

Title: Jelly Bean Mystery

Senses Experiment

Materials:
jelly beans



Prediction: Can you tell the color and flavor of a jelly bean by tasting it but not looking at it?

Procedure: Ask the students to close their eyes. Give each one a jelly bean and have him eat it without looking at it. Record the color of the jelly bean given to each child. Have him predict the color and flavor of the jelly bean. Repeat giving each child a different color.

Questions:

- 1) Which colors were easy to guess? Which colors were difficult to guess?
- 2) What sense did you use? (taste) What sense organ did you use? (tongue)
- 3) Describe the taste of jelly beans. (sweet)

Title: Using Your Ears

Senses Experiment

Materials:

film containers
objects to place inside
containers



Prediction: Can you match similar sounds?

Procedure: Place objects in the film containers so that you have pairs of film containers with identical objects. Use an assortment of objects such as popcorn, pins, pennies, dice, seeds, beads, cotton balls, and rocks. Give the students containers to shake and ask them to find other students with the same objects in their film containers. It may be helpful to divide the students into small groups for this activity. Emphasize the importance of listening carefully. Once they have found their match, have them make a guess as to the contents. Open and check. Collect containers, redistribute, and repeat.

Questions:

- 1) How did the objects sound different?
- 2) Did any objects not make a sound? Which ones? (yes, cotton balls)
- 3) Which sounds were soft? loud?
- 4) How could you make a sound louder? (shake the container harder)
- 5) Which sense did you use to make your guess? (hearing) Which sense organ did you use? (ears)

Title: Cause and Effect of Glop

Senses Experiment

Materials:
cornstarch
water
food coloring
aluminum pie plates
large bowl



Prediction: Can a substance feel sticky and not stick to your fingers?

Procedure: In a large bowl, mix four parts cornstarch and one part water which has had some food coloring added to it. Stir. Put some of this "glop" in aluminum pie plates and give to each student. Allow time for the students to play with the glop, then ask some cause and effect questions.

Questions:

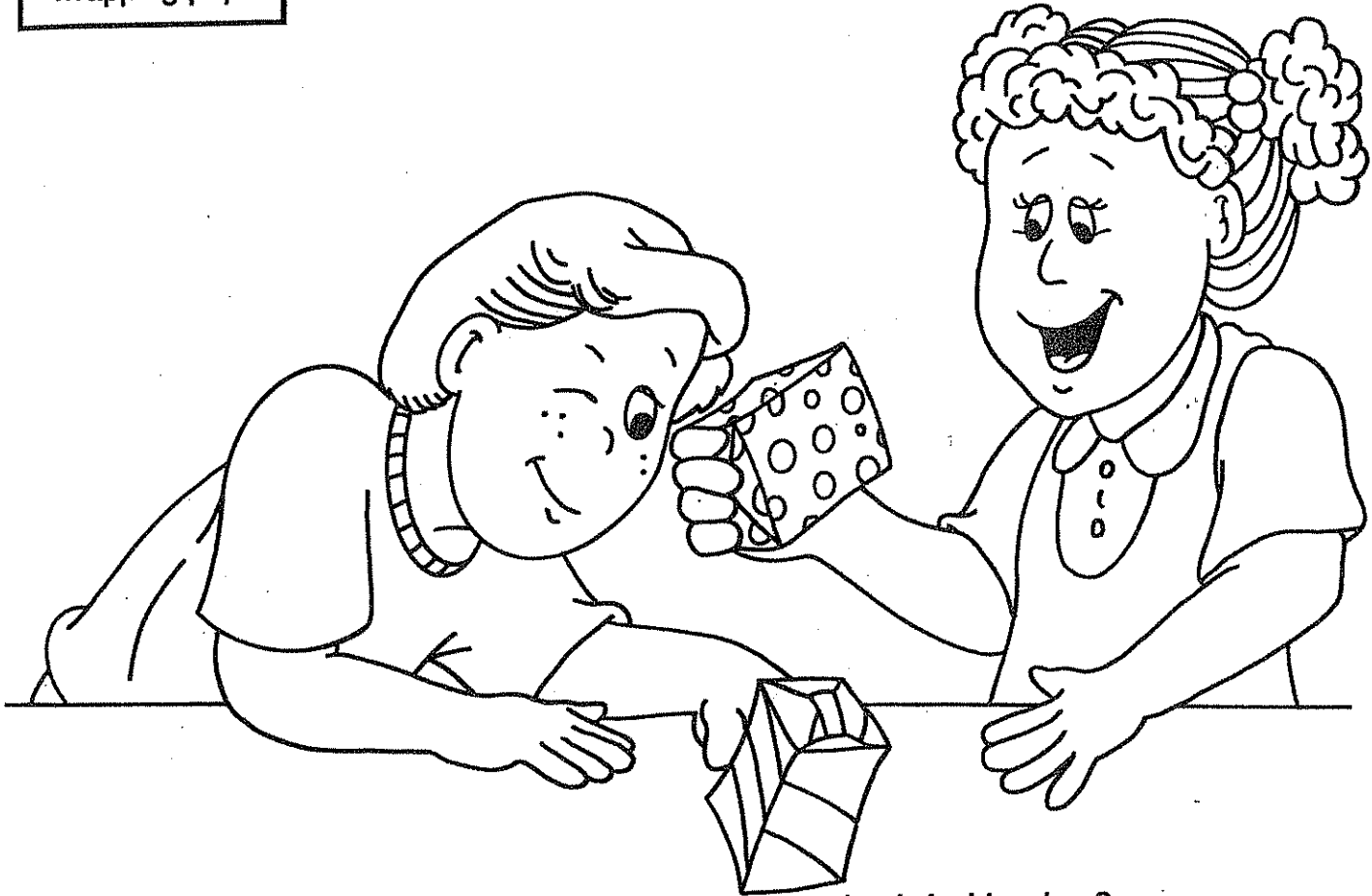
- 1) What happens if you quickly stick your finger in the glop? (the glop does not stick to your finger)
- 2) What happens if you slowly stick your finger in the glop? (it feels sticky)
- 3) What happens if you pick up the glop and release it? (it runs off your finger and falls onto the pie plate)
- 4) What happens if you smash it with your fist? (it does not splatter, it stays in the pie plate)

Title: Surprises in a Box

Senses Experiment

Materials:

pairs of objects
boxes
wrapping paper



Prediction: What senses do you use to guess what is inside a box?

Procedure: Select about 6-8 different objects of varying sizes, shapes, and masses. It is necessary to have two of each object. Take one set of objects and place each in a separate box and wrap with paper. Place the second set of objects on a table. Ask the students to match the objects on the table with the appropriate box. Encourage the students to shake the boxes and listen to the sound made. Also feel the mass of the objects on the table and compare to the mass of the boxes. Examples of objects to use: cotton balls, marbles, pencils, tennis balls, magnets, paper cups, and paperback books.

Questions:

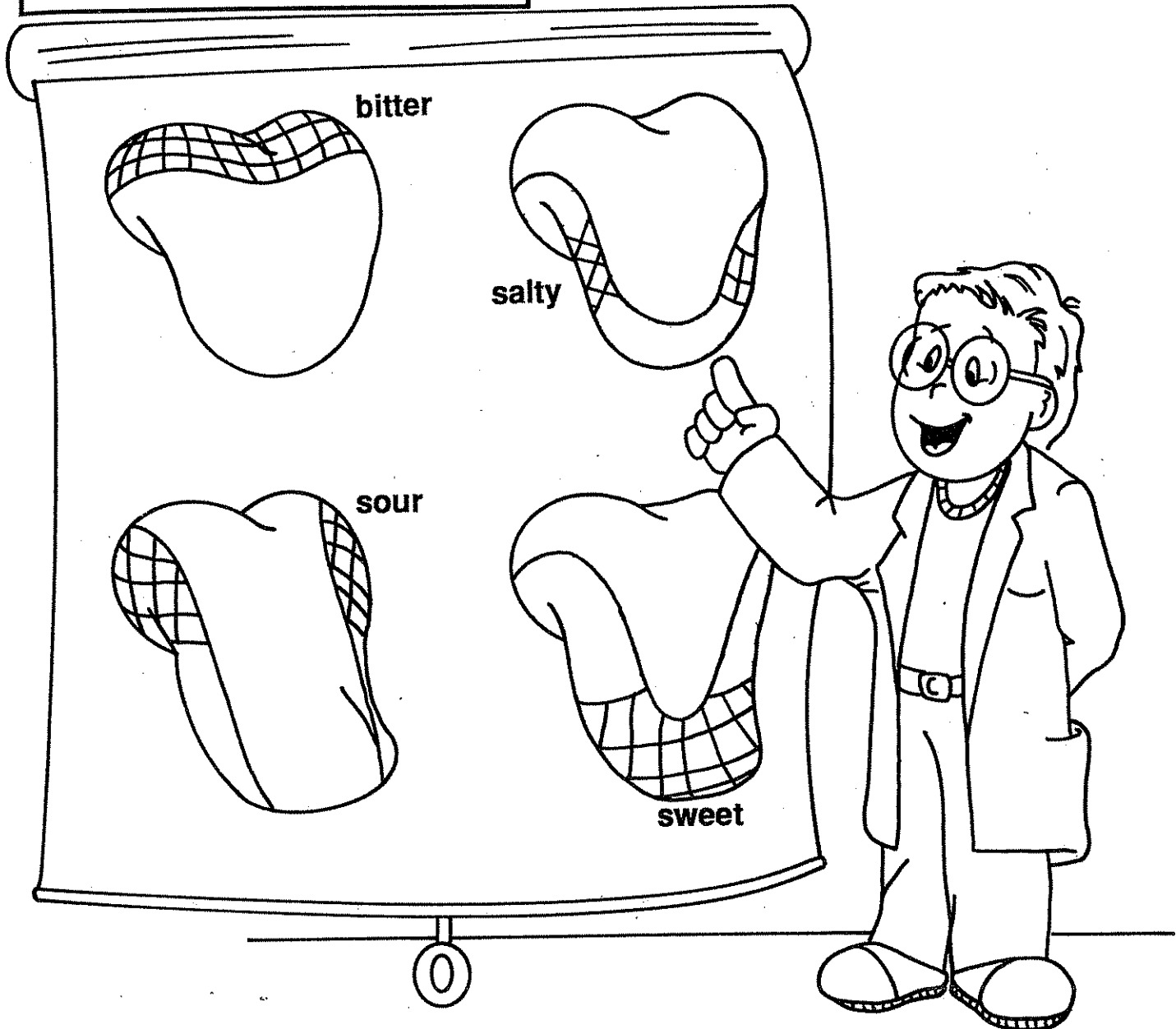
- 1) What senses were used in this activity? (seeing, touching, hearing)
What sense organs? (eyes, hands, ears)
- 2) How were you able to match the objects to the correct box without seeing inside the box? (by feeling how heavy or light an object was and listening to the sound made by the object when the box was moved)

Title: The Taste Treat

Senses Experiment

Materials:

A variety of sweet, salty, and sour food
paper cups



Prediction: On what area of the tongue do you taste sweet, sour, and salty flavors?

Procedure: Place a variety of sweet, sour, and salty foods in paper cups. Have the students taste the foods and determine if they are sweet, sour, or salty. Then have them determine which area of the tongue detected the flavor. Use the chart on the worksheet.

