

**Tuesday: Picture Match + Spelling Pyramid Homework [the handout for it is two pages down]**

Materials: 1 board + 1 set of words per 2 students (total: 12 of each)

Routine: (a) once the Pictionary is completed; pairs sitting across the same tables share & explain their work —practice for whole class review and (b) whole class discussion with the teacher MODELING explanations.

**Picture Match Words**

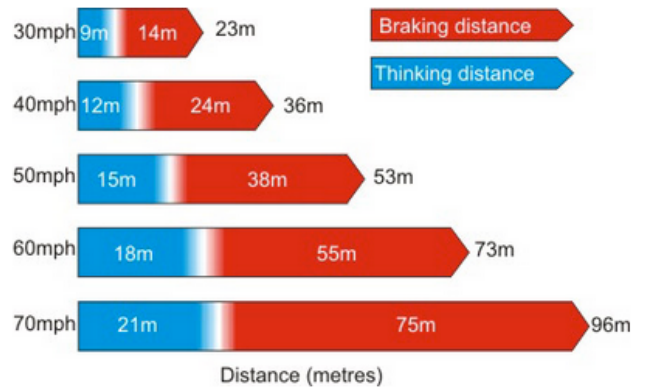
<b>Momentum</b>	<b>Effective (effectiveness)</b>
<b>Interval</b>	<b>Air bag</b>
<b>Applied force</b>	<b>Instantaneous</b>
<b>Impulse</b>	<b>Stopping distance</b>
<b>Relate</b>	<b>Hypothesis</b>

# Picture Match Board

$$P = mv$$



$$? = \text{FORCE} \times \text{TIME}$$



Wednesday [Check homework from Tuesday]; Ask the kids to partner & to (a) find 1 positive about the sentence and (b) 1 suggestion for improvement.

## Spelling Pyramid

<b>Air bag</b>  <b>A</b> <b>Ai</b> <b>Air</b> <b>Air b</b> <b>Air ba</b> <b>Air bag</b>	<b>Momentum</b>
<b>Effective</b>	<b>Interval</b>
<b>Instantaneous</b>	<b>Applied force</b>
<b>Impulse</b>	<b>Hypothesis</b>

Write 2 sentences using the words from the spelling pyramid + the sentence frames below:

_____ as _____ as _____ <small>(something is...)      ADJECTIVE      (something [is])</small>	_____, but [while, whereas] _____ <small>(something is...)      (something is opposite)</small>
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1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Card game

<p><b>Momentum:</b> the product of mass and velocity of an object</p>	<p><b>Stopping distance:</b> the sum of the thinking distance and the braking distance.</p>
<p><b>Applied force:</b> a (surface or body) force acting on an object</p>	<p><b>Instantaneous:</b> happening very quickly (= in an instant)</p>
<p><b>Air bag:</b> a bag that fills with air to protect a driver or passenger when a vehicle crashes</p>	<p><b>Hypothesis:</b> an educated guess based on evidence is called a hypothesis.</p>
<p><b>Relate:</b> to show or make a connection between (two or more things)</p>	<p><b>Interval:</b> a period of time between events</p>
<p><b>Effective:</b> having an intended effect</p>	<p><b>Impulse:</b> the product of the force applied and the time the force is applied; needed to stop an object</p>

## Jeopardy

- a. Round 1: “Jeopardy” (Materials: the Wednesday set for the host)
  - i. The class splits into two teams + 1 person is the game host
  - ii. 1 person from each team stands approaches the host’s table.
  - iii. The host reads a word, the first person who “pushes a button” gets to provide the word definition.  
The correct definition gets the team a point.
  - iv. The game continues until all words have been used.
- b. Round 2: Each team gets a set of 4 key vocab words and blank sentence strip. The teams are asked to develop sentences using the key words. Each scientifically (1pt) + grammatically correct (1pt) sentence gets the team 2 points.

## Friday

- c. Quiz
- d. **Grade own understanding (using the Vocab Journal on a scale of 1-4)**

### Answer Key

#	Sentence	Letter	Correct
1.	The car crash led to an <u>instantaneous</u> death of one passenger; the other passenger died later in the hospital.	C	
2.	Using seat belts is a simple but <u>effective</u> safety technique.	E	
3.	Unsafe driving is <u>related</u> to higher death rate during accidents.	A	
4.	On wet roads, the <u>stopping distance</u> is greater than on dry roads.	D	
5.	The <u>air bag</u> saved her life during the crash.	B	
6.	The force that is needed to stop an object is called an <u>impulse</u> .	D	
7.	The wagon gathered <u>momentum</u> as it went down the hill.	A	
8.	I was able to move the heavy box by using <u>applied force</u> (here: = body force).	E	
9.	Our winter break is a two-week <u>interval</u> between Fall and Spring semesters.	B	
10.	An educated guess based on evidence is called a <u>hypothesis</u> .	C	

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the Word Bank, choose the best word (or phrase) that matches each sentence. Write the word on the line and put the corresponding letter in the space provided.

**Part A**

A. related	D. stopping distance
B. air bag	E. effective
C. instantaneous	

#	Sentence	Letter	Correct
1.	The car crash led to an _____ death of one passenger; the other passenger died later in the hospital.		
2.	Using seat belts is a simple but _____ safety technique.		
3.	Unsafe driving is _____ to higher death rate during accidents.		
4.	On wet roads, the _____ is greater than on dry roads.		
5.	The _____ saved her life during the crash.		

**Part B**

A. momentum	D. impulse
B. interval	E. applied force
C. hypothesis	

#	Sentence	Letter	Correct
6.	The force that is needed to stop an object is called an _____.		
7.	The wagon gathered _____ as it went down the hill.		
8.	I was able to move the heavy box by using _____ (here: = body force).		
9.	Our winter break is a two-week _____ between Fall and Spring semesters.		
10.	An educated guess based on evidence is called a _____.		
<b>Total correct</b>			____/10

Name \_\_\_\_\_ Date \_\_\_\_\_

## Bubble Answer Sheet

A



C

D

### Part A

- |    |                         |                         |                         |                         |
|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

### Part B

- |    |                         |                         |                         |                         |
|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |