

## S U M M A R I E S

**INVESTIGATION 1: Using Models**

In Investigation One, you used models to make observations. During this Investigation, you:

1. looked at a model of a skeleton.
2. used clay to make a model of an arm that did not have bones.
3. picked up a metal cube with the model arm that did not have bones.
4. used clay and toothpicks to make a model of an arm that had two bones.
5. picked up a metal cube with the model arm that had two bones.

Through these experiments, you concluded that:

1. every student has a skeleton inside of their body.
2. a model arm without bones cannot pick up a metal cube.
3. a model arm with two bones can pick up a metal cube.
4. bones give strength and support to the body.

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## **INVESTIGATION 2: Making Models**

In Investigation Two, you made a model of a pond. During this Investigation, you:

1. used water and gravel to make a model of a pond in a beaker.
2. made predictions in the lab.
3. tested an acrylic cylinder to see if it would float or sink in the pond model.
4. tested a cotton ball to see if it would float or sink in the pond model.
5. tested a falcon tube cap to see if it would float or sink in the pond model.

Through these experiments, you concluded that:

1. an acrylic cylinder sinks in the pond model.
2. a cotton ball sinks in the pond model.
3. a falcon tube cap floats in the pond model.
4. models are made up of many different parts.
5. the acrylic cylinder and cotton ball were good models for fish in the pond.
6. the falcon tube cap was a good model for a duck on the pond.

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## **INVESTIGATION 3: Using Symbols**

In Investigation Three, used symbols to record observations. During this Investigation, you:

1. built a ramp out of a wood block and two rulers.
2. pushed a car with and without wheels down the ramp.
3. pushed a car with and without wheels up the ramp.
4. tested a car with and without wheels on a smooth surface to see how far it would move.
5. tested a car with and without wheels on a rough surface to see how far it would move.
6. used arrows to show where and how far the cars moved.
7. used straight and wavy lines as symbols for rough and smooth surfaces.

Through these experiments, you concluded that:

1. the car with wheels reached the bottom of the ramp with one push.
2. the car without wheels did not reach the bottom of the ramp with one push.
3. both cars did not get to the top of the ramp with one push.
4. cars with wheels move farther on both smooth and rough surfaces.
5. wheels help a car move.
6. symbols can be used to record observations in the lab.
7. symbols can be used to show distance, direction, and types of surfaces.