Questions:

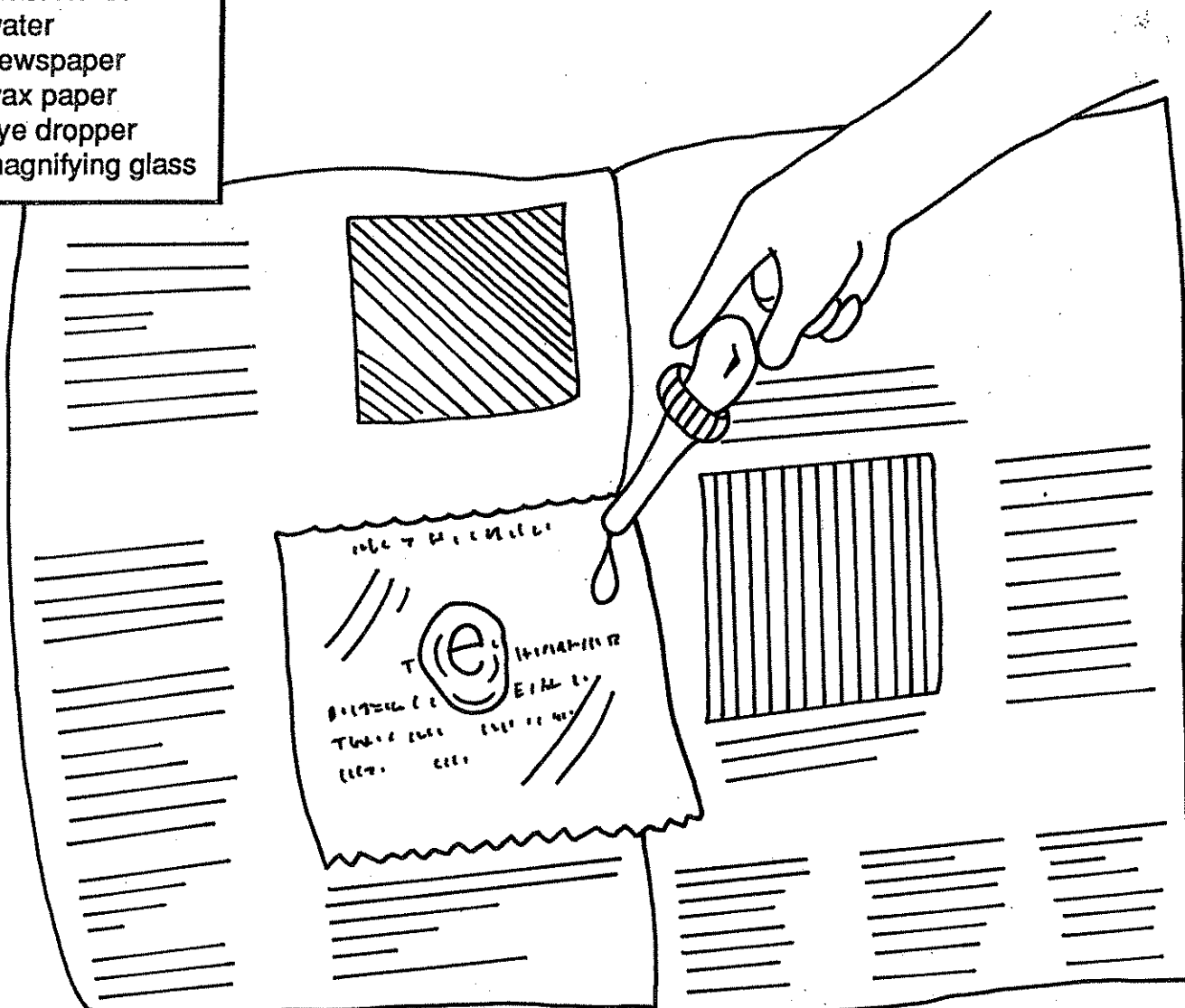
- 1) What area of your tongue tastes sweet foods? (the tip)
- 2) What area of your tongue tastes sour foods? (the back sides)
- 3) What area of your tongue tastes salty foods? (the sides)

Title: Water as a Magnifying Glass

Senses Experiment

Materials:

water
newspaper
wax paper
eye dropper
magnifying glass



Prediction: Will water magnify or make objects appear larger?

Procedure: Place a piece of newspaper and wax paper on each student's desk. Position the wax paper on top of the newspaper. Using an eye dropper, place a couple drops of water on top of the wax paper. Have the students move the wax paper back and forth over the newspaper. Watch the print as the water moves over it. Compare the difference in the size of the print when the water is over it and when the water is not over it.

- Questions:**
- 1) What happens to the size of the print when the water drop is positioned over it? (it gets larger or is magnified)
 - 2) Move the water over a picture. Do you see a change in the size? (there is a slight increase in size)
 - 3) Now use a real magnifying glass and look at the print. Does it make the print larger? (yes) Does it make the print larger than the water did? (yes)

Experiment: The Advantage of Large Ears

Materials:
Scissors
Thin cardboard paper
Cassette or record player
Music



Prediction: Would large ears help you hear better?

Procedure: Draw a pair of large ears on a piece of thin cardboard paper. Make the ears at least ten inches tall. Cut out and provide each student with a pair. Play a tape or record very softly. Have the students stand across the room and face away from the source of the music. Then have them slowly turn towards the music. Notice the difference in the ability to hear the music. Then have the students place their cardboard ears behind their real ears and repeat the activity. Alternate between holding the cardboard ears up and taking them down. Leave the music on the same volume. Compare the difference between using the pretend ears and not using them.

- Questions:**
- 1) When was it easier to hear the music? (when the large ears were in place)
 - 2) What would happen if you had no outer ears? (it would be harder to hear)
 - 3) Are your ears flat against the side of your head? (no) Why? (So that the outer ears can funnel sound to the inner ears)
 - 4) Why do deer have large ears? (so they can hear predators approaching them)

Title: Visual Detection

Senses Experiment

Materials:
6-8 objects
towel



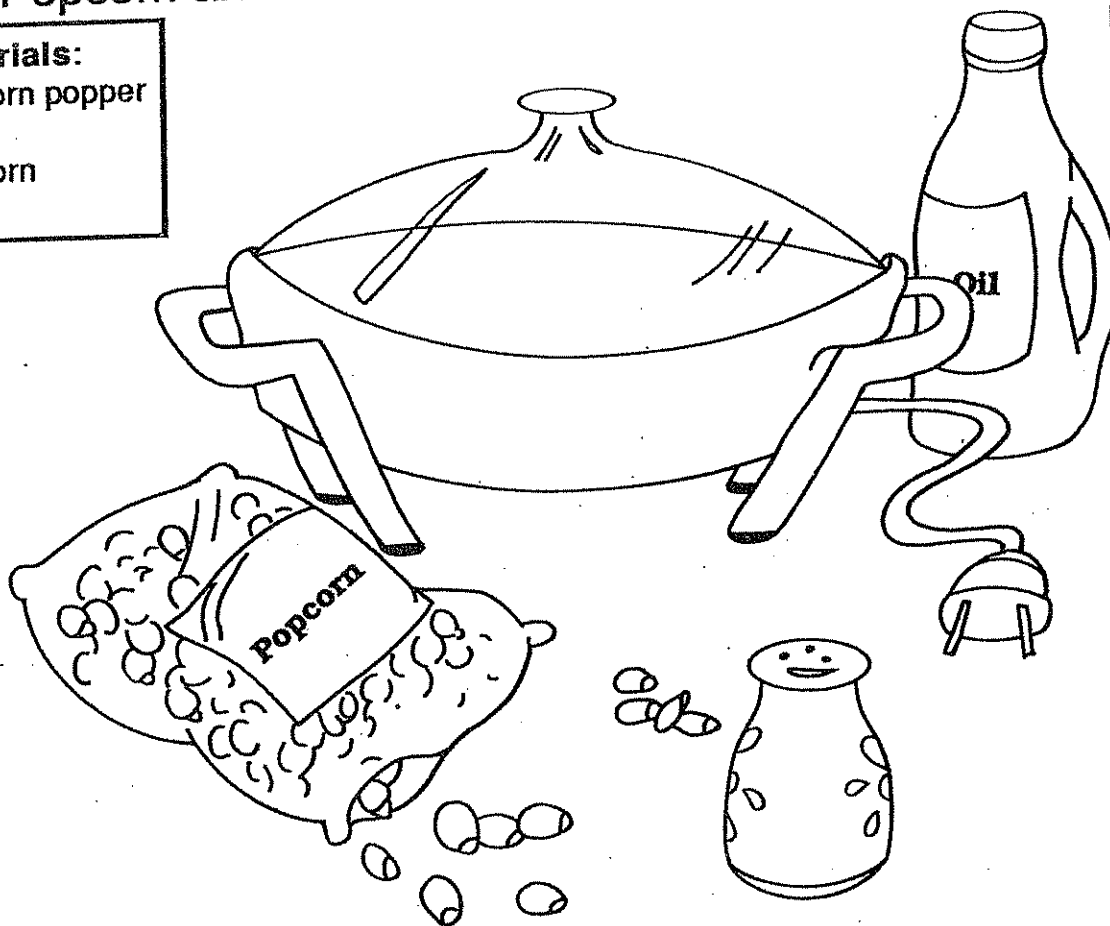
Prediction: How accurate is visual memory?

Procedure: Place 6-8 objects on a table and discuss their color, shape and size. Try to use some objects which are opposites such as a white marble and a black marble or a short pencil and a long pencil. After discussing the objects, cover them with a towel. Slowly remove one of the objects as the towel is lifted away. Do not allow the students to see the object which is being removed. Ask the students to name the missing object. Return the object to the group. Shuffle all of the items and repeat. To make the activity more challenging, add more objects to the table or remove more than one object at a time.

Popcorn and the Five Senses

Senses Experiment

Materials:
popcorn popper
popcorn
oil



Prediction: Do you use all of your senses when making and eating popcorn?

Procedure: Have the children make observations about the popcorn kernels. Place some oil in the popcorn popper and make some popcorn. Do not use an open-coil hotplate. Salt the popcorn and taste it.

- Questions:**
- 1) Do the kernels have an odor? (no) What sense organ did you use? (nose)
 - 2) How do the kernels feel? (hard, smooth) What sense organ did you use? (touching with hands)
 - 3) Describe the appearance of the kernels. (yellow with a white tip, shaped like an oval) What sense organ did you use? (eyes)
 - 4) Which two senses have you not used? (taste and hearing)
 - 5) As the popcorn popped, what sense is being used which was not used when observing the popcorn? (hearing)
 - 6) Do you detect a smell now? (yes) What sense organ did you use? (nose)
 - 7) Describe the change in the appearance of the popcorn. (the popcorn turns white and gets larger)
 - 8) How does the popcorn taste?
 - 9) Did you use all your senses during this activity? (yes) Name them. (touch, taste, smell, hearing, sight)

Title: Detecting With a Sense of Smell

Senses Experiment

Materials:

film containers
an assortment of odoriferous
substances



Prediction: How well can you identify odors?

Procedure: Punch a hole in the top of a film container. Place an odoriferous object inside the container and close the lid. Use foods such as onion, garlic, cloves, peanut butter, lemon, pepper, and coffee. Nonfood items which can be used are perfume, after shave lotion, potpourri, and room fragrance. These items can be placed on cotton balls and the balls enclosed in the film containers. Have the students smell each container and guess the contents. Check inside to confirm the guesses.

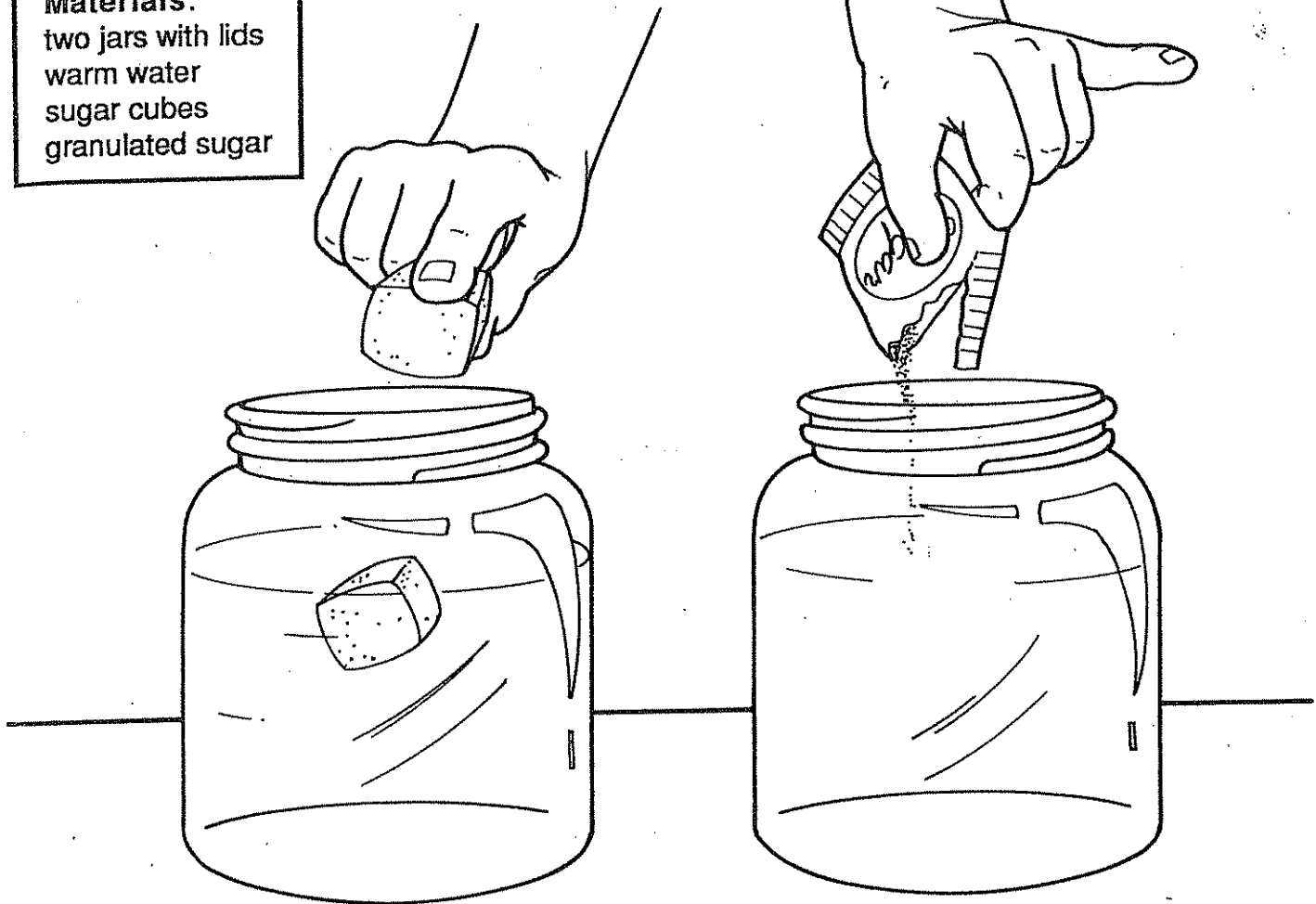
Questions:

- 1) Which sense did you use in this activity? (smell)
- 2) Which items were most readily recognized and guessed correctly?
- 3) Which items did most of the students guess incorrectly?
- 4) Were there any containers which everyone guessed correctly?
incorrectly?

