Lead Information Packet
Module 1: Shadows
5th Grade

This document is not intended to give you all of the information you need to lead the module. It is only intended to be a reference during the module. You can find the complete instructions at [scitrek.chem.ucsb.edu/module](http://scitrek.chem.ucsb.edu/module) as well as the notebook and picture packet used during the module.

Note: We highly recommend teachers complete the initial conclusion assessment outside of SciTrek sessions.

Important Things to Remember During the Module

1. You are responsible for keeping track of time in the classroom and making sure all activities run smoothly. There will be a time card in the lead box with suggested times to start/stop each activity.
2. You are responsible for keeping volunteers and students on track.
3. Walk around during times volunteers are working with students and help struggling groups/subgroups.

Types of Documents:

Notebook:
One given to every student and is filled out by the student. The lead will use a notebook to write in as an example for students. The notebook the lead uses is referred to as the class notebook in these instructions.

Notepad:
One given to every group and is filled out by the volunteer. In these instructions, the examples are narrower and taller than the notebook pages.

Picture Packet:
One per class that, if needed, the lead fills out. In these instructions, the examples are the same size as the notebook pages but are labeled.

In these instructions, all other example documents are labeled.

How to Measure Shadow Lengths (left image below)

1. Line up the 0 cm mark of a ruler with the front of the block (edge of the white plastic).
2. Place another ruler (numbers side down) at the edge of the shadow. This will result in the rulers making an “L.”
3. The shadow length will be the measurement from the front of the block to the beginning of the upside-down ruler. This point is indicated with a circle in the image below (8 cm).

How to Measure Shadow Widths (right image below)

1. Place two rulers (numbers side down) perpendicular to the short side of white plastic on either side of the shadow.
2. Line the 0 cm mark of a third ruler with the inside edge of one of the upside-down rulers. This will result in the rulers making an “H.”
3. The shadow width will be the measurement between the two number-side-down rulers. This point is indicated with a circle in this image below (12 cm).
**Day 1: Technique/Observations/Variables**

We highly recommend teachers give the conclusion assessment prior to Day 1 of the module. The suggested times in the lesson plan below are assuming students completed the conclusion assessment prior to SciTrek’s arrival.

**Schedule: You are responsible for BOLD sections**

*Times if teacher gave assessment prior to SciTrek:*
- Introduction (SciTrek Lead) – 2 minutes
- Module Introduction (SciTrek Lead) – 3 minutes
- Technique (SciTrek Lead) – 7 minutes
- Observation Discussion (SciTrek Lead) – 4 minutes
- Observations (SciTrek Volunteers) – 25 minutes
- Variable Discussion (SciTrek Lead) – 5 minutes
- Variables (SciTrek Volunteers) – 12 minutes
- Wrap-Up (SciTrek Lead) – 2 minutes

*Times if SciTrek must give assessment:*
- Introduction (SciTrek Lead) – 2 minutes
- Conclusion Assessment (SciTrek Lead) – 10 minutes
- Module Introduction (SciTrek Lead) – 3 minutes
- Technique (SciTrek Lead) – 5 minutes
- Observation Discussion (SciTrek Lead) – 4 minutes
- Observations (SciTrek Volunteers) – 20 minutes
- Variable Discussion (SciTrek Lead) – 5 minutes
- Variables (SciTrek Volunteers) – 9 minutes
- Wrap-Up (SciTrek Lead) – 2 minutes

**Preparation:**

1. Get the conclusion assessment and put them in the lead box.
2. Make sure volunteers are writing their name and group color on the whiteboard.
3. Make sure volunteers are passing out nametags.
4. Make sure volunteers are setting up for the initial observation.
5. Set up the document camera for the class question (front cover, notebook), technique activity (notebook, page 2), and the block measurement pictures (picture packet, pages 1 and 2).

**Introduction: (2 minutes – Full Class – SciTrek Lead)**

- Allow volunteers to introduce themselves.
- Introduce the module.
Conclusion Assessment: (10 minutes – Full Class – Given By Classroom Teacher Prior to SciTrek)

- Page 1 (top): Read the two questions aloud and have students fill them in.
- Page 1 (bottom): Read each statement and have students circle if the statement is a claim, data, or opinion.
- Page 2 (top): As a class, have students underline controls, circle changing variable(s), and box information about data collection on the results table. Then, have students individually decide if the group could make a conclusion.
- Page 2 (bottom): Read each statement and have students identify if the statement is a claim or data and then circle if statement is a correct claim, correct data, or incorrect based on the results table.
- Page 3: Repeat the process for page 3.
- Page 4: Read the instruction then have students use the results table to write a conclusion.
- Collect assessments.

