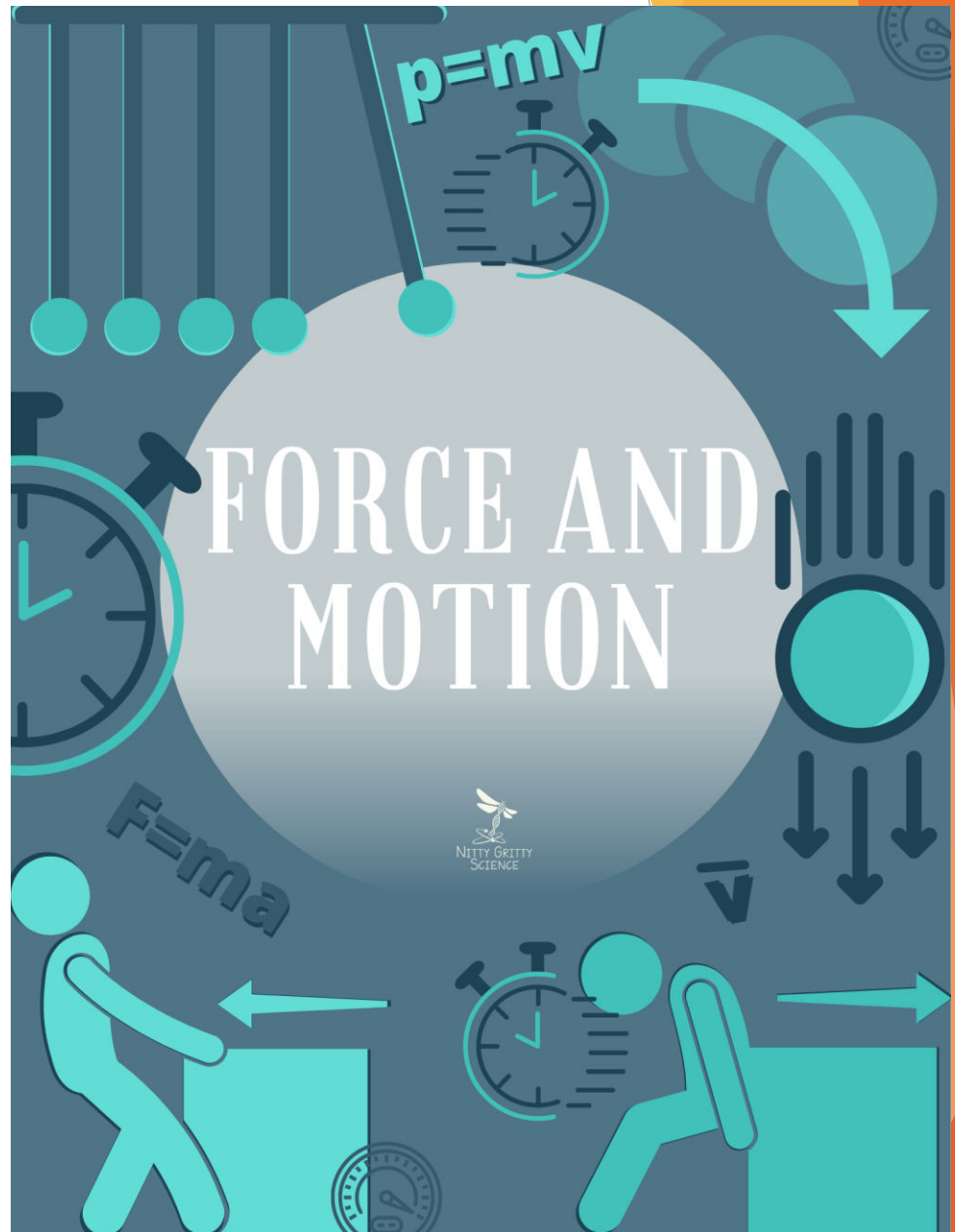


Force and Motion

Force and Motion Unit includes:

- Print and digital Interactive Notebooks
- Editable Resources including notes, PowerPoints, and test
- Instructional Videos
- Teacher-led Demos & Guided Inquiry Labs
- Task Cards & Digital Task Cards
- Study Guides



Suggested Pacing Guide



The following is a **suggested pacing guide** for my COMPLETE COURSES (Earth, Life or Physical Science) which are based on 50-minute class periods. There are three variations below. **Each variation is based on the number of sections in your SCIENCE INTERACTIVE NOTEBOOK chapter.**