Title: Chewing Food

Parts of the Body Experiment

Materials:
two jars with lids
warm water
sugar cubes
granulated sugar



Prediction: Will sugar cubes or granulated sugar dissolve faster in water?

Procedure: Divide the children into small groups and give each group two jars with lids. Fill each jar with equal amounts of warm water. Have the students place two sugar cubes in one jar and an equal amount of granulated sugar in the other jar. Screw the caps on tightly and shake both until all the sugar has dissolved in one jar.

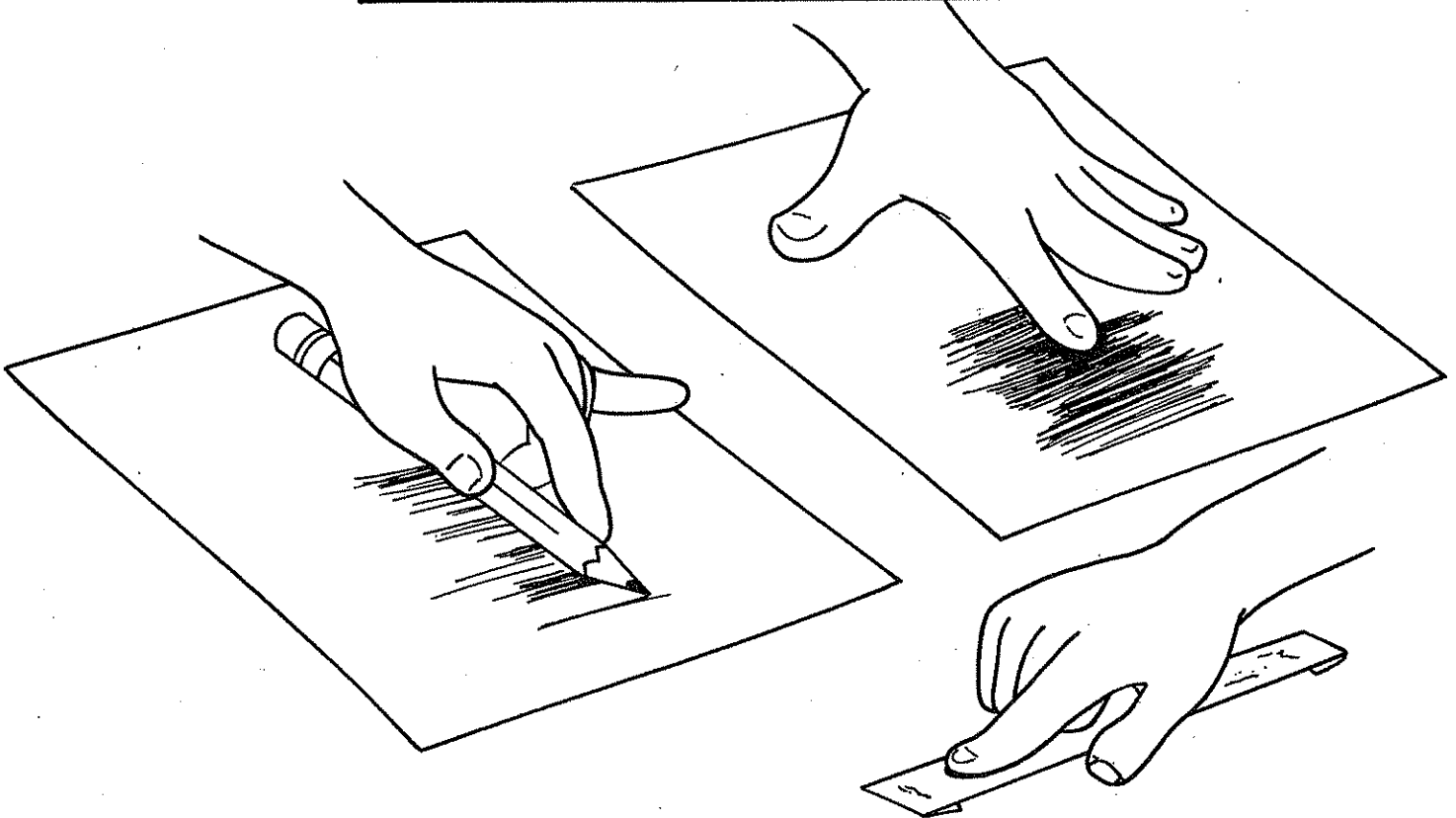
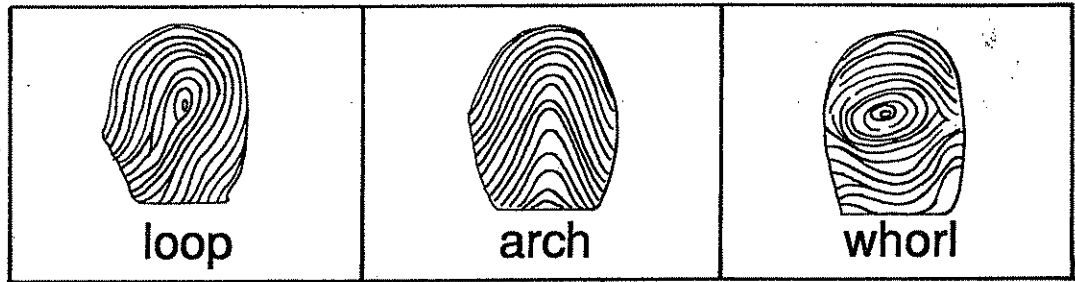
- Questions:**
- 1) In which jar did the sugar dissolve fastest? (the jar with the granulated sugar)
 - 2) Why did it dissolve faster? (there were smaller pieces of sugar than the sugar cubes)
 - 3) Dissolving the sugar is similar to digestion of food in the stomach. Which piece of bread would digest better in your stomach; a piece of bread which has been swallowed whole or a piece of bread which has been chewed up before it was swallowed? (the piece that had been chewed before it was swallowed)
 - 4) What body part do you use to chew your food? (teeth)
 - 5) When you swallow your food, where does it go? (stomach)

Title: Making Fingerprints

Parts of the Body Experiment

Materials:

pencils
paper
cellophane tape
plain white paper



Prediction: Do all of your fingerprints look the same?

Procedure: Have the students rub a large black area on a sheet of paper with the sides of their pencils. Then have them rub their fingertips in the black area. Give each student a piece of cellophane tape and have him press his fingers onto the sticky side of the tape. Take the tape, put it onto a piece of plain white paper, and press. The fingerprint will be transferred onto the white paper (do not remove the tape) Have the children do each of their fingers and compare.

Questions:

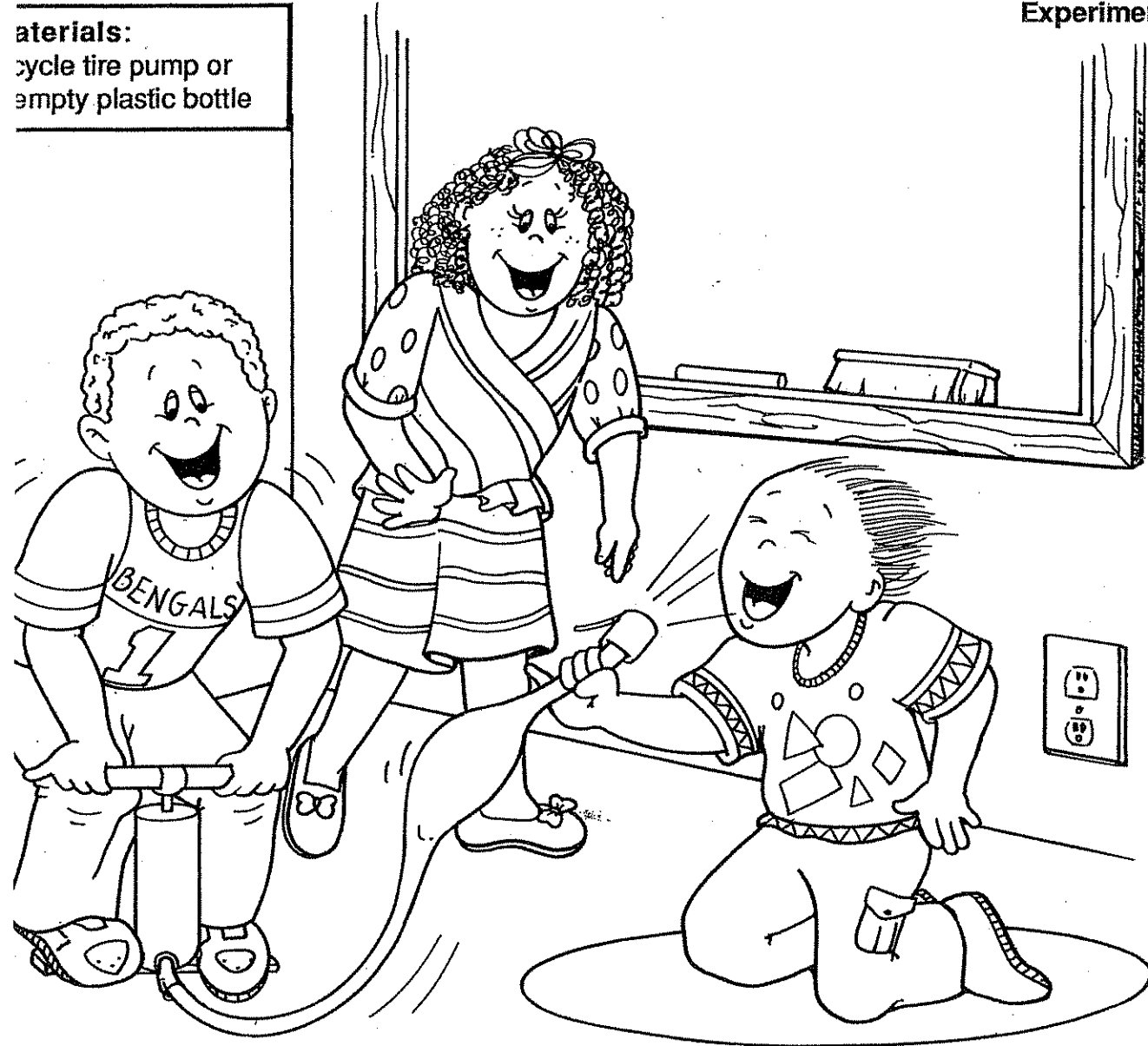
- 1) Describe what your fingerprints look like. (answers will vary, use the examples above for reference)
- 2) Are any of your fingerprints identical? (no, each one is different)
- 3) What do you use your hands for? (writing, eating, turning pages of a book, picking up objects, touching, etc.)

e: The Heart is a Pump

Parts of the Body

Experiment

Materials:
bicycle tire pump or
empty plastic bottle



Prediction: How is your heart like a tire pump?

Procedure: Have the students take turns pumping a bicycle tire pump.

Question:

- 1) What do you feel coming out of the pump? (air)
- 2) What must be done to get the air to come out of the pump? (one must push down on the handle of the pump to make the air come out)
- 3) When you push on the handle, what muscles are you using? (arm muscles, unless it is a foot pump, then it is the foot muscles)
- 4) Your heart is like a pump but instead of air, what does it pump through your body? (blood)
- 5) What muscle is used to push blood through your body? (the heart muscles) Does your heart stop pumping blood when you sleep? (no)

Title: Grandma and Grandpa Hands

Health and Hygiene Experiment

Materials:
bowls
lukewarm water
towels
sponge



Prediction: What happens to your hands if you leave them in water for a long time? Why?