Module Introduction: (3 minutes – Full Class – SciTrek Lead)

- Have volunteers pass out notebooks.
- Have students fill out the front cover of their notebooks.
  - They will not fill out their subgroup number or class question.
- Go over what a shadow is and what causes them.
- Introduce the class question, “What variables affect shadows?”
  - Write the class question on the front cover of the class notebook and have students copy it onto their notebooks.

Technique: (7 minutes – Full Class – SciTrek Lead)

- Have volunteers pass out protractors.
- Review the parts of a protractor and how to measure angles with a protractor.
- Fill out question 1 as a class (notebook, page 2).
- Have students fill out questions 2-4 by themselves before reviewing.
- Have volunteers collect protractors.

Observation Discussion: (4 minutes – Full Class – SciTrek Lead)

- Review the definition of an observation (a description using your five senses).
- Explain to students how they will measure the length and width of a shadow (picture packet, page 1).
- Measure the length and width of the shadow (picture packet, page 2).
- Have students move to their groups.
  - If a student does not have a nametag, identify the group color with the least number of students in it and write the student’s name on one of the extra nametags in the lead box using that color of marker.
**Observations:** (25 minutes – Groups – SciTrek Volunteers)

- Walk around and help groups who are struggling.
- Make sure groups are moving along and only spending ~10 minutes on the experimental set-up, ~7 minutes on the colored light, and ~7 minutes on the white light.

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**OBSERVATIONS**

Experimental Set-Up:
- Block Height = 5 cm
- Block Width = 7 cm
- Block Length = 3 cm
- Light Angle = 60°
- Flashlight pointed at block
- Each square on the block is 1 cm x 1 cm

Circle the appropriate box:

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On the chart below, color the box that indicates the light distance and light height.

Distance out along floor from the block to string hanging from the flashlight.

Light Distance(cm)

50 55 60
45 50 45
40 45 40
35 40 35
30 35 30
25 30 25
20 25 20
15 20 15
10 15 10
5 10 5
0 5 0

Distance out along floor from the block to string hanging from the flashlight.

Light Distance(cm)

60 60 60
55 55 55
50 50 50
45 45 45
40 40 40
35 35 35
30 30 30
25 25 25
20 20 20
15 15 15
10 10 10
5 5 5
0 0 0
Variable Discussion: (5 minutes – Full Class – SciTrek Lead)

- Have groups share what they did and learned.
  - Groups should have learned all light colors at the same position will give approximately the same shadow length and width. However, white light gives a crisper shadow than colored light.
- Review the definition of a variable (something in an experiment that can be changed).
- Explore one possible changing variable with the class and have students share how and why they believe this variable might affect the shadow length and width.

Variables: (12 minutes – Groups – SciTrek Volunteers)

- If there are less than 5 minutes left, do this section as a class instead of in groups.
- Walk around and help groups who are struggling.
- Make sure volunteers are having their group come up with three possible variables, as well as how and why these variables might affect shadows.
- Make sure students are generating at least one additional variable by themselves.
Wrap-Up: (2 minutes – Full Class – SciTrek Lead)

- Have each group share one variable with the class, as well as how and why they think this variable will (or will not) affect shadows.
- Go over what students will do next session.

Day 2: Question/Materials Page/Experimental Set-Up/Procedure

Schedule: You are responsible for BOLD sections

Introduction (SciTrek Lead) – 13 minutes
Question (SciTrek Volunteers) – 10 minutes
Materials Page (SciTrek Volunteers) – 7 minutes
Experimental Set-Up (SciTrek Volunteers) – 8 minutes
Procedure (SciTrek Volunteers) – 19 minutes
Wrap-Up (SciTrek Lead) – 3 minutes

Preparation:

1. Make sure volunteers are setting out notebooks in such a way that allows students within the same subgroup to work together.
2. Set up the document camera for the question (notebook, page 6), materials page (lead box), and experimental set-up (notebook, page 7).
3. Have two example blocks of different heights to show students during the Introduction.
Introduction: (13 minutes – Full Class – SciTrek Lead)

- Review the class question, as well as what students did and learned last session.
- Review experimental considerations with the class (notebook, page 6, top):
  - You will only have access to the materials on the materials page.
  - You will only have access to one flashlight with white light and the light must be focused and pointed directly at the center of the block.
  - All objects will be rectangular blocks and you will only be able to change one dimension of the block.
    - Use example blocks to show how to change each dimension.
- Design an example experiment with the class.
  - For the changing variables, pick a variable about the light (light height or light distance) and a variable about the block (block height, block length, or block width; page 6, notebook).
  - For what you will measure you can pick either shadow length or width.
  - Show students how to write the question.
    - If we change the block height and light height, what will happen to the shadow length?
  - Fill out the materials page for the example experiment (lead box).
    - Read step 1 and have students tell you what to do for each bolded word (underline controls and circle changing variables).
    - Go through the list of general materials, and check them off.
    - Read steps 2 and 3. You should choose the control values, but let students choose the four changing variable values.
      - Make sure students understand how to select block dimensions and light distances/heights.
      - Remind students to pick changing variable values that are spread out.
      - Write trial letters next to changing variables values (Ex: 6 cm A).
Fill out the experimental set-up for the example experiment (only Trials A and B for the changing variable; notebook, page 7).

- Draw an additional line under the controls list for another control and its value.
- If students choose to change three variables, there will be two additional blanks for controls. Lead students to come up with “surface/white plastic” and “block material/plastic.”

Read the example procedure step that includes the changing variable (notebook, page 8, top).

**Question:** (10 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Encourage subgroups to pick different changing variables.
- **Make sure volunteers are not giving advice on how many changing variables to use.**
- Make sure subgroups do not have more than one block dimension changing.
- Encourage subgroups to measure the dimension of the shadow (length or width) they think they know the least about.
- Make sure, for the second part of the question (what you are measuring/observing), students are specific (they should write, “the shadow length or width” and not just “the shadow”).
**Materials Page:** (7 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure subgroups are underlining their controls and circling their changing variable(s).
- Make sure subgroups are filling out the materials page correctly and completely.

**Experimental Set-Up:** (8 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure subgroups are underlining their controls and circling their changing variable(s).
- Make sure subgroups are filling out the materials page correctly and completely.

**Procedure:** (19 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure procedures are concise, but still include all values of the controls and changing variable(s), as well as the data that will be collected.

**Wrap-Up:** (3 minutes – Full Class – SciTrek Lead)

- Go over what students will do next session.

**Day 3: Results Table/Experiment/Graph/Conclusion Activity**

**Schedule:** You are responsible for **BOLD** sections

- **Introduction (SciTrek Lead) – 8 minutes**
- **Results Table (SciTrek Volunteers) – 3 minutes**
- **Experiment (SciTrek Volunteers) – 22 minutes**
- **Graph (SciTrek Volunteers) – 10 minutes**
- **Conclusion Activity (SciTrek Lead) – 15 minutes**
- **Wrap-Up (SciTrek Lead) – 2 minutes**

**Preparation:**

1. Make sure volunteers are setting out notebooks.
2. Make sure volunteers are setting up for the experiment.
3. Set up the document camera for the filled-out results table (picture packet, page 3), graph (notebook, page 10), conclusion activity (notebook, page 11), and block measurement pictures (picture packet, page 1).
4. Have example block available to show students during the Introduction.
Introduction: (8 minutes – Full Class – SciTrek Lead)

- Review the class question, as well as what students did and learned last session.
- Show students how to fill out the results table (picture packet, page 3).
- Use the checklist (notebook, page 10, top) to go over how to graph results.
  - Use the filled-out results table (picture packet, page 3) to fill out the graph (notebook, page 10).
  - Stress the importance of step 4 to ensure that students’ graphs are in increasing order.
  - Only graph the results for the two smallest shadow lengths (5 cm and 23 cm).
- Using an example block, review how the block dimensions are defined.
- Have students raise their hand to identify whether they are measuring shadow length or width.
- Review how to measure shadow lengths and widths (picture packet, page 1).

Results Table: (3 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure students are underlining controls, circling the changing variable(s), and boxing data collection boxes.
- Make sure control values are written in the Trial A box with an arrow through the rest of the trials’ boxes, while changing variable(s) values are written in each trial’s box.
- Make sure students are making predictions for which trial they think will produce the smallest (S) and biggest (B) shadows.

Experiment: (22 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure students have their block orientation correct.
- Make sure students are measuring either the length or the width of the shadow correctly.
• Do not have students clean up their set-up until after they have made their graph. This allows them to check measurements, if necessary.

**Graph: (10 minutes – Subgroups – SciTrek Volunteers)**

• Walk around and help subgroups who are struggling.
• Make sure students are graphing their data from smallest shadow length/width to largest shadow length/width.
• Make sure students have their changing variable values (Ex: 5 cm), not the trial letters (Ex: trial A), on the x-axis.
• Make sure students are writing the numerical value of the shadow lengths/widths on top of each column.

**Conclusion Activity: (15 minutes – Full Class – SciTrek Lead)**

• Make sure to start the conclusion activity at least 10 minutes before the end of the session, even if students are not done with their graphs.
• Review the definition of a conclusion (claim supported by data; notebook, page 11).
• Review the definition of a claim (a statement that can be tested).
  o Have students give a few examples of claims.
• Review the forms of data
  (observations/measurements).
• Read each statement.
  o As a class, discuss if each statement is a claim, data, or opinion, then circle the correct statement type.
  o When applicable, underline controls (descriptive numbers), box data collection, and double underline opinions.
  o For claim statements, have students tell you what data would need to be collected to back up the claim.
  o For data statements, have students tell you the claim that it could be paired with to make a conclusion.

  ▪ **a. out of 10 people, only 3 can ride a unicycle**
    • Data
      o Possible Claim: more people do not know how to ride a unicycle than do know how to ride a unicycle
  ▪ **b. puppies are cute**
    • Opinion
  ▪ **c. people who get 4 hours of sleep experience dizziness**
    • Claim
      o 4 hours is not a data measurement. It is called a descriptive number because it describes a control in the experiment.
      o Possible Data: asking/counting the number of people that feel dizzy after getting 4 hours of sleep.
• d. ants were observed on syrup, starbursts, and frosted flakes
  • Data
    o Possible Claim: ants are attracted to sugar
• e. the fastest land animal in the world is the cheetah
  • Claim
    o Possible Data: time the animals running a specific distance
• f. when 2 mL of vinegar was mixed with 2 g of baking soda, 1 L of gas was produced
  • Data
    o Possible Claim: vinegar and baking soda undergo a chemical reaction when mixed
• g. the more simple the flower, the more bees on the flower
  • Opinion
• If there is additional time you can continue on to the next page of the conclusion activity.

Wrap-Up: (2 minutes – Full Class – SciTrek Lead)

• Go over what students will do next session.

Day 4: Conclusion Activity/Conclusion/Question/Materials Page/Experimental Set-Up/Procedure

Schedule: You are responsible for **BOLD** sections

  Introduction (SciTrek Lead) – 2 minutes
  Conclusion Activity (SciTrek Lead) – 30 minutes
  Conclusion (SciTrek Volunteers) – 5 minutes
  Question (SciTrek Volunteers) – 5 minutes
  Materials Page (SciTrek Volunteers) – 5 minutes
  Experimental Set-Up (SciTrek Volunteers) – 5 minutes
  Procedure (SciTrek Volunteers) – 6 minutes
  Wrap-Up (SciTrek Lead) – 2 minutes

Preparation:

1. Make sure volunteers are passing out notebooks.
2. Set up the document camera for the conclusion activity (notebook, pages 12-15).

Introduction: (2 minutes – Full Class – SciTrek Lead)

• Review the class question, and what students did, and learned, last session.
Conclusion Activity: (30 minutes – Full Class – SciTrek Lead)

- Read the directions (notebook, page 12).
- Have students make matches between claims and data and then share out matches.
  - Correct matches
    - Spicy food causes heartburn, because 50% of people get heartburn when they use hot sauce and 10% of people get heartburn when they don’t use hot sauce.
    - Cars increase air pollution, because the air has been observed to be brown in areas with large numbers of cars.
  - Discuss why the statement Diet coke weighs less than regular coke does not match with 1 mL of diet coke weighs 5 g and 1 mL of coke weighs 1.1 g.
  - Discuss why only the claim can be changed when the data and claim do not match.
  - Have students identify and underline the controls, circle the changing variable(s), and box information about data collection on the results table (notebook, page 13).
- Read each statement.
  - As a class, discuss whether each statement is a claim or data and write a “C” or “D” on the line.
  - Have students help you annotate the statement by underlining controls, circling changing variables (every claim statement will have a changing variable), and boxing data.
  - Have students look at the results table to determine whether the statement is a correct claim, correct data, or incorrect.
    - Statements are incorrect if they are not supported by the results table or if they have not been tested.
- Questions used for statements that are claims:
  - What type of statement is this and how do you know?
  - What would need to be the changing variable for this claim to be correct?
  - Is that variable a changing variable in the experiment?
    - If answer is yes:
      - Is this claim consistent with the data?
      - Is the statement a correct claim, correct data, or incorrect?
    - If answer is no:
      - Is the statement a correct claim, correct data, or incorrect?
- Questions used for statements that are data:
  - What type of statement is this and how do you know?
  - Is the data correct based on the results table?
  - Is this statement a correct claim, correct data, or incorrect?
- a. the light height affects the length of the shadow
  - Claim/Incorrect (Variable Held Constant)
- b. a larger light angle will result in a longer shadow
  - Claim/Correct Claim
- c. when a block is 9 cm tall, different light angles give different shadow lengths
  - Claim/Correct Claim
    - The number in this claim is a descriptive number.
- d. when the light angle was 60°, the shadow length was 6 cm
- Data/Incorrect
- Have students determine data that backs up claim b.
  - when the light angle was 30°, the shadow length was 6 cm and when the light angle was 60°, the shadow length was 10 cm