Based on a **4-Section Chapter**

Day	Lesson/Activity	Engage	Explain	Explore	Elaborate	Evaluate
1	• Teacher Demo	x				
	• Section 1 Notes – INB input		x			
	• INB Activity – INB output (homework if not completed in class)			x		
2	• Mini-quiz					x
	• Section 2 Notes – use PowerPoint		x			
	• INB Activity			x		
3	• Mini-quiz					x
	• Guided Inquiry Lab – Student Led			x		
4	• Section 3 Notes – use PowerPoint		x			
	• INB Activity			x		
5	• Mini-quiz					x
	• Section 4 Notes – use PowerPoint		x			
	• INB Activity			x		
6	• Mini quiz					x
	• Science Stations				x	
7	• Science Stations				x	
8	• Final draft and testing for Creation Station (STEM)				x	x
9	• Task Card Review (game-style, full class, partner)				x	
10	• Chapter Test					x
	• Have students complete notes for next chapter*	x				

* **Note-taking option:** Once students are done with chapter test, they get the next set of notes and work quietly on completing them while other students finish up. All notes are to be completed when they return to class. Have students glue each page of notes into the next few pages of their INB (right side only). This way, when you go over the PowerPoint each day, they have already reviewed topic and are ready for class.

5 E Model

Engage – Teacher-led demos foster wonder and classroom discussion and serve as the hook for the lesson. Videos and images of natural phenomena also foster questioning and communication. NGSS phenomena are aligned to middle school NGSS standards.

Explain – PowerPoints, instructional videos, and guided notes (input side of interactive notebooks) provide definitions, explanations, and information through mini-lecture, text, internet, and other resources which encourages students to explain concepts and definitions in their own words.

Explore – Students investigate problems, events, or situations. As a result of their mental and physical involvement in these activities, students question events, observe patterns, identify and test variables, and communicate results.

Elaborate – It is important to involve students in further experiences that apply, extend, or elaborate the concepts, processes, or skill they are learning. Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.


Evaluate – Use a variety of assessment to gather evidence of student's understanding and provide opportunities for them to assess their own progress.

Student Interactive Notebook

Each concept shares:

- Actual photos of both the INPUT and OUTPUT pages of Science Interactive Notebook
- Instructions on how to create/use/complete activity for OUTPUT side
- Mini-Quizzes for each concept to check students' understanding
- Answer Keys for all mini-quizzes
- Appendix with Teacher Notes for Interactive Notebook in LARGE print.

Section 1: Describing Motion



Formula Triangle Foldable

Name _____ Date _____

Quiz: Describing Motion Matching

1. Motion
2. Distance
3. Displacement
4. Instantaneous
5. Constant speed

Section 2: Acceleration

Practice Problems: Acceleration

Directions: Complete the table below.

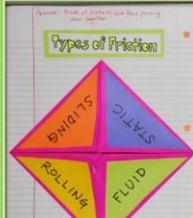
	Final velocity v_f	Initial velocity v_i	$v_f - v_i$ Δv	Time (s)
1	26 m/s	20 m/s		6
2	0 km/s	12 km/s		4
3	8 m/s	3 m/s		2
4	46.4 m/s	27.3 m/s		1.2
5	5 m/s	15 m/s		5

Complete the following word problems. Show your work.

6. A paperboy rode his bike at 3 m/s. After being chased he was traveling 6m/s. What is his acceleration?
7. A pumpkin is dropped, and after 5 seconds it's velocity is 50 m/s. What is its acceleration?
8. A soccer player is running at 6 m/s. He then stumbles and falls and rolls to a stop. This took 4 seconds. What was his acceleration?
9. A skateboarder fell doing a jump. She got up and after 5 seconds her velocity was 5 m/s. What was her acceleration?

Section 3: Motion and Forces

Types of Friction

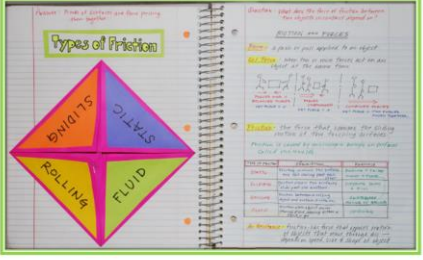


Instructions:

Students will be creating and designing a Friction Four Point Envelope Foldable in which they will be comparing different types of friction. Each corner of the foldable will represent a different type of friction, and underneath each fold students will need to find an illustration that shows an example of the type of friction. Included for this section are directions on how to make the Four Point Envelope Fold, graphics for the Teacher's notebook so you don't have to go searching for examples, and of course a mini quiz.

Section 3: Motion and Forces

Types of Friction



Instructions:

Students will be creating and designing a Friction Four Point Envelope Foldable in which they will be comparing different types of friction. Each corner of the foldable will represent a different type of friction, and underneath each fold students will need to find an illustration that shows an example of the type of friction. Included for this section are directions on how to make the Four Point Envelope Fold, graphics for the Teacher's notebook so you don't have to go searching for examples, and of course a mini quiz.

Paste this page in your Science Interactive Notebook and use the Speed Formula Triangle to calculate the following

1. Becky leaves home and rides a distance of 30 km. It took her 25 hours. What is her speed?
2. A speed boat is traveling at 100 km/hr. How many hours will it take for the boat to cover a distance of 115 km?

Name _____ Date _____

Quiz: Acceleration

1. What is the difference between speed and velocity?
2. Explain the difference between positive and negative acceleration.
3. A satellite's speed is 10,000 m/s. After 1 minute, it is 5000 m/s. What is the satellite's acceleration?
4. A runner increases her speed from 3.1 m/s to 3.5 m/s during the last 13 seconds of her run. What was her acceleration during her big push to the finish line?

Name _____ Date _____

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Student Digital Notebook

The student notebook is on Google Drive and ready for you to share with your students. Here's a quick overview of the features:

Set up like a traditional interactive notebook with input and output sides.

Hyperlinked tabs so student can easily move through chapter for review

Students watch video < 6 min to complete notes.

Directions: Complete the following word problems. Use the table to show your work.

ACCELERATION CALCULATIONS

1. A girl rode her skateboard at 4 m/s. When she turned the corner she started going downhill at 8 m/s for 10 seconds. What was her acceleration?
2. A bowling ball is dropped from the top of the building. After 5 seconds, it's velocity is 47 m/s. What is its acceleration?
3. A horse fell jumping over a hurdle. He got up and after 5 seconds returned to a velocity of 10 m/s. What is his acceleration?
4. Wind was blowing a shopping cart making it roll 6 m/s. It hit a garbage bin and rolled to a stop. This took 8 seconds. What was its acceleration?

Final velocity (m/s)	Initial velocity (m/s)	$v_f - v_i$ (Δv)	Time (s)	$a = \frac{\Delta v}{t}$
1.				
2.				
3.				
4.				

ACCELERATION

Velocity -

What is the difference between speed and velocity?

Acceleration -

Acceleration (vectors/slope) = $\frac{\text{change in velocity (m/s)}}{\text{time (s)}}$

Acceleration (average/average) = $\frac{\text{final velocity (v}_f\text{)} - \text{initial velocity (v}_i\text{)}}{\text{time (s)}}$

Final velocity (m/s)	Initial velocity (m/s)	$v_f - v_i$ (Δv)	Time (s)	$a = \frac{\Delta v}{t}$
36 m/s	20 m/s		6	
0 m/s	15 m/s		5	

Compare and contrast positive and negative acceleration.

DESCRIBING MOTION
ACCELERATION
MOTION
FORCE
MOTION
GRAVITY
CLASSROOM LIBRARY



Digital Textbook

For further exploration, click button(s) below:

Practice Problems: Acceleration

Encouraging independent learners. Directions for output side are here along with what they need to complete the activity.

Notes are chunked into manageable sections with large spaces for textboxes

Some pages have links so students can go deeper into the topic if they need.

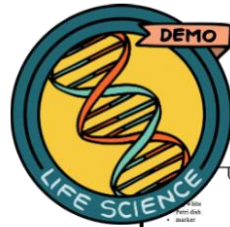
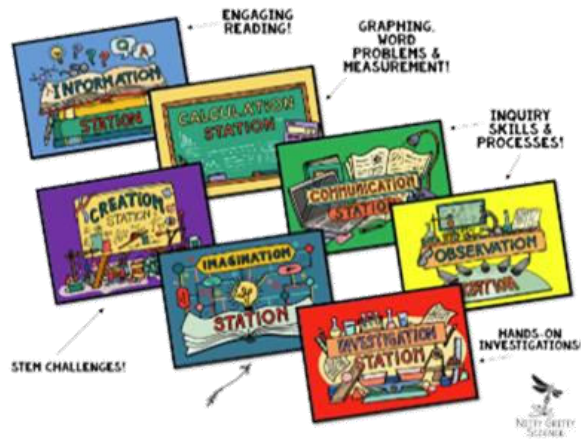
Demos, Labs, & Science Stations

Working in the lab and being engaged in science experiments is the most exciting part of science.