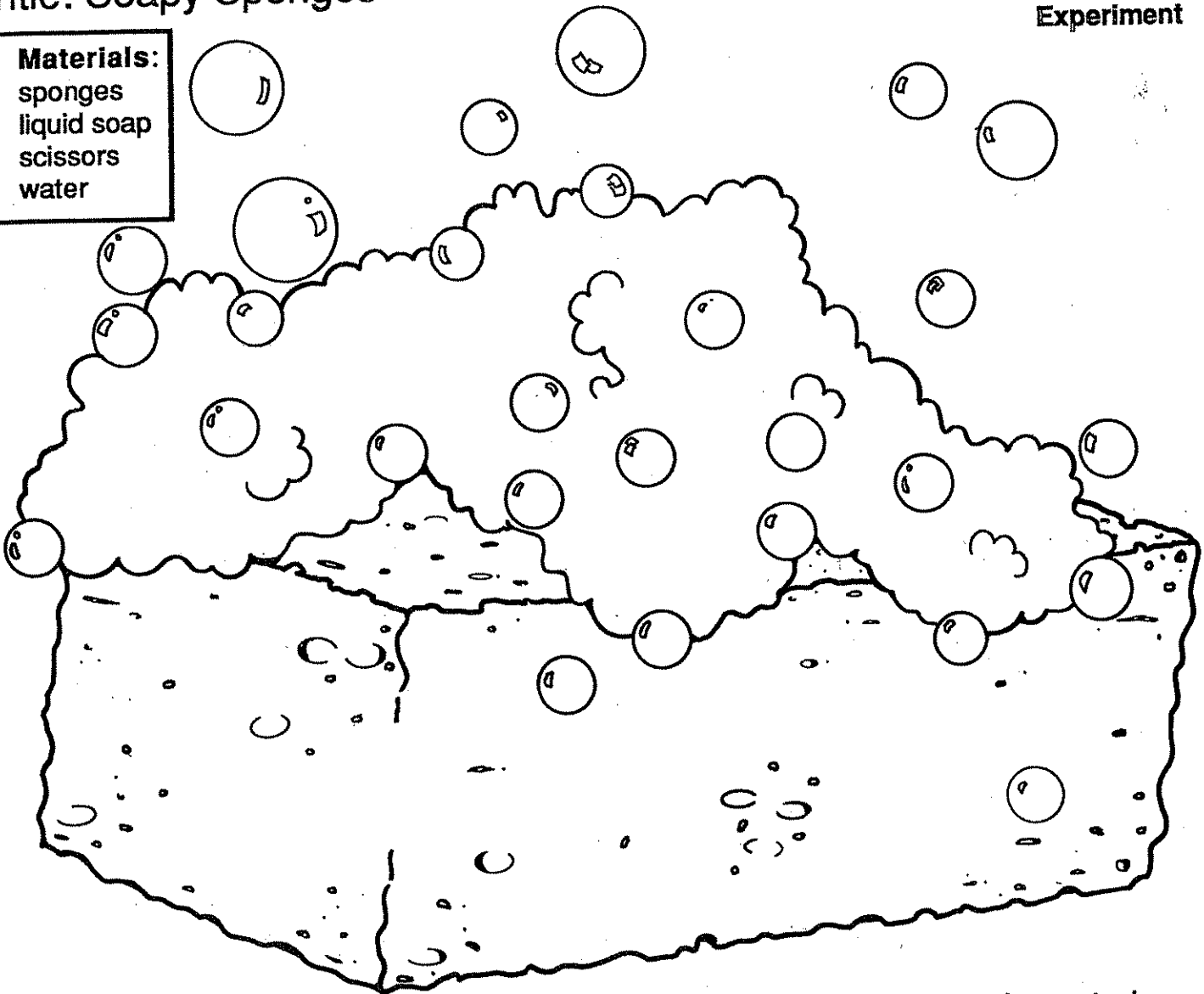
Procedure: Give each student a bowl nearly full of lukewarm water. Ask each student to place one hand into the water and keep it submerged. The other hand will be the control hand and should be placed on the desk. During the soaking time, show the students a dry sponge. Have them examine the size of the sponge and the size of the pores of the sponge. Then place the sponge in a bowl of water. Observe. When the students hands are wrinkled, ask them to remove their hands from the bowls. Have them compare their wet hands with their dry hands. When finished, provide the students with towels to dry their hands with.

- Questions:**
- 1) What happened to the sponge after it got wet? (the pores got larger and the sponge got larger) Why? (because the water entered the pores of the sponge and caused it to get larger or swell)
 - 2) What happened to your hand which was on the desk? (there was no change)
 - 3) What happened to your hand which was soaked in the water? (it wrinkled)
 - 4) What caused this changed in your hands? (the water) Discuss how there are tiny cushions in your hands and feet which help protect the muscles and bones of your body. These cushions or tissues are located just underneath your skin. How are these cushions like a sponge? (they can fill up with water and get larger)
 - 5) Will the wrinkles go away? (yes, when the water leaves the cushions, your hands will appear normal again)

Title: Soapy Sponges

Health and Hygiene Experiment

Materials:
sponges
liquid soap
scissors
water



Prediction: Will liquid soap soak into a sponge and turn into bubbles when water is added to the sponge?

Procedure: Cut 2" x 2" pieces of sponges for the students. Give each student a small sponge. The students should wet their sponges and add some liquid soap to the surfaces of the sponges. Set the sponges in a warm location and allow them to dry. Observe the sponges the next day and have the students make predictions about what will happen when they wet their sponges. Have the students take their sponges to the sink and add water to them. Observe.

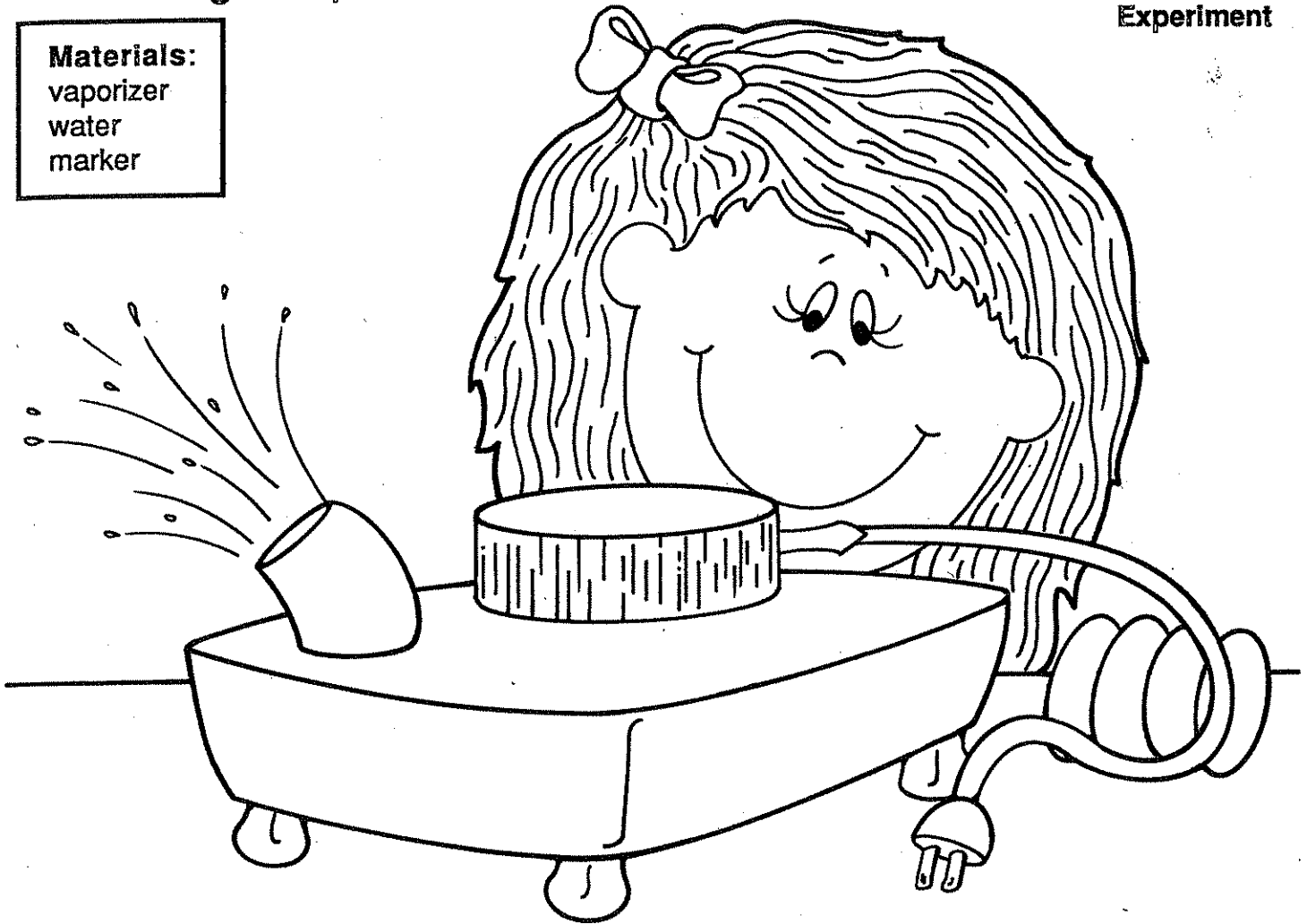
Questions:

- 1) Before you wet the sponges, could you see soap on them? (answers will vary depending on the temperature and the soap used)
- 2) What did you predict would happen when you wet the sponge? (answers will vary)
- 3) What happened when you wet the sponge? (it bubbled)

Title: Using a Vaporizer

Health and Hygiene Experiment

Materials:
vaporizer
water
marker



Prediction: What happens to the water level in a vaporizer as it is used throughout the day?

Procedure: Fill a vaporizer with water. Mark the level of the water with a marker. Have the students predict where the water level will be by the end of the day. Mark their predictions on the vaporizer. Turn on and allow it to run until the end of the day.

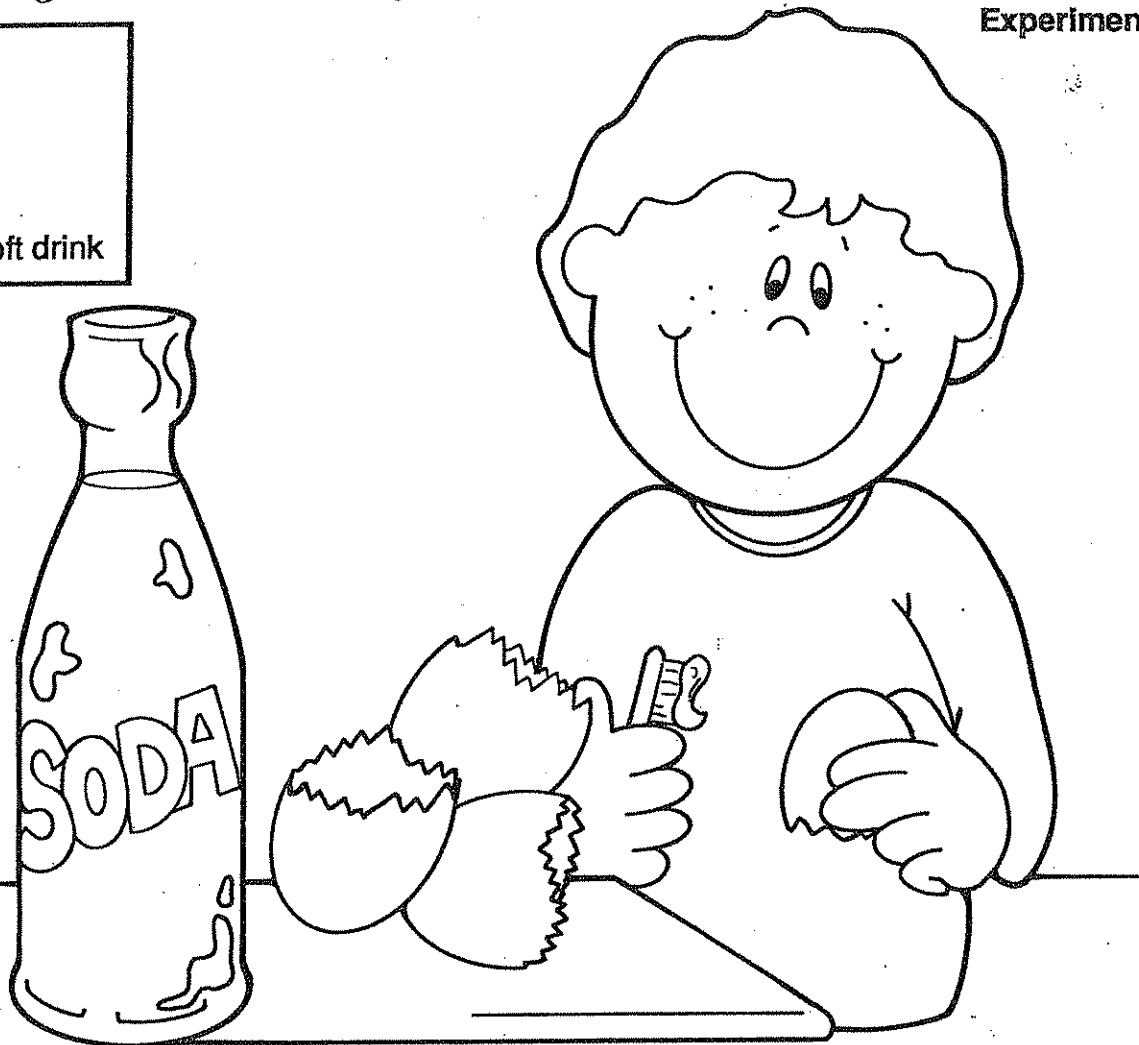
- Questions:**
- 1) Can you see the water mist leave the vaporizer? (answers will vary depending on the type of vaporizer)
 - 2) Compare the predicted end of the day water level with the actual water level. Who had the closest prediction to the actual water level?
 - 3) When is a vaporizer used? (when a person has a bad cold, the extra moisture helps the person to breathe better, in the winter when the air is especially dry)
 - 4) Where does the water go? (into the air)

Title: Brushing the Stains Away

Health and Hygiene Experiment

Materials:

egg shells
toothpaste
toothbrushes
clear jars
dark colored soft drink



Prediction: Does soda pop stain your teeth?