### SCIENTIFIC PRACTICES

#### Conclusions

<table>
<thead>
<tr>
<th>Variables</th>
<th>Trial A</th>
<th>Trial B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Color</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Block Height</td>
<td>5 cm</td>
<td>10 cm</td>
</tr>
<tr>
<td>Block Width</td>
<td>7 cm</td>
<td>10 cm</td>
</tr>
<tr>
<td>Light Distance</td>
<td>30 cm</td>
<td>30 cm</td>
</tr>
<tr>
<td>Shadow Length</td>
<td>30 cm</td>
<td>30 cm</td>
</tr>
<tr>
<td>Light Angle</td>
<td>30°</td>
<td>60°</td>
</tr>
</tbody>
</table>

Data/Correct Data

<table>
<thead>
<tr>
<th>Variables</th>
<th>Trial A</th>
<th>Trial B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Color</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Block Height</td>
<td>6 cm</td>
<td>10 cm</td>
</tr>
<tr>
<td>Block Width</td>
<td>7 cm</td>
<td>10 cm</td>
</tr>
<tr>
<td>Light Distance</td>
<td>25 cm</td>
<td>30 cm</td>
</tr>
<tr>
<td>Shadow Length</td>
<td>5 cm</td>
<td>10 cm</td>
</tr>
<tr>
<td>Light Angle</td>
<td>90°</td>
<td>60°</td>
</tr>
</tbody>
</table>

Data/Correct Data

- a. the brighter the light, the longer the shadow
  - Claim/Incorrect (No Data Gathered)

- b. when the block height was 6 cm, the shadow length was 5 cm and when the block height was 10 cm, the shadow length was 13 cm
  - Data/Correct Data

- c. when the block height is smaller, the shadow length is longer
  - Claim/Incorrect (Inconsistent with Data)

- d. the longer the light distance, the longer the shadow
  - Claim/Incorrect (More than One Changing Variable)

- Go over the questions on the bottom of page 14.
- Have students identify and underline the controls, circle the changing variable(s), and box information about data collection, and then determine whether the scientists can make a conclusion (notebook, page 15).
- Tell students, “You will now determine whether a conclusion can be made from your first experiment, then design another experiment.”
Conclusion: (5 minutes – Subgroups – SciTrek Volunteers)

- If subgroups have not finished the graph do not make them go back and finish it. Most likely these subgroups will not be able to make a conclusion; therefore, they will not use the data from their first experiment.
- Walk around and help subgroups who are struggling.
- Subgroups who can make a conclusion will need more help than those who cannot.
  - If a subgroup can make a conclusion, make sure they are making a claim and using specific data to support that claim.

Question: (5 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure subgroups are only picking one changing variable.
- Encourage subgroups to pick different changing variables.
- Encourage subgroups to measure the dimension of the shadow (length or width) they think they know the least about.
- Make sure, for the second part of the question (what you are measuring/observing), students are specific (they should write, “the shadow length or width” and not just “the shadow”).

Materials Page: (5 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure subgroups are underlining their controls and circling their changing variable.
- Make sure subgroups are filling out the materials page correctly and completely.
**Experimental Set-Up:** *(5 minutes – Subgroups – SciTrek Volunteers)*

- Walk around and help subgroups who are struggling.
- Make sure, within one subgroup, all students have the same order for their changing variable values.
- Make sure all control blanks are filled out.

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**EXPERIMENTAL SET-UP**

Write your changing variable(s) (Ex: block height) and the values (1 cm: 5 cm) you will use for your trials under each block.

**Chang ing Variable(s):**

1) **Block Length:** 3 cm, 10 cm, 8 cm, 6 cm
2) **:**
3) **:**

**Controls (variables you will hold constant):**

Write the controls and the values you will use in all your trials (control values, Ex: light color/white).

