. student self assessment "A"

① SLOWER

FASTER

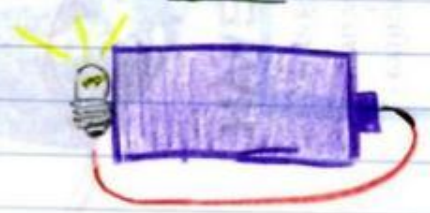
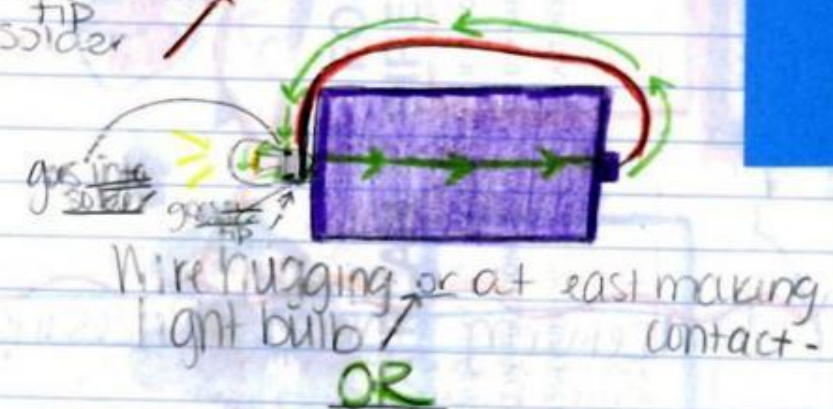
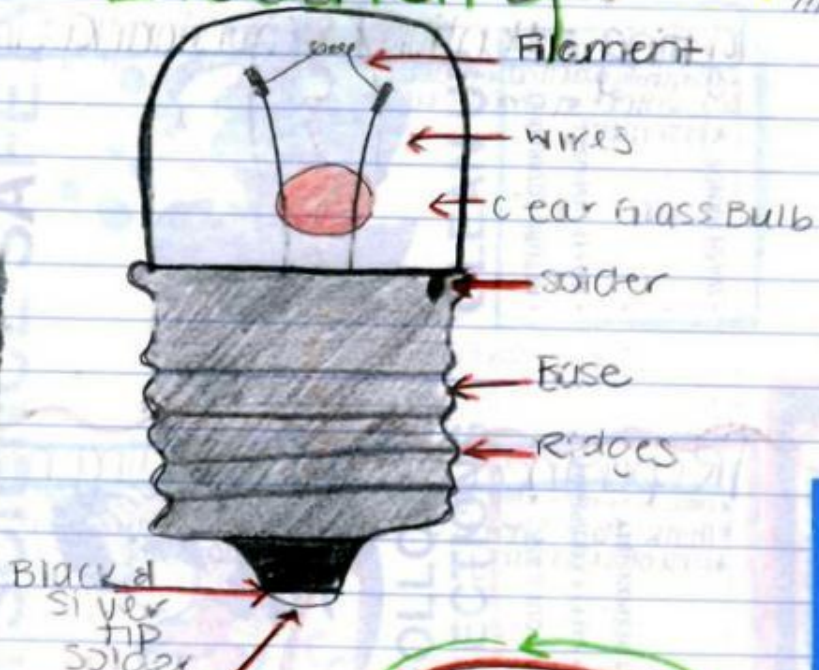
- | | |
|---|--------------------------------|
| • friction (on the axle) | • more force (extra weights) |
| • loss of force (rubberband energy used up) | • more turns of rubberbands |
| • less force (fewer turns of rubberband or fewer weights) | • no load or less load |
| • heavier load | • no friction on ground wheels |

mm. 1mm. 1mm. 1mm. 1mm. 1mm. 1mm. 1mm.

② If I added a sail to my vehicle the motion would be slow if the wind was blowing against it because that would hit the sail and slow it down but if it was blowing behind the sail it would hit the sail and push it forward.

Electricity

9/11/06



Lesson 5 Lunar Vehicle Drawing

5/11/04