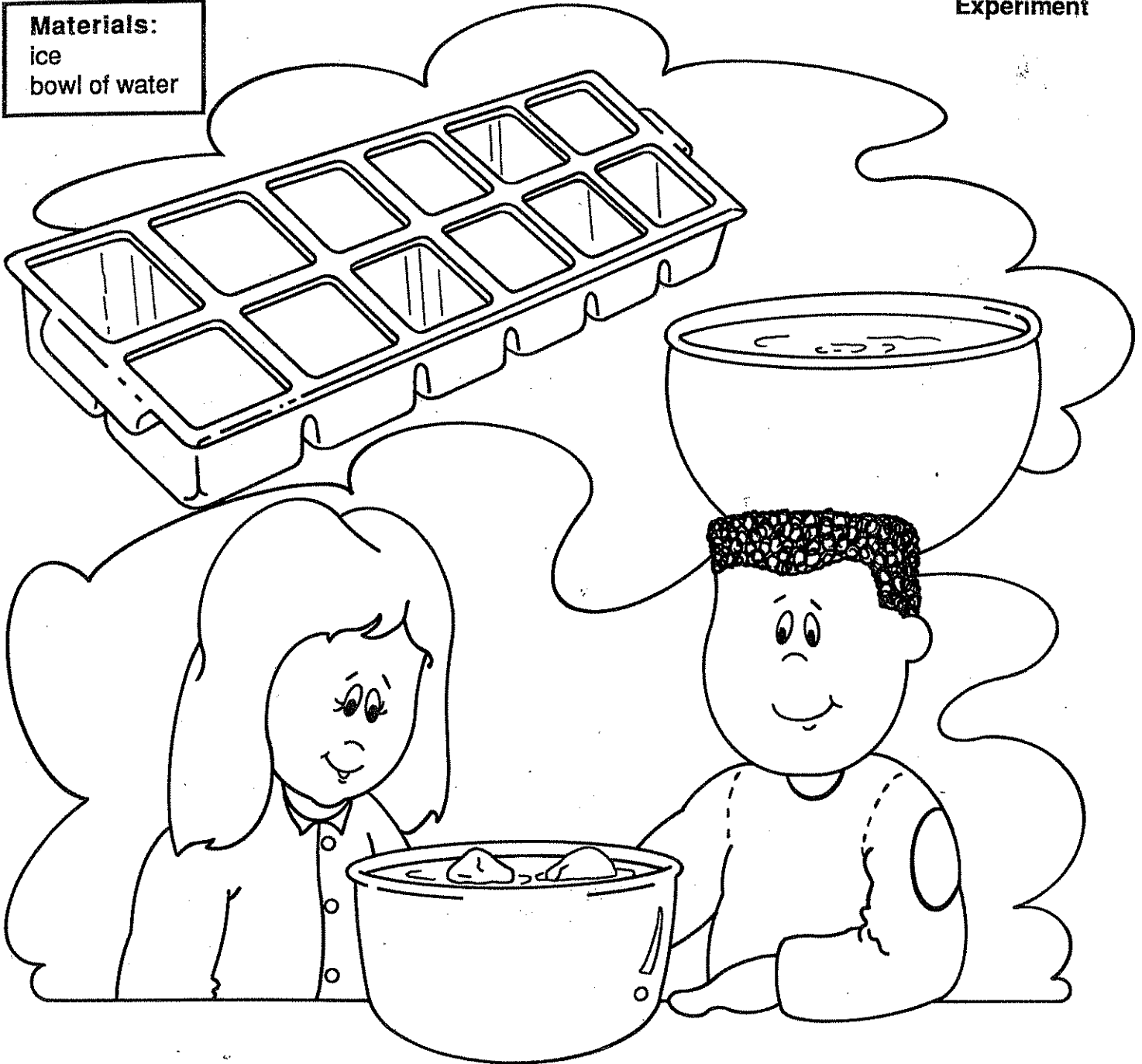
Procedure: Give each student some white egg shells and a clear jar containing a small amount of dark colored soda. Ask the students to predict what will happen when they place their egg shells into the soda. Tell the students that the egg shells contain calcium just like their teeth. Have the students place their egg shells into the soda and observe. Leave overnight. Observe the next day.

- Questions:**
- 1) What color were the egg shells before they were placed in the soda?
(white)
 - 2) What color are they now? (brown)
 - 3) What caused the egg shells to turn brown? (the soda)
 - 4) How can the brown color be removed from the egg shells? (brushing with toothpaste) Give each student a toothbrush and a dab of tooth paste. Ask them to gently brush their egg shells.
 - 5) Does brushing also remove stains from your teeth? (yes)
 - 6) Why is it important to brush your teeth? (to remove the stains and keep your teeth white, prevent cavities)

Title: Ice: Float or Sink

Weather Experiment

Materials:
ice
bowl of water



Prediction: Will ice float or sink if placed in water?

Procedure: Place an ice cube in a bowl of water.

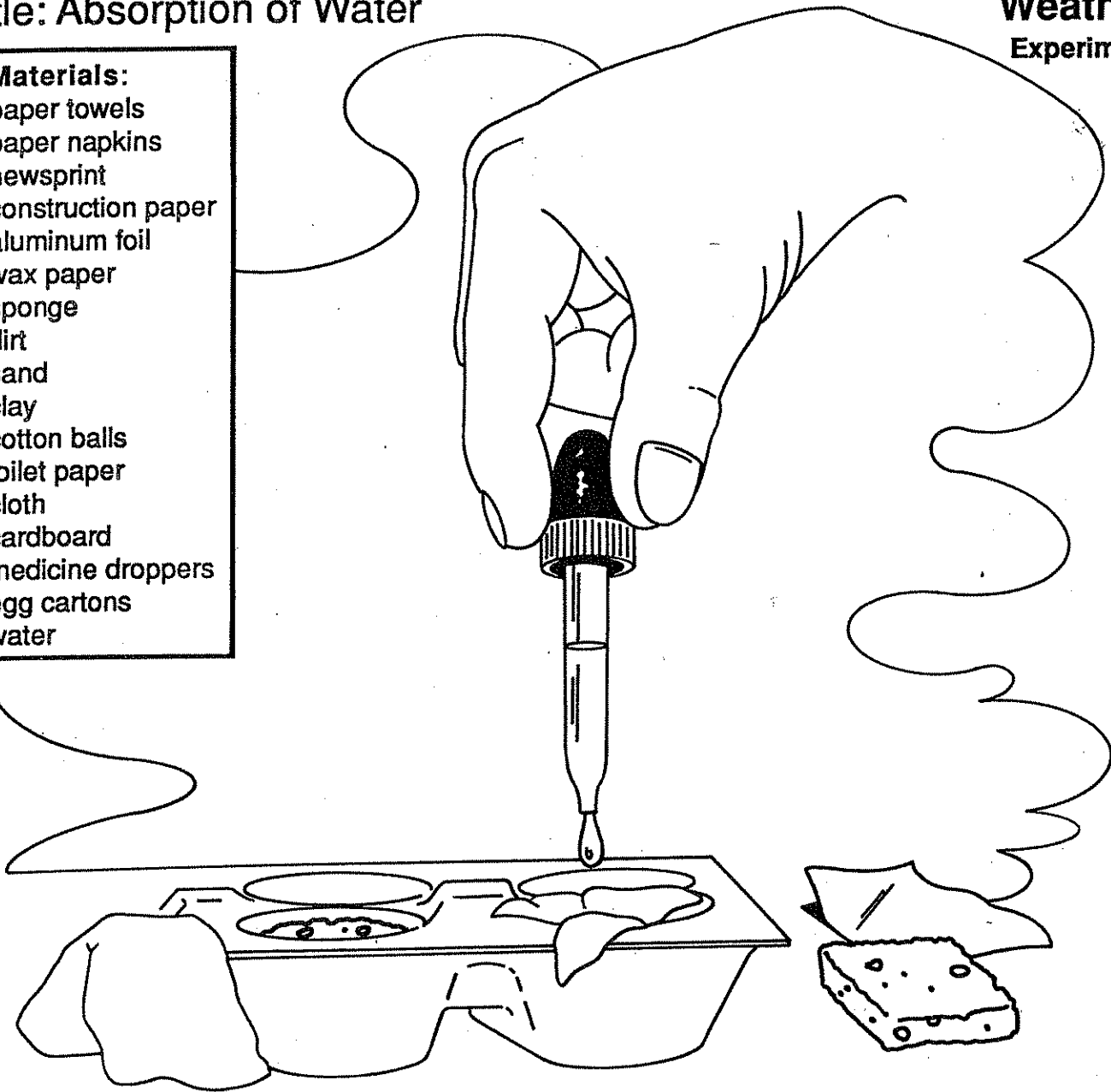
- Questions:**
- 1) Does the ice cube sink or float? (float)
 - 2) What happens when a pond freezes? (the ice floats on top of the water)
 - 3) If the ice were placed in hot or cold water would it sink or float? Try varying the temperature of the water in the bowl. (float)
 - 4) What would happen if the ice were left in the bowl of water? (it would melt)

Title: Absorption of Water

Weather Experiment

Materials:

paper towels
paper napkins
newsprint
construction paper
aluminum foil
wax paper
sponge
dirt
sand
clay
cotton balls
toilet paper
cloth
cardboard
medicine droppers
egg cartons
water



Prediction: Which types of materials soak up or absorb the most water?