- **Light Color:** White
- **Light Distance:** 50 cm
- **Block Height:** 7 cm
- **Block Width:** 3 cm

**Light Angle:** 60°

SciTrek Member Approval: 10
Procedure: (6 minutes – Subgroups – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure procedures are concise, but still include all values of the controls and changing variable, as well as the data that will be collected.
- If subgroups do not finish their procedure, they will have time to work on it the next session.

Wrap-Up: (2 minutes – Full Class – SciTrek Lead)

- Go over what students will do next session.

Day 5: Procedure/Results Table/Experiment/Graph/Conclusion

Schedule: You are responsible for BOLD sections

**Introduction (SciTrek Lead) – 10 minutes**
 Procedure (SciTrek Volunteers) – 5 minutes
 Results Table (SciTrek Volunteers) – 5 minutes
 Experiment (SciTrek Volunteers) – 25 minutes
 Graph (SciTrek Volunteers) – 5 minutes
 Conclusion (SciTrek Volunteers) – 8 minutes
 Wrap-Up (SciTrek Lead) – 2 minutes

Preparation:

1. Make sure volunteers are passing out notebooks.
2. Make sure volunteers are setting up for the experiment.
3. Set up the document camera for the conclusion example (notebook, page 20) and the block measurement pictures (picture packet, page 1).
4. Have example block available to show students during the Introduction.

**Introduction: (10 minutes – Full Class – SciTrek Lead)**

- Review the class question, as well as what students did and learned, last session.
- Review the definition of a conclusion (a claim supported by data).
- On the data table (notebook, page 20), have students identify and underline the controls, circle the changing variable, and box information about data collection.
- Have students identify the question the group was investigating.
- Have students make a conclusion from the data.
  - We can conclude that for a given block dimension, the shadow length will be the same, regardless of the block material, because the metal and the foam blocks both had a shadow length of 12 cm.

![Scientific Practices](image)
• Using an example block, review how the block dimensions are defined.
• Have students raise their hand to identify whether they are measuring shadow length or width.
• Review how to measure shadow lengths and widths (picture packet, page 1).

Procedure: (5 minutes – Subgroups – SciTrek Volunteers)

• Walk around and help subgroups who are struggling.
• Make sure procedures are concise, but still include all values of the controls and changing variable, as well as the data that will be collected.

Results Table: (5 minutes – Subgroups – SciTrek Volunteers)

• Walk around and help subgroups who are struggling.
• Make sure students are underlining controls, circling the changing variable, and boxing data collection boxes.
• Make sure control values are written in the Trial E box with an arrow through the rest of the trials’ boxes, while changing variable values are written in each trial’s box.
• Make sure students are making predictions for which trial they think will produce the smallest (S) and biggest (B), shadows.

Experiment: (25 minutes – Subgroups – SciTrek Volunteers)

• Walk around and help subgroups who are struggling.
• Make sure students have their block orientation correct.
• Make sure students are measuring either the length or the width of the shadow correctly.
• Do not have students clean up their set-up until after they have made their graph. This allows them to check measurements, if necessary.

Graph: (5 minutes – Subgroups – SciTrek Volunteers)

• Walk around and help subgroups who are struggling.
• Make sure students are graphing their data from smallest shadow length/width to largest shadow length/width.
• Make sure students have their changing variable values (Ex: 5 cm), not the trial letters (Ex: trial E), on the x-axis.
• Make sure students are writing the numerical value of the shadow lengths/widths on top of each column.
Conclusion: **(8 minutes – Subgroups – SciTrek Volunteers)**

- Walk around and help subgroups who are struggling.
- Make sure subgroups are generating a claim (ideally the claim will allow them to make a prediction about future experiments) and use at least two specific data points to support it.
  - Subgroups will be using measurements as their data; make sure they are including numerical values in their data statement.
  - Do not let subgroups reference trial letters in their conclusions.
- Volunteers struggle with conclusions, so you should check at least one conclusion from each group.
- If subgroups do not finish their conclusions, they can work on them during the next session.

Wrap-Up: **(2 minutes – Full Class – SciTrek Lead)**

- Go over what students will do next session.

Day 6: Conclusion/Poster Making

**Schedule:** You are responsible for **BOLD** sections

- Introduction (SciTrek Lead) – 2 minutes
- Conclusion (SciTrek Volunteers) – 18 minutes
- Poster Making (SciTrek Volunteers) – 35 minutes
- Wrap-Up (SciTrek Lead) – 5 minutes
Preparation:

1. Make sure volunteers are setting out notebooks.
2. Find a place to leave student posters.

Introduction: (2 minutes – Full Class – SciTrek Lead)

- Review the class question, what students did and learned last session, as well as what they will do today.

