

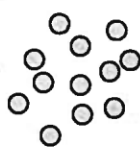
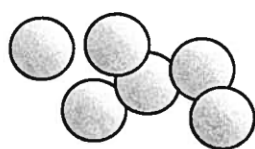
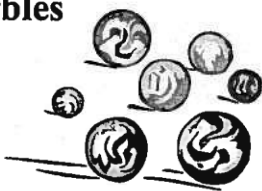

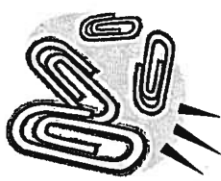


Key Items in Kit

What Could it Be?

1. Bingo chips
2. Paper clips
3. BB's
4. Toothpicks
5. Nails/screws
6. Marbles
7. Washers

What Could It Be?

My Predictions: _____

<p>BB's</p>  <p># _____</p>	<p>Bingo Chips</p>  <p># _____</p>	<p>Marbles</p>  <p># _____</p>
<p>Nails/Screws</p>  <p># _____</p>	<p>Paper Clips</p>  <p># _____</p>	<p>Toothpicks</p>  <p># _____</p>
<p>Washers</p>  <p># _____</p>		

Tips for What Could it be?

Be sure to read the teacher background ahead of time to clarify the topics for discussion with students at the start of the activity. Scientists often must gather information about things without being able to see them. Other senses such as the sense of hearing, touch or smell are useful in such cases.

At no time should students be permitted to open the film canisters. A sample set of canisters can be used by the supervisor to demonstrate what is inside. Allowing students to open the canisters may lead to having the materials in a disorganized state and this will reduce the value of the learning experience for participants.

Students are encouraged to shake, roll or move the canisters in other ways in order to gather information about their contents.

Older students should complete the property data table. It is a good idea to have them number the left hand column from 1 to 8 before recording the rest of the information. Some examples of properties they may be able to determine by shaking or rolling the film canisters include the following: round, metallic, soft, hard, long and narrow, flat on one side, etc. After the students have had time to describe some properties, make their drawings, and make predictions about what the objects may be, use your sample set to show them what is actually inside each of the canisters. Have them record the names of the objects in the last column.

Younger students can use the student sheet with the pictures on it and simply place each canister on top of the picture of what they predict is inside. They should write the number found on the bottom of the canister in the space next to the picture. Use your sample set to show them what is actually inside each of the canisters.

Please have students return the sets of numbered canisters to the zip lock bags before leaving the station.