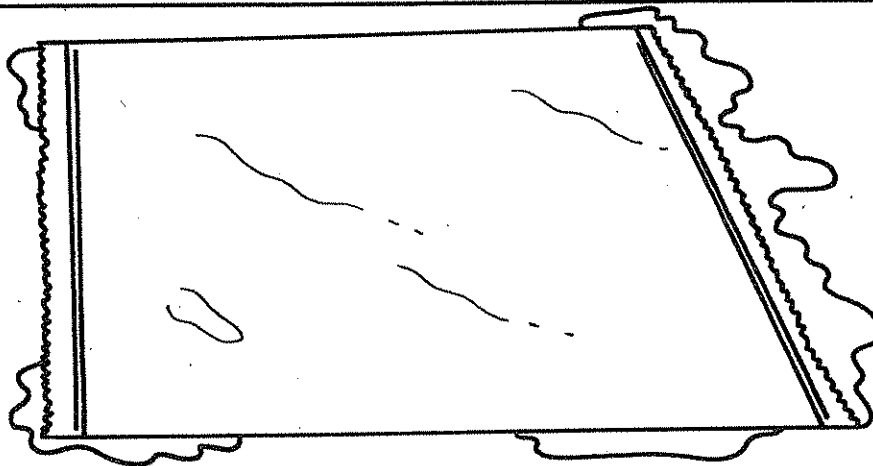
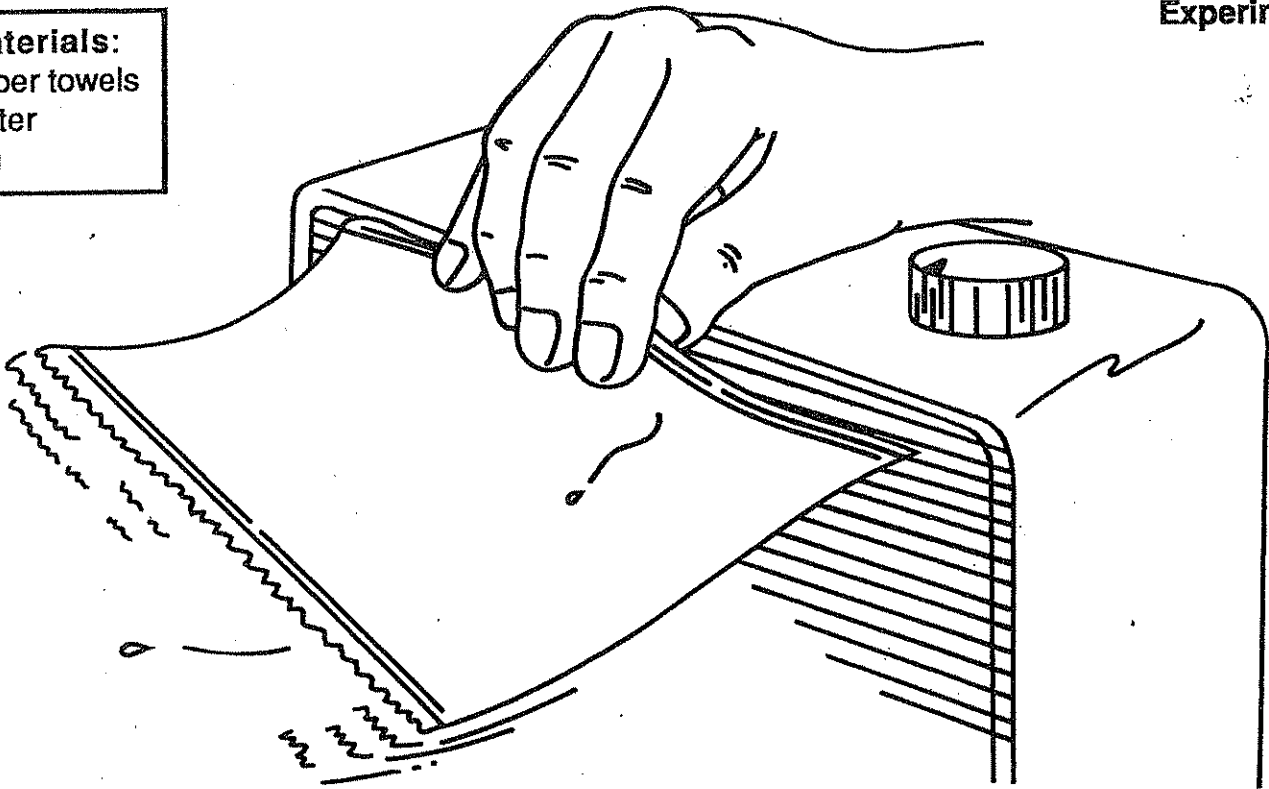
Procedure: Divide the materials to be tested into each individual egg pocket in the egg carton. Using a medicine dropper, slowly add water to each material and observe whether the water is absorbed or repelled.

- Questions:**
- 1) Which materials absorbed the water the best? (paper towels, paper napkins, newsprint, construction paper, sponge)
 - 2) Which materials did not absorb the water? (aluminum foil, wax paper)
 - 3) What type of paper would you use to clean up spilled milk? (paper towels)
 - 4) Was there any difference in how sand, dirt, and clay absorbed water? (sand is less absorbent)
 - 5) Which material absorbed the most water? (sponge)

Title: A Race for Drying

Weather Experiment

Materials:
paper towels
water
fan



Prediction: Will a wet paper towel dry faster if hung in front of a fan or lying on a desk?

Procedure: Wet two paper towels and lay one on a desk and hold the other in front of a fan. Observe how long it takes for each to dry.

Questions:

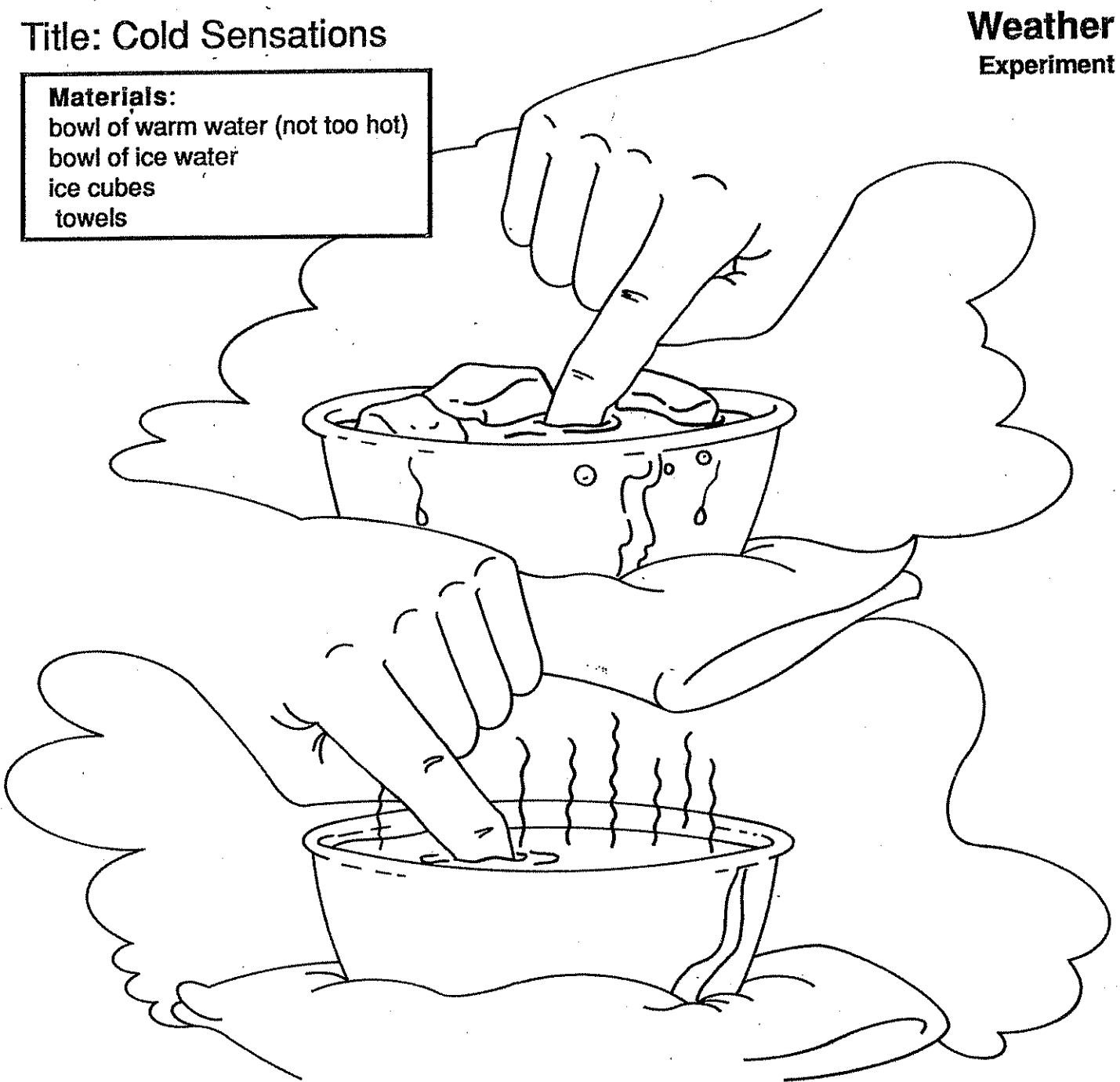
- 1) Which paper towel dried the fastest? (the one held in front of the fan)
- 2) If the paper towel is like laundry on a clothesline, what is the fan? (the wind)
- 3) Will clothes dry faster on a calm day or a windy day? (windy day)
- 4) How could a person get fingernail polish to dry faster? (blow on it or use a hair dryer on the polish)

Title: Cold Sensations

Weather Experiment

Materials:

bowl of warm water (not too hot)
bowl of ice water
ice cubes
towels



Prediction: Which bowl of water can you keep your finger in the longest: a bowl of lukewarm water or a bowl of ice water?

Procedure: Set up two bowls—one with ice and water and one with warm water. Have the students place one finger in each bowl until it feels uncomfortable. Provide paper towels for drying their hands.

Questions:

- 1) Describe how each feels. Did one bowl feel more uncomfortable than the other? (yes, the ice water bowl)
- 2) Would you survive very long if your whole body were immersed in cold water? (no, could discuss hypothermia)
- 3) Should you walk on a pond which is partially frozen over? (no)

Title: Wind Direction

Weather Experiment

Materials:

compass
2 cups Joy brand
dishwashing detergent
6 cups water
3/4 cup white Karo
brand corn syrup
bubble wands
jar with lid
refrigerator



Bubble Recipe:

Mix detergent, water and corn syrup. Combine, shake, let settle for 4 hours. Store covered in refrigerator and allow solution to warm before using.

Prediction: Can bubbles be used to determine wind direction?

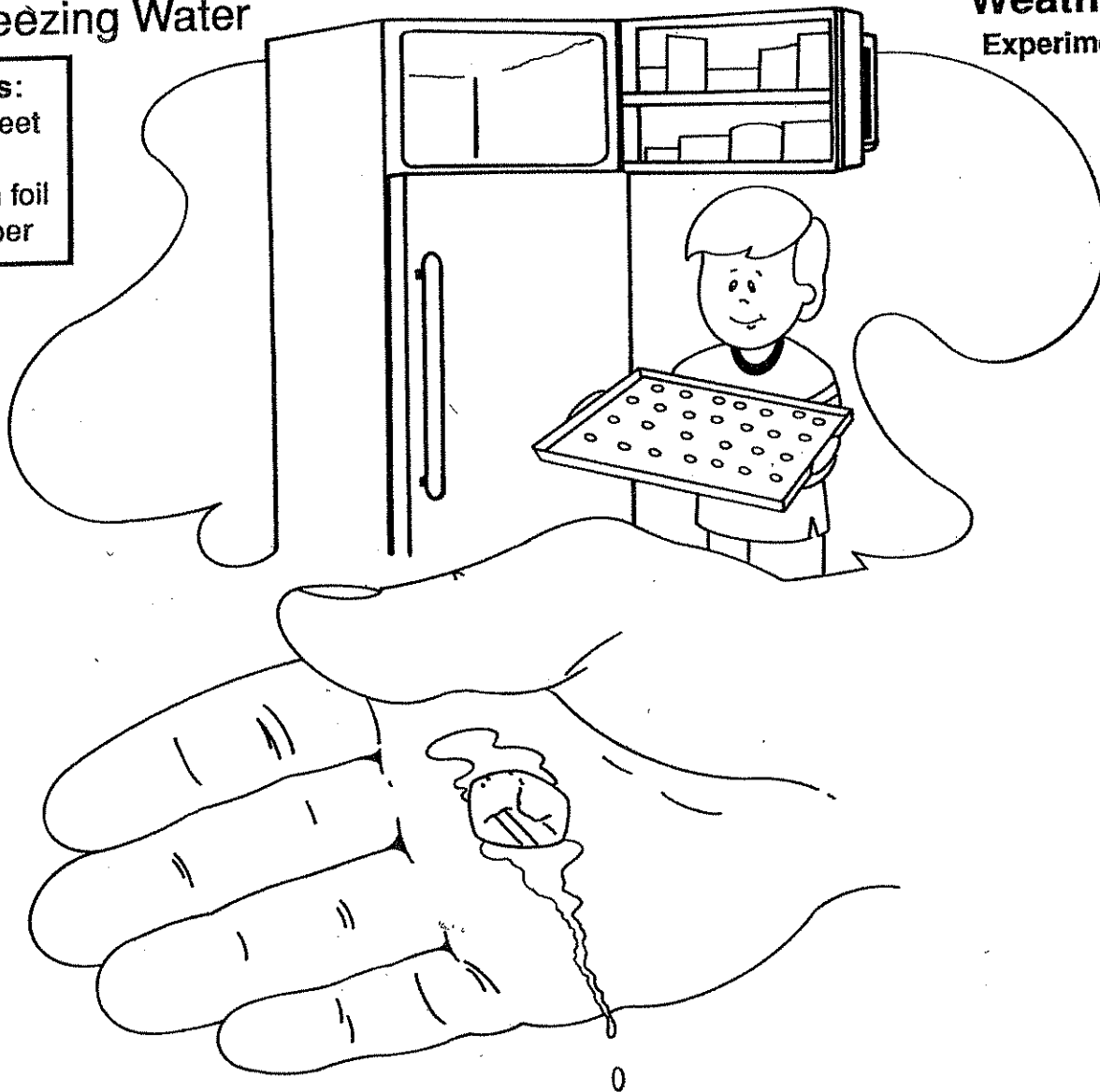
Procedure: Make up the bubble solution using the recipe. Be sure to do this ahead of time. Show the students how to use a compass and determine north, south, east, and west. The red arrow points north, the white arrow points south. Have the students sit on the ground and blow bubbles in an upward direction. Observe the direction in which the wind blows the bubbles. (Hints: Use only Joy brand dishwashing detergent and Karo brand corn syrup, other brands do not work as well. To prevent damage to plants, move your bubbling area to different locations. The solution is non-toxic, but it is not meant for human consumption. To prevent foaming, do not stir wands in the solution.)