Demo, Labs, and Science Stations Includes:

1. **SCIENCE STATION SIGNAGE** for all 7 stations is provided in color and in black and white (see preview) and all student answer sheets have icons that correspond with each station for ease of use.
2. **DEMONSTRATION** (teacher-led) allows teachers to invite scientific discussions and can help uncover misconceptions and, most importantly, lead to heightened curiosity and interest in the topic being studied.
3. **GUIDED INQUIRY LAB** which is a traditional lab that allows students to perform an investigation in order to solve a problem. Students will hypothesize, collect and analyze data and communicate their results.
4. **TEACHER GUIDES to DEMOS & SCIENCE STATIONS** help get you started and give you background information to make your science lessons engaging.
5. **7 SCIENCE STATIONS** which are designated locations in the classroom with activities that challenge students to extend their knowledge and elaborate on their science skills by working independently of the teacher in small groups or pairs. Stations included are:
 - **INFORMATION STATION** – Group members will read an interesting and relevant science passage then complete a task to help increase science literacy and deepen their understanding of the science concept.
 - **OBSERVATION STATION** – Group members will have images, illustrations, or actual samples at this station that show applications or processes of the science topic. Using what they've learned, they will need to apply their observation skills to complete the questions attached to each.
 - **CALCULATION STATION** – Group members use their math skills to complete the station challenge. Skills may include graphing, analyzing data, using models, measurement, and calculating formulas or word problems.
 - **INVESTIGATION STATION** – Group members will work with one another to explore the concept through hands-on activities so they may practice specific inquiry process skills as they learn.
 - **COMMUNICATION STATION** – There are three different options for this station: interviews, video, group essay. Depending on the option you choose, group members will communicate what they know by answering questions in creative ways.
 - **CREATION STATION** – Group members will work together to solve a STEM (Science, Technology, Engineering, Math) challenge by creating models or designs that demonstrate their understanding of the science topic being taught.
 - **IMAGINATION STATION** – This station makes science concepts relevant for students by asking them to imagine scenarios that will bring about discussion and critical thinking.
6. **INQUIRY PROCESS SKILLS CHECKLIST** is provided with each set to show teachers and administrators the inquiry skills used by students in each activity. These skills include, but are not limited to, communicating, creating models, inferring, classifying, identifying variables, measuring, observing, predicting, gathering and organizing data, comparing and contrasting, interpreting data, and manipulating materials.

SCIENCE STATIONS



Eye Safety

SCIENCE SKILLS AND LAB SAFETY

Procedure:

1. Draw an eye on the underside of the Petri dish and display for class using the projector.
2. Crack open the egg and place the egg white only in the Petri dish.
3. Explain that the proteins in egg whites are similar to those found in the protective layer of the eye.
4. Tell them that someone was not being cautious and has splashed acid into their eye - add drops of acid to the egg white.
5. Ask students to make observations of what is happening to the egg white.
6. Try adding water to reverse the effects. Have students make observations.

What's Happening?

The proteins in the egg white become cloudy when the acid is causing a denaturation of the proteins. This can't be reversed chemically because acid is strong and is permanent that is chemical reactions occur damage to their eyes or skin if not used properly. Students must be made aware of the safety procedures associated with such as wearing goggles, gloves and aprons. Make sure they are aware of safety equipment - eye wash station, shower, fire blanket, etc.

Discussion:

Q: What happened to the "eye"?

A: The protective layer became cloudy and damaged the eye.

Q: What types of safety equipment must be worn when doing Lab?

A: goggles, apron, lab kit, gloves

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Discussion questions and teacher set-up included!

Teacher guide and answer key offered for every lab!

Easy-to-get materials!



Measure with SI Units

SCIENCE SKILLS AND LAB SAFETY

The standard system of measurement used by scientists around the world is known as the International System of Units, which is abbreviated as SI. SI units are easy to use because they are based on multiples of 10. Each unit is ten times larger than the next smallest unit and one-tenth the size of the next largest unit. The following table lists the prefixes used to name the most common SI units.

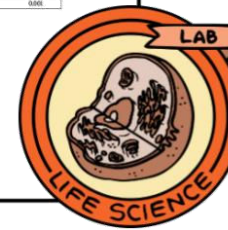
Prefix	Symbol	Abbreviation
Milli-	m	1/1000
Centi-	c	1/100
Deci-	d	1/10
Deci-	d	0.1
Centi-	c	0.01
Milli-	m	0.001

Materials:

- scattered seeds
- tape
- balance
- postage scale
- capsaicin (spicy) small milk cartons
- fertilizer solution
- metric ruler
- 50 mL graduated cylinder
- colored pencils

Safety:

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USER-FRIENDLY PAGES:

Students easily recognize which answer sheet to use at each station by matching station icons located on each page!!