Conclusion: (18 minutes – Full Class – SciTrek Volunteers)

- Walk around and help subgroups who are struggling.
- Make sure subgroups are generating a claim (ideally the claim will allow them to make a prediction about future experiments), and use at least two specific data points to support it.
  - Subgroups will be using measurements as their data; make sure they are including numerical values in their data statement.
  - Do not let subgroups reference trial letters in their conclusions.
- Volunteers struggle with conclusions, so you should check at least one conclusion from each group.
- Make sure students fill out the sentence frame (notebook, page 23, bottom), I acted like a scientist when.

Poster Making: (35 minutes – Subgroups – SciTrek Volunteers)

- Help volunteers glue poster pieces onto the posters. When gluing, make sure you or the volunteers (not the students) are gluing the poster in the exact order that is shown on the diagram and the poster has a landscape orientation.
- Make sure the student in each subgroup who is presenting the results graph, has a sentence frame sticker in their notebook and a volunteer has gone over how to present the four sentences with the student several times.
- Each student should have the part(s) they are presenting highlighted and numbered in their notebook: 1) scientists’ names, 2) question, 3) experimental set-up, 4) procedure, 5) results graph, and 6) conclusion (see pictures above).
  - Remind volunteers if a student is presenting multiple parts, they should have multiple sections highlighted and numbered in their notebook.
- Volunteers often forget to highlight student notebooks, so make sure this gets done before Day 7.
Wrap-Up: (5 minutes – Full Class – SciTrek Lead)

- Ask students the following questions:
  - How did you act like a scientist during this project?
  - What did you do that scientists do?
Day 7: Poster Presentations

**Schedule:** You are responsible for **BOLD** sections

- **Introduction (SciTrek Lead)** – 2 minutes
- **Practice Posters (SciTrek Volunteers)** – 5 minutes
- **Poster Presentations (SciTrek Volunteers/SciTrek Lead)** – 51 minutes
- **Wrap-Up (SciTrek Lead)** – 2 minutes

**Preparation:**

1. Make sure volunteers are passing out notebooks.
2. Set up the document camera for the *Notes on Presentations* (picture packet, page 4 and 5).
3. Organize posters so experiments featuring the same changing variable will be presented back to back and posters are presented from simplest to understand, to most difficult to understand (suggested order: block height, block width, block length, light height, light distance, light angle).

**Introduction:** (2 minutes – Full Class – SciTrek Lead)

- Review the class question, as well as what students did and learned last session.

**Practice Posters:** (5 minutes – Subgroups – SciTrek Volunteers)

- **Do not give students more than 5 minutes to practice or you will run out of time for presentations.**
- Make sure students are reading from their notebooks, and practicing the posters, in the following order: 1) scientists’ names, 2) question, 3) experimental set-up, 4) procedure, 5) results graph, and 6) conclusion. They will **not** read the *I acted like a scientist when* or results tables from their posters.

**Poster Presentations:** (51 minutes – Full Class – SciTrek Volunteers/SciTrek Lead)

- Inform students if they ask a scientific question (a question that helps summarize what the subgroup did/learned or requires them to make a prediction based on their data) they will receive a SciTrek pencil after the presentations are done.
- Have students present their posters.
- While posters are being presented, record each subgroup’s changing variable values, what data they will be collecting, and their data (picture packet, pages 4 and 5) while students do the same (notebook, pages 24 and 25).
  - After a subgroup reads their question stop the presentation and have the class identify the changing variable, as well as what shadow measurement the subgroup made. Then, record it in the picture packet.
  - When a subgroup reads their results graph, record the values of the changing variable and their measurements.
- After each presentation, ask students:
  - What questions do you have for this subgroup?
- Once students have asked their questions (make sure each student answers a question; you should ask at least one question per presentation), have students summarize what they learned and record it (picture packet, pages 4 and 5); while students also record the summary (notebook, pages 24 and 25).
  - If students are unable to do this, encourage them to ask more questions.
- Students will not record information about their own subgroup’s poster presentation.
- After all presentations are over, have students tell you the variable values they would select to cause the longest shadow.
Wrap-Up: (2 minutes – Full Class – SciTrek Lead)

- Tell students, “The mentors who have been working with you are undergraduate and graduate students who volunteer their time so you can do experiments. This is the last day you will see your volunteers, so we should say thank you and goodbye.”
- Have volunteers give students SciTrek pencils.
- Have students remove the paper parts of their nametags (which they can keep) from the plastic holders and return the plastic holders to their volunteers.