- Questions:**
- 1) Which direction did your bubbles move?
 - 2) From which direction is the wind blowing?
 - 3) About how far do the bubbles blow before popping or falling to the ground?
 - 4) What if the wind was blowing harder? Would the bubbles travel farther before popping? This could be tried on another day or use a fan at varying speeds.
 - 5) What would happen to the bubbles if there was no wind?
 - 6) What other visible evidence shows wind blowing? (leaves blowing, flags flapping, wind chimes moving)

Title: Freezing Water

Weather Experiment

Materials:
cookie sheet
water
aluminum foil
eye dropper



Prediction: What happens to water when it is placed in a freezer and when it is taken out of a freezer?

Procedure: Line a cookie sheet with aluminum foil. Using an eye dropper, place drops of water on the foil about two centimeters apart. Put the sheet in the freezer for about ten minutes or until the water is frozen. When completely frozen, remove the ice and place in the student's palms.

- Questions:**
- 1) What happened to the water in the freezer? (it froze into ice, a phase change)
 - 2) What happened to the ice once it was placed in your palm? (it melted and changed into a liquid)
 - 3) How did the ice feel in your palm? (cold)
 - 4) Where did the ice gain the heat energy in order to melt? (from your hand)
 - 5) Does it take longer to freeze the water or melt the water? (freeze)

Title: Rate of Evaporation

Weather Experiment

Materials:

two small identical jars
water
food coloring
marker



Prediction: Does water evaporate faster in the shade or in the sun?

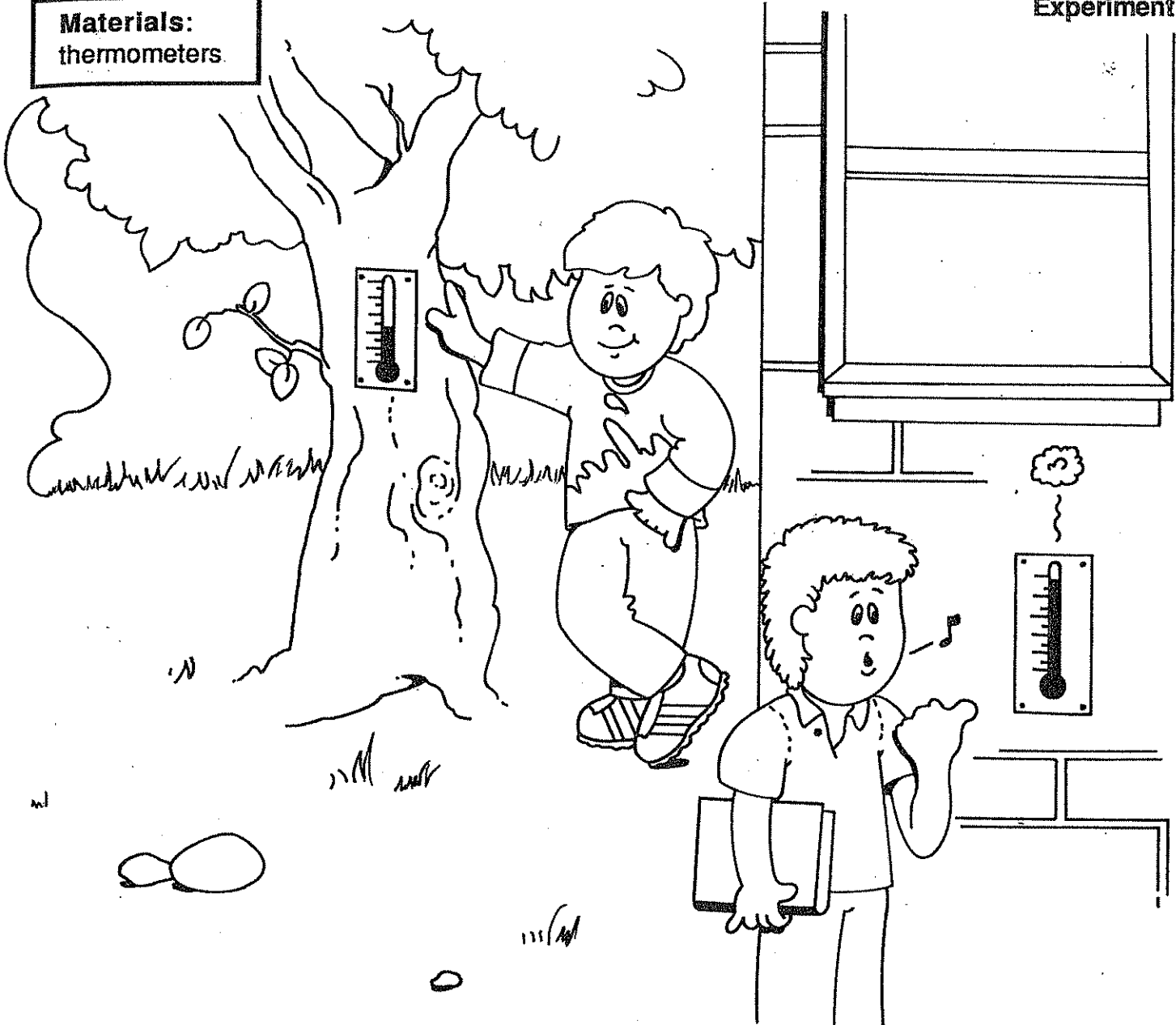
Procedure: Place equal amounts of water in two identical jars. To make the water level more visible, add a couple of drops of food coloring to each jar. Mark the level of the water in each jar. Set one jar in the shade and the other jar in the sun. Every couple of days mark the level of the water and compare the jars.

- Questions:**
- 1) Which location feels hotter? (the sunny location)
 - 2) Which jar has the lower level of water? (the one in the sun)
 - 3) Which jar has the fastest rate of evaporation? (the one in the sun)
 - 4) To slow down evaporation in a bird bath, where would it be placed? (in the shade, under a tree)
 - 5) Where does the water go when it evaporates? (into the air)

Title: Sun and Shade Temperatures

Weather Experiment

Materials:
thermometers



Prediction: Will a sunny or shady location have the highest temperature?

Procedure: Place one thermometer in a sunny location and the other in the shade. After several minutes check the temperature and record. Provide diagrams of thermometers and have the children color in the correct temperature for each location.

Questions:

- 1) Which location felt the warmest? (sunny)
- 2) Which location had the hottest temperature? (sunny)
- 3) Why was this the warmer of the two locations? (it was receiving direct sunlight)
- 4) What other locations could you test? (classroom, inside a car, near a stream, in an open field)

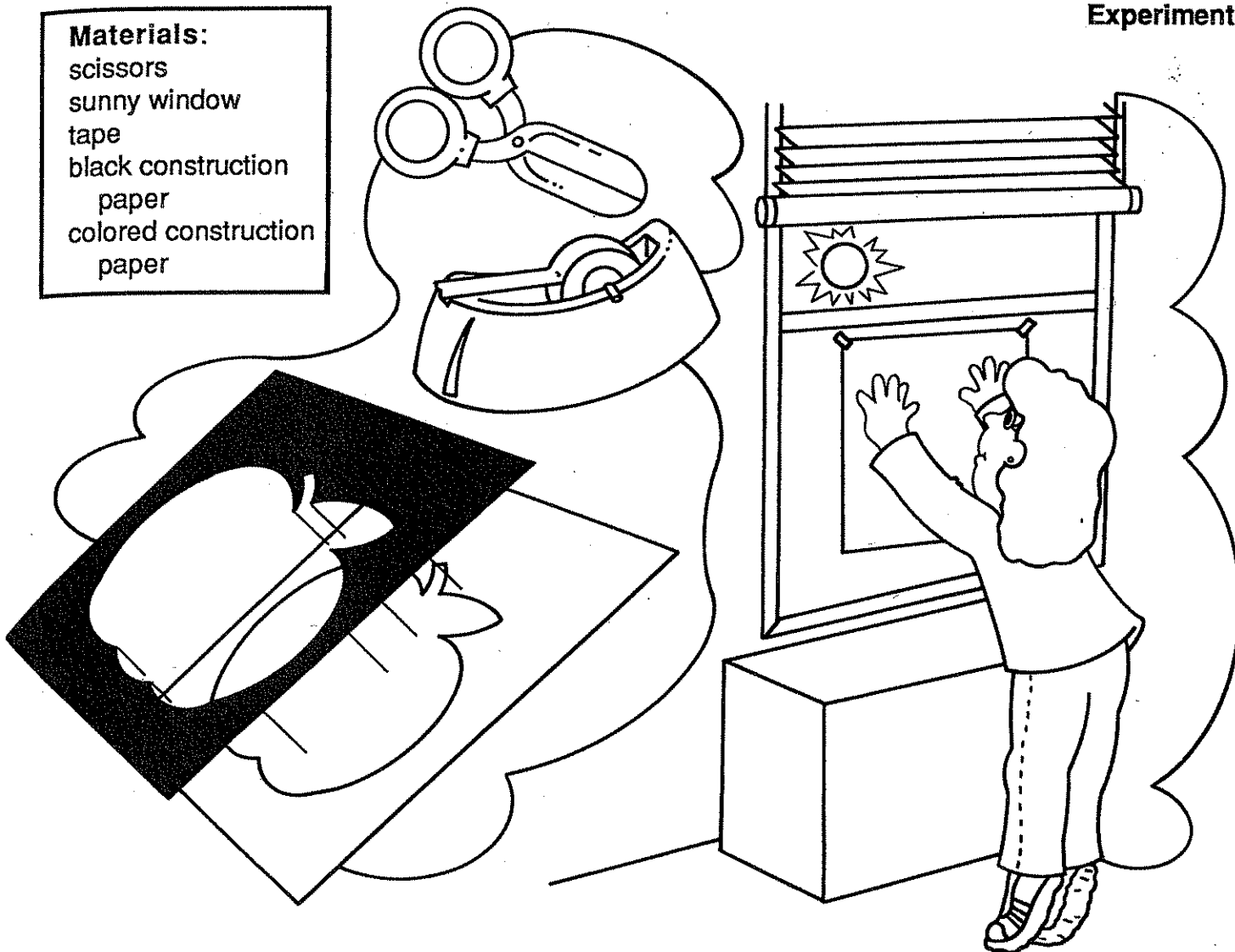
Title: Making Pictures With the Sun

Days, Months, Seasons

Experiment

Materials:

scissors
sunny window
tape
black construction
paper
colored construction
paper



Prediction: How can sun be used to make a picture?

Procedure: Give each student a piece of black construction paper and a pair of scissors. Ask the students to cut out designs in their papers. Make rolls of tape and place on the back of the black construction paper. Tape the black paper to a piece of darkly colored construction paper. The colored paper should show through the cut-out portion of the black construction paper. Set the paper designs on a sunny window sill for several days or weeks. The longer the paper is left in the sun, the greater the contrast on the design. Remove the black construction paper. Observe the design which is faded on the colored paper.

