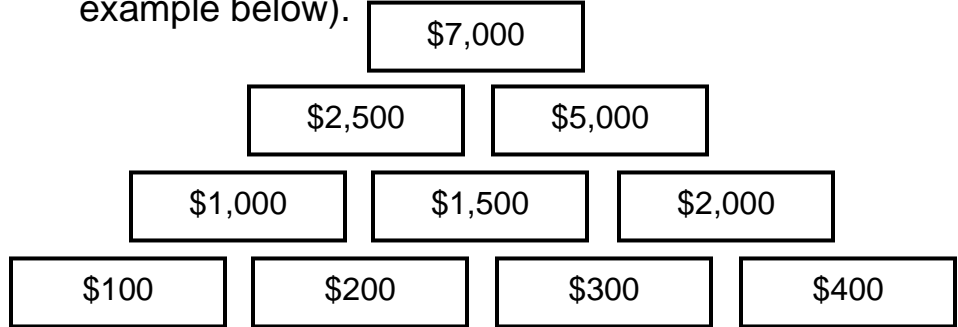


Forces and Motion

Teacher Notes

- Duplicate the word/point value pages back-to-back on card stock.
- Duplicate word bank cards on card stock. Cut apart, giving each student a card containing both Sets 1 and 2.
- Give each student a copy of the passage with the assessment items attached.
- Call on volunteers to read the words in the box. Don't define yet.
- Guide the students in reading the passage. (They can read it silently first and then orally or just orally.)
- Discuss the passage as desired, having students define the words in bold print in their own words, using context clues or prior knowledge.
- Use the vocabulary cards to play vocabulary games:

- \$7,000 Pyramid

- Lay the Set 1 cards face down in a pyramid shape (see example below).
- Give each student a word bank card. Read over and discuss the words briefly.
- Divide the class into 2 groups.
- Set the timer for 3 minutes or use a stopwatch to time 3 minutes. (If this seems too short for your students, try 5 minutes.)
- Turn over the word with the lowest value. Give the definition to the first person on one team. (See definition list.) If the person guesses the correct word, that team gets the point value shown on the back of the card.
- Continue until the students reach the top of the pyramid or until time runs out. Students can pass on a word and come back if time allows.
- Add the money amount won by that team.
- Discuss any words passed or missed by the team.

- Have the other team attempt the pyramid with Set 2 cards.
- The winning team is the one with the greatest money total.
- If time and interest permit, switch cards so that each team gets the opportunity to try both sets.
- Most Expensive Sentence
 - Divide the class into groups.
 - Have each group create a sentence using one or more of the words from the word banks. The sentence must be scientifically correct and make sense! Give the groups 3 minutes to collaborate on their sentence.
 - Have each group read their sentence out loud. Give them the point value for the words they used. (See the point values on the Teacher's Notes page.)
 - Play three rounds. The group with the highest point total wins.

Definition Lists

Set 1

\$100

force—a push or a pull

\$200

push—to press against something with force in order to make it move

\$300

meter stick—a tool used to measure length or distance

\$400

gravity—a force that pulls objects towards the center of the Earth or towards each other

\$1,000

motion—a change in the position of an object

\$1,500

oppose—act against

\$2,000

direction—the line or course on which an object is moving

\$2,500

inertia—the tendency of an object at rest to remain at rest and the tendency of a moving object to keep moving

\$5,000

position—the place or area occupied by an object

\$7,000

acceleration—an increase or decrease in speed

Set 2

\$100

pull—use a force to draw back an object

\$200

tool—any object that helps one do work

\$300

magnetism—a force that pulls magnetic materials across a distance

\$400

weight—the measure of the pull of gravity on an object

\$1,000

friction—a force between two surfaces rubbing against each other; works to stop or slow motion

\$1,500

motion—a change in the position of an object

\$2,000

mass—the amount of matter in an object or substance

\$2,500

movement—the process of moving

\$5,000

illustration—a picture or diagram that helps make something clear

\$7,000

effort—the total work done by a force

Answer Keys

Answer Key—Multiple Choice Questions

1. B
2. A
3. D
4. B
5. D
6. D
7. A
8. C
9. A
10. C