Day 8: Conclusion Assessment/Tie to Standards

Schedule: You are responsible for BOLD sections

Conclusion Assessment (SciTrek Lead) – 10 minutes
Tie to Standards (SciTrek Lead) – 50 minutes

Preparation:

1. If the teacher is not leading the tie to standards activity, do the following:
   a. Give the teacher an extra notebook, and have them fill it out with their students, to follow along during the tied to standards activity.
   b. Collect the teacher’s lab coat and put it in the lead box.
2. Pass out the conclusion assessments and notebooks.
3. Set up the document camera for the tie to standards activity (notebook, pages 26-28 and picture packet, pages 6-11).
4. Put your lab coat in the lead box at the end of the day.
Conclusion Assessment: (10 minutes – Full Class – SciTrek Lead)

- Page 1 (top): Read the two questions aloud and have students fill them in.
- Page 1 (bottom): Read each statement and have students circle if the statement is a claim, data, or opinion.
- Page 2 (top): Have students underline controls, circle changing variable(s), and box information about data collection on the results table. Then, have students decide if the group could make a conclusion.
- Page 2 (bottom): Read each statement and have students identify if the statement is a claim or data and then circle if statement is a correct claim, correct data, or incorrect based on the results table.
- Page 3: Repeat the process for page 3.
- Page 4: Read the instructions then have students use the results table to write a conclusion.
- Collect assessments.

Tie to Standards: (50 minutes – Full Class – SciTrek Lead)

Effects of Changing the Light (15 minutes)

- For each of the parts in question 1, explain the change that will be made for each trial and then have students circle what they think will happen to the shadow length/width.
- Have one student share their answer and why they made that prediction.
- Show students the data (picture packet, pages 6-9).
- Box what happened to the shadow length/width.
  - It might be necessary to measure the shadow width in experiment 3 (light distance).
Connection to the Sun (10 minutes)

- Have students fill in questions 2, 3, and 4.
- Draw in the location of the suns and label them with students for question 5 in the following order (sunset, noon, sunrise, midmorning, afternoon).
- Draw in the shadow for sunrise with students and label it.
- Have students try to fill in the other shadows on their own, then share their drawing and their reasoning.
- Draw in other shadows.
- Have students fill in questions 6 and 7.
**Seasonal Shadows (23 minutes)**

- Pass out red pens.
- Tell student, “You are now going to draw, with the red pen, what you think happens to the shadow length over the course of 24 hours in the winter.”
- Ask students, “What would the shadow length be at midnight?” Students should reply, “0.” Then put that value on the graph.
- Tell students, “If you thought the shadow length was 0 over the full 24 hours, you would draw a straight line with your red pen.”
  - Ask them, “Is this prediction correct?” Students should reply, “No.”
- Have one student share their prediction.
- Graph the actual data in pencil with the students (picture packet, page 10).
- Determine the number of daylight hours in the winter (10 hours).
- Point out the graph is symmetric.
- Tell students, “You are now going to draw, with the red pen, what you think happens to the shadow length over the course of 24 hours in the summer.”
- Have one student share their prediction.
- Graph the actual data in pencil with the students (picture packet, page 11).
- Determine the number of daylight hours in the summer (14 hours).
- As a class fill in the conclusion about number of daylight hours.

**Sundials (2 minutes)**

- Tell students, “Since shadows are predictable, before there was electricity, sundials were used to tell time.”
- Have students determine the time of day for each sundial.
# Extra Practice Solutions:

## Outcomes

**Directions:**
On the results table, underline each correct, circle each correct, and box information about extra credit.

### Data Collection

<table>
<thead>
<tr>
<th>Variables</th>
<th>Trial A</th>
<th>Trial B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Color</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Block Height</td>
<td>5 cm</td>
<td>10 cm</td>
</tr>
<tr>
<td>Light Distance</td>
<td>35 cm</td>
<td>40 cm</td>
</tr>
<tr>
<td>Light Intensity</td>
<td>25 cm</td>
<td>30 cm</td>
</tr>
<tr>
<td>Light Brightness</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Data**

<table>
<thead>
<tr>
<th>Shadow Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial A</td>
</tr>
<tr>
<td>7 cm</td>
</tr>
<tr>
<td>Trial B</td>
</tr>
<tr>
<td>15 cm</td>
</tr>
</tbody>
</table>

**Can this group make a claim?**

- **Yes**
- **No**
- **I Don't Know**

<table>
<thead>
<tr>
<th>Box X:</th>
<th>Claim is Correct</th>
<th>Data is Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**What was the data used to support the correct claim(s) above?**

- **When the block height was 5 cm, the shadow length was 7 cm,** and when the block height was 10 cm, the shadow length was 15 cm.