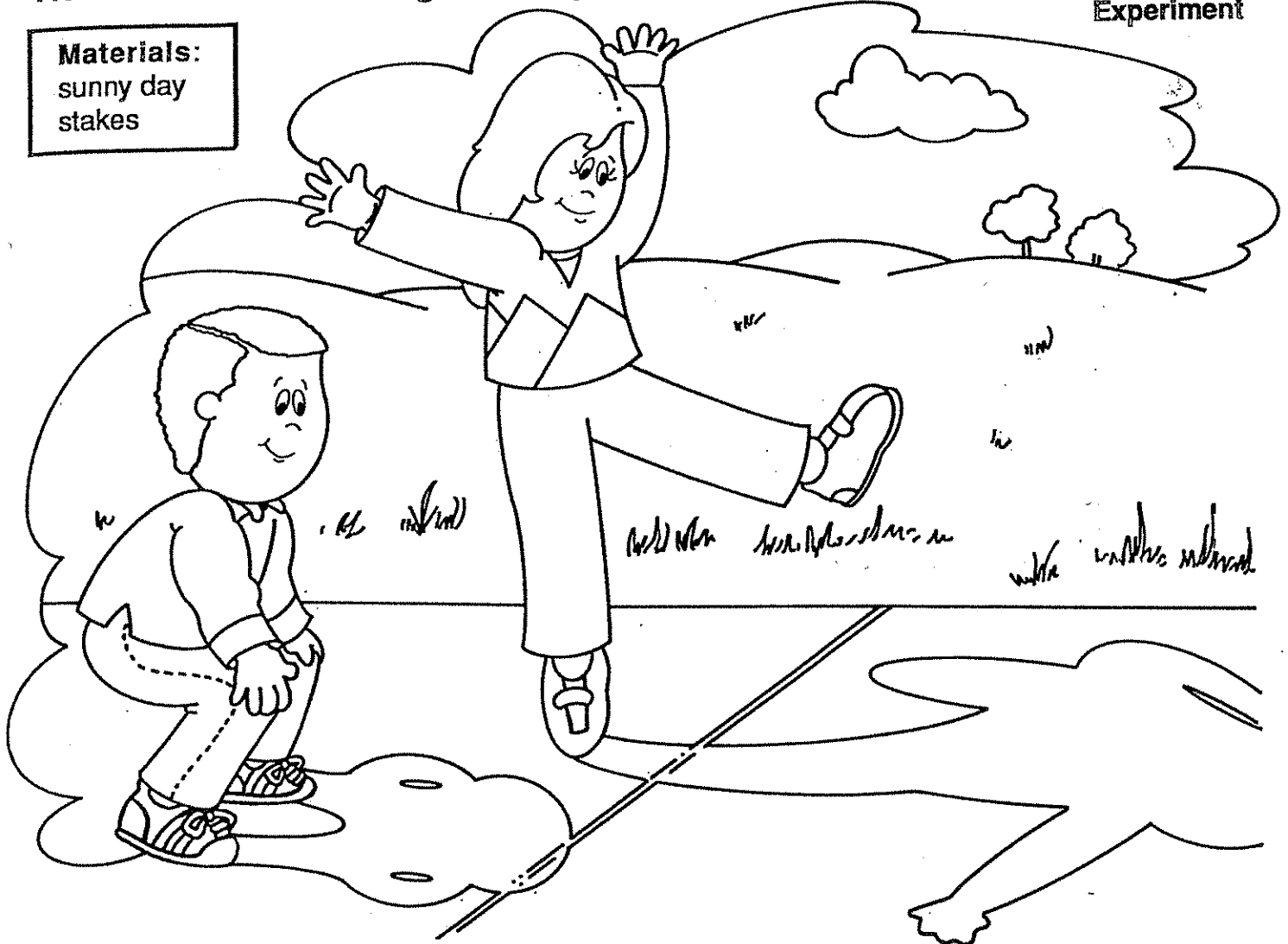
Questions:

- 1) What created the picture on the colored paper? (the paper faded because of the exposure to sunlight)
- 2) What would happen to a colorful shirt if it were left on a clothesline for several weeks in the middle of the summer? (the color would fade)

Title: Shadows During the Day

Days, Months, Seasons Experiment

Materials:
sunny day
stakes



Prediction: Where do you have to stand to make a shadow? Do shadows change throughout the day?

Procedure: On a sunny day, have the students go outside and discover how to create shadows. Ask them where they must stand to create a shadow. How must they face in order to see their shadows? How can they make their shadows larger or smaller? Observe other objects which are creating shadows, especially the flagpole. Will the flagpole's shadow change throughout the day? Have the students make predictions. Place a stake at the location of the flagpole's shadow and label the time. Every hour throughout the day place another stake with the time labeled on it. Observe the path of the shadow.

Questions:

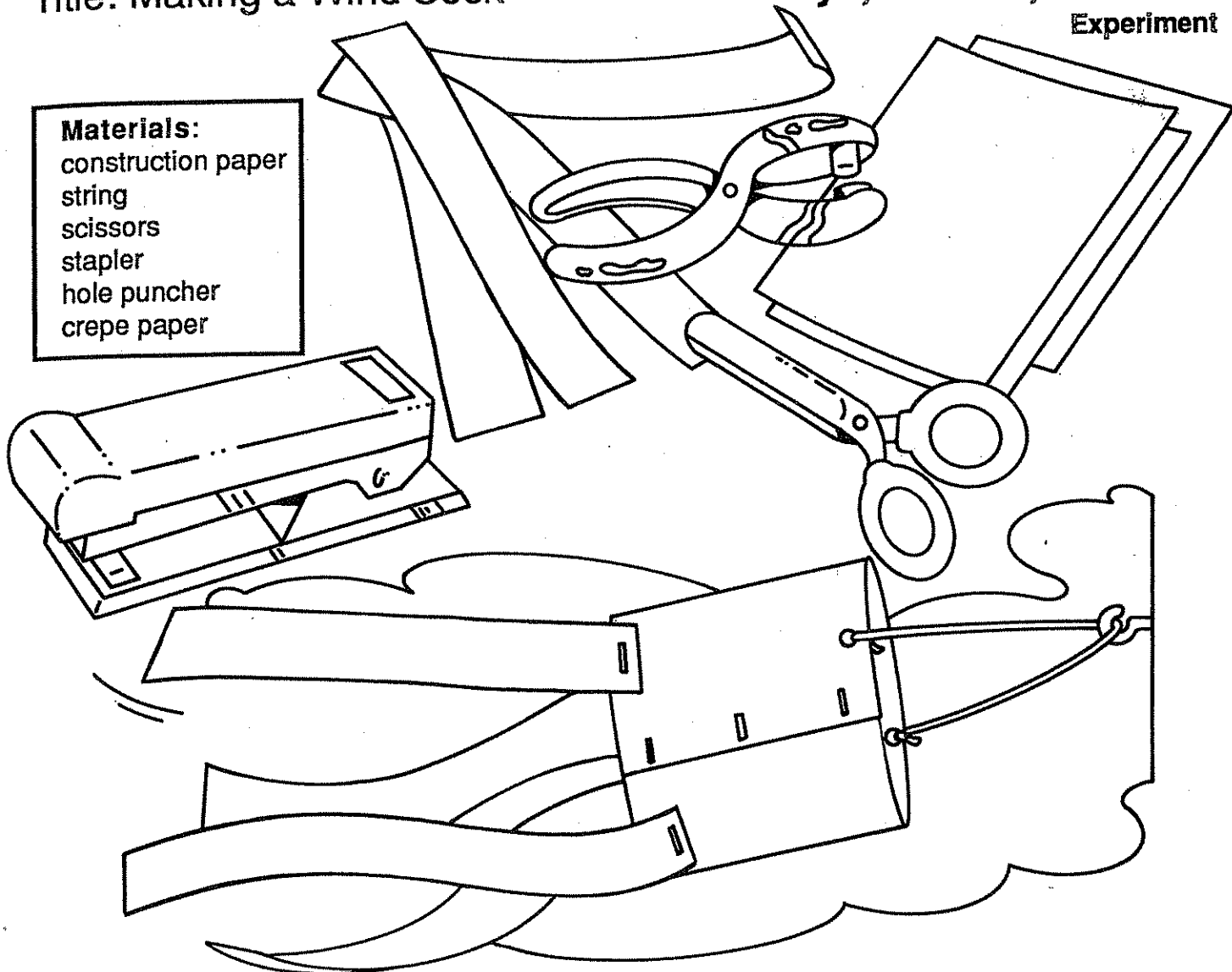
- 1) What causes a shadow? (an object blocking out sunlight)
- 2) Does a shadow change throughout the day? (yes) Why? (as the sun appears to move across the sky, the shadow will move)
- 3) How must you stand in order to see your shadow? (with your back to the sun)

Title: Making a Wind Sock

Days, Months, Seasons Experiment

Materials:

construction paper
string
scissors
stapler
hole puncher
crepe paper



Prediction: Can you tell the direction the wind is blowing with a wind sock?

Procedure: Cut out pieces of construction paper about 6" x 15". Roll into a circle as shown above and staple the ends. Punch two holes, opposite from each other, on one end of the circle. Thread a piece of string through the holes and tie off. This will act as a hanger for the wind sock. Cut strips of crepe paper about 20 inches long. Staple them around the perimeter of the circle on the opposite side of the string. Hang the wind socks outside. Observe the direction which the strips wave in the wind.

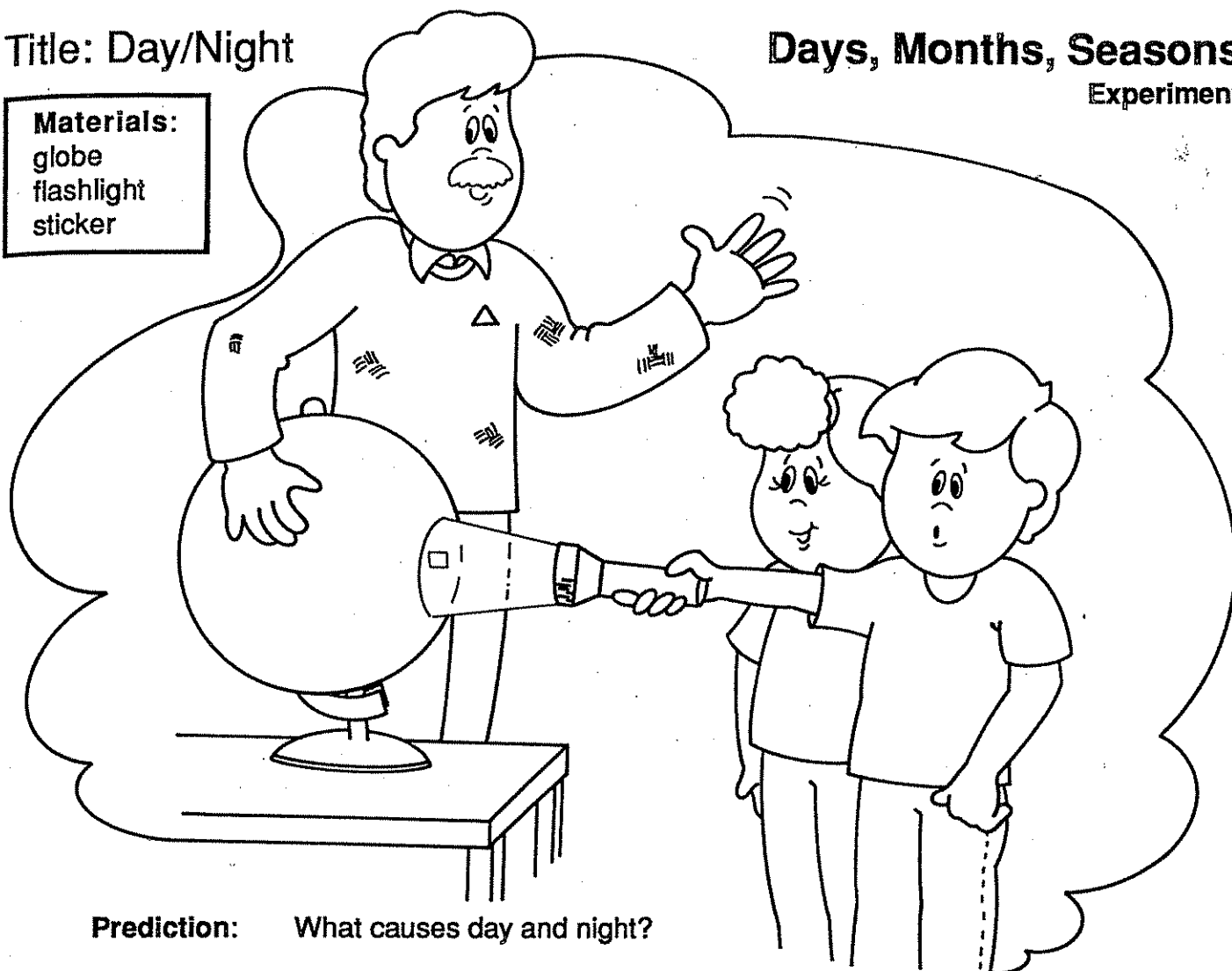
Questions:

- 1) What direction are the strips moving? (answers will vary, students may point)
- 2) What direction is the wind blowing from? (the opposite direction from the way the strips are waving)
- 3) What seasons are windy? (answers will vary depending on the region)
- 4) What helps leaves fall from the trees in autumn? (the wind blowing them down)

Title: Day/Night

Days, Months, Seasons Experiment

Materials:
globe
flashlight
sticker



Prediction: What causes day and night?

Procedure: Place a sticker on a globe in the location of where you live. Discuss how the earth turns and we are moving with the earth. Turn the globe slowly to represent this motion. Have the students observe what happens to the sticker as the globe turns. Darken the room. Turn on the flashlight and discuss how the light represents the sunlight. Shine the flashlight on the sticker on the globe. Explain that it is day because the sunlight is shining on the sticker. Slowly turn the globe and explain that it is night when the sticker leaves the light of the flashlight. Continue turning the globe. Point out how it is night as long as there is no light reaching the sticker. As the sticker turns into the light again, it will be another day. Repeat several times for the students to observe how the turning of the earth creates day and night. Discuss how the sun stays in one position and is continually shining.

- Questions:**
- 1) As the globe turns, does the sticker turn? (yes)
 - 2) When the flashlight shined on the sticker, was it like day or night? (day)
Why? (because sunlight was hitting the sticker)
 - 3) When no light was shining on the sticker, was it like day or night? (night)
Why? (because the sticker was no longer in the sunlight and it was dark)