

6th Grade Home Room, Middle School Science, and 8th Grade Math



Taught by Mr. Medlin

Welcome to the 6th Grade Home Room and Science Lab

- You will notice that each table has a different experiment on it. I try as hard as possible to do as many hands on activities. Feel free to try them out. If you make a mess, please clean it up.
- The 6th Grade Michigan Benchmarks and Standards are located right here in the front. Take one for your viewing pleasure.



Table 1: Properties of Minerals

- In this lab students will find out:
 - Which minerals conduct electricity.
 - What color minerals create on a streak test.
 - Which minerals are attracted to magnets.

Ask an 8th grader if you need help.

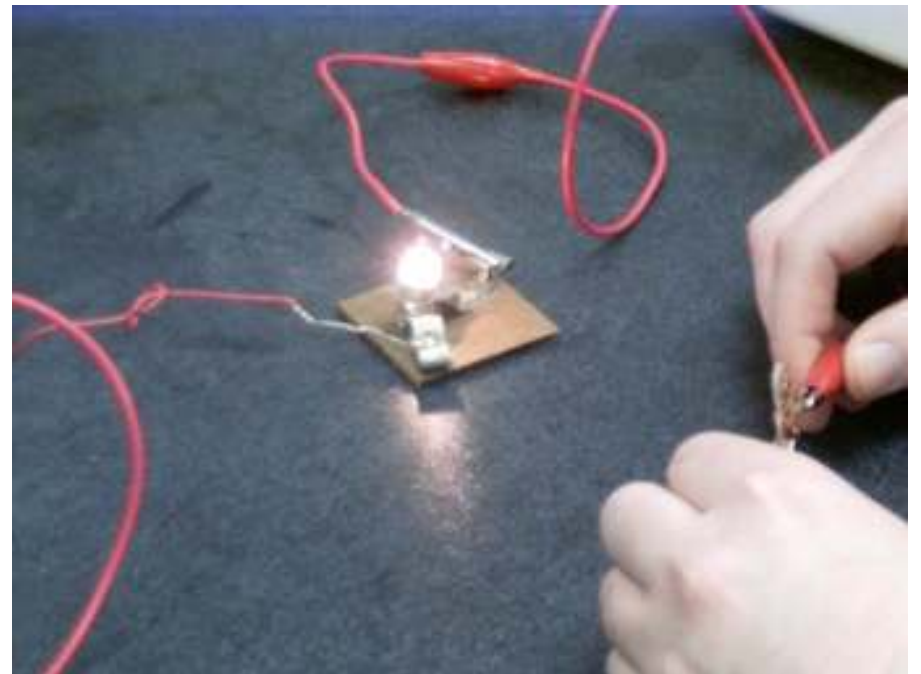


Table 2: Sediment



- Each jar contains soil, sand, graphite shavings, rocks or marbles, and water.
- First make sure the lid is on tight.
- Shake each jar, then place it back on the table.
- Observe the following:
 - How do the materials layer?
 - Why is it cloudy? Does it eventually become clear?
 - Why does all these different things occur?

If you get stumped, ask an 8th grader.

Table 3: Energy Transfer



- Start with only one book high and use the other book as your ramp.
- Let go of the ball.
- Measure how far it travels (and rebounds if necessary).
- Retry the experiment with 2 books high, and then 3 books high.
- Answer the following questions:
 - What happened to the distance your ball traveled as your height increased?
 - Why do you think this occurred?

If you get stumped, ask a 6th grader.

Table 4: How many drops can a penny hold?

- First, always keep your penny on a towel.
- Then, take a pipette and carefully place one drop of water on the penny.
- Keep doing this until the water falls off the penny.
- Answer these questions:
 - How many drops were you able to fit on the penny?
 - What was the shape the water made on top of the penny?
 - Why do you think this happened?



If you don't know what to do, ask a 6th Grader.

Table 5: How Sound Travels

- First hit the tuning fork on the sole of your shoe. Then place it in the water. What happens?
- Second, hit the tuning fork and place the base of it on the table. Have someone be on the opposite side of the table. How does it sound?
- From your observations, answer these questions:
 - How did the water move when you placed your tuning fork into it?
 - How did the tuning fork sound to the person with their ear on the table.
 - From these two answers, can you tell me how sound moves?

If you get stumped, ask a 7th grader.



Table 6: What adaptation is the best to gather your prey?

- In this experiment, you are a predator and the jelly beans are prey. Your goal is to obtain as many jelly beans as possible.
- Half the people will use a spoon, and the other half can use their fingers. Place only one jellybean into your bowl at a time. Keep going till all the jellybeans are captured. Count to see which predators have the most jellybeans.
- Answer these questions:
 - Which adaptation was the best to gather the jellybeans?
 - If these two predators (the spoon and fingers) were in competition with each other, what would happen to their populations? Explain your answer.



Sixth graders love this lab because it is fun. However, make sure you do not hit people's hands with the spoons, do not scratch other hands, and do not eat the jellybeans (you don't know where they been).

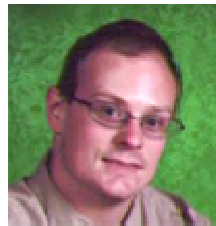
Window Ledges and Table

- On the window ledges, the 8th grade students made barometers and are keeping track of the air pressure on them.
- On the table are some recycled papers that the 6th graders made.



Thanks for Coming!

If you have any questions feel free to email Mr. Medlin at Medlin@StMaryChargers.com.



Have a Wonderful Day!

P.S. Visit the technology room, Mr. Medlin is probably there!