PLEASE NOTE: In the elementary course there are two activity pages that go with each lesson. One is a simple activity page for the younger students, and the other a further studies page for the older students. The following show the two pages from the "Wheels" lesson and the two pages from the "Magnets" lesson. There are 72 activities (two for each lesson) in all.
A WHEEL is a round machine that makes it easier to move an object.
FURTHER STUDY
For the older students

1.8 Pulleys

Now try this...

In this lesson you learned about wheels. Wheels are simple machines that make it easier to move something.

You also learned a little about pulleys. Pulleys are just wheels with a string or band going around them.

Do you think you could use one of the car’s wheels to lift your science buddy? (circle one)

YES                      NO

Activity

1. Get your science buddy, rubber band, car, and a string or thread (dental floss will work).

2. Attach the string to the science buddy using a rubber band.

3. Hang your science buddy from the car’s wheel as shown. You will need help from your teacher to hold the car while you hold the string.

4. Now GENTLY pull on the string to raise your science buddy.

What happened? Did the science buddy go up? (circle one)

YES                      NO

What happened?

Your pulley (wheel) made it easy to lift your science buddy into the air. Big cranes use pulleys to build tall buildings.
A MAGNET has an invisible force that sticks to certain kinds of metal.

Connect the dots to see a common place to find magnets in your home.
In this lesson you learned about magnets. Magnets are made out of special kinds of metal. Magnets have invisible forces and can stick to certain kinds of metals.

How many paper clips do you think one of your magnets can pick up at once?

# of magnets ______________

How many paper clips do you think two of your magnets can pick up at once?

# of magnets ______________

Activity

1. Put a small metal paperclip on one edge of just one magnet (Figure A). Now try and put another small paperclip on its end. If it sticks, try a third. Do this 3 times and write the number it held below.

   #1 _____    #2 _____    #3 _____

2. Now do it again, but this time use the two magnets together (figure B). Do this 3 times and write the number below.

   #1 _____    #2 _____    #3 _____

Why conduct each experiment three times? It improves the accuracy of the experiment. It ensures that the experiment is a good one, with similar results each time.

What did you conclude (find out)? Were two magnets stronger than one? Two magnets have a greater force. Because of this, two magnets can pick up more than one magnet.