Drip, Drop, Splat!

How does the density of a liquid and drop height affect the height and shape of droplet splatters?

Materials:

- colored water (graduated cylinder A)
- colored syrup (graduated cylinder B)
- eye dropper
- paper
- metric ruler
- meter stick

Procedure:

1. Make a hypothesis of how density of a liquid will affect splatter size on your lab sheet.
2. Place the piece of paper down on the lab table in order to catch splatters.
3. Measure the heights listed in the data table using a meter stick. Place meter stick with end starting at zero on paper and move up stick when increasing height of drop.
4. Use the eye dropper to drop ONE drop of colored water and ONE drop of colored syrup. Make sure to drop on different places on paper.
5. Measure the size of the splatter in MILLIMETERS. Record in data table on answer sheet.
6. Repeat for each height.
7. Use the collected data to graph the splatter size versus drop height for each liquid.

Analyze and Conclude

1. Was your hypothesis correct? Explain.
2. What are two controls in your experiment that helped you collect the most accurate data possible?

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TEACHERS SAVE TIME:
Laminate station pages and reuse for each class and for years to follow!
Inquiry skills used are timeless!

Name _____ Date _____

Hypothesis

	3	25	50	75	100
Colored Water					
Colored Syrup					

Height of Drop vs. Splatter Size

Analyze and Conclude:

1. _____
2. _____

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Instructional Videos

The Intro to Life Science Instructional Videos and Digital Assessments are designed to help teachers move instruction from the group learning space to the individual learning space. Not only does this give students independence in their learning, but it also allows more time for dynamic and interactive learning when teachers meet with students in a group setting.

This resource is perfect for:

- Flipped Classroom
- Absent students
- 1:1 Classrooms
- Sub Plans
- Hybrid Schedules
- Teachers who want more time to guide students as they apply concepts and engage creatively in the subject matter

Features of this resource include:

- Instructional videos which are six minutes or less to keep students focus
- Videos and assessments can be completed independently
- Auto grading and reporting in Google Forms
- Share link with students through educational platforms or email
- Quizzes are editable with 5 – 8 questions per quiz
- Information in video pairs with Nitty Gritty Science Interactive Notebooks

Task Cards & Digital Task Cards

Task cards are a great tool for concept review that can be used in a variety of ways - pairs, small groups, team games, or individually. The reason they are so effective is there is only ONE task per card, allowing students to focus on that single task until they have successfully completed it. Answers sheet and answer key for teachers are included.

The digital, self-checking task cards are hosted at Boom Learning™ and are compatible with Google Classroom. These are perfect for displaying on your interactive whiteboard and leading class games or review sessions.

Print Task Cards

1. **COMPARE**
Describe the difference between average speed and constant speed.

2. **CALCULATE**
A golf cart travels at a constant speed.

3. **DEFINE**
State Newton's First Law of Motion.

4. **DEFINE**
State Newton's Third Law of Motion.

5. **DETERMINE**
Which type of friction is shown in the picture above?

6. **DESCRIBE**
Describe the action and reaction forces in the picture above.

7. **DEFINE**
State Newton's First Law of Motion.

8. **DECIDE**
What is the gravitational force exerted on an object called?
a. centripetal force
b. friction
c. gravity
d. weight

9. **DEFINE**
State Newton's First Law of Motion.

10. **DEFINE**
State Newton's First Law of Motion.

11. **DEFINE**
State Newton's Third Law of Motion.

12. **CALCULATE**
A person is sledding down a hill at a speed of 9 m/s. The hill gets steeper and his speed increases to 18 m/s in 3 sec. What was his acceleration?

13. **CALCULATE**
A person is sledding down a hill at a speed of 9 m/s. The hill gets steeper and his speed increases to 18 m/s in 3 sec. What was his acceleration?

14. **DECIDE**
What is the gravitational force exerted on an object called?
a. centripetal force
b. friction
c. gravity
d. weight

15. **COMPARE**
Compare and contrast speed, velocity and acceleration.

16. **DESCRIBE**
What are three ways to accelerate?

Digital Task Cards

Force and Motion
A little boy is sledding down a hill at a speed of 9 m/s. The hill gets steeper and his speed increases to 18 m/s in 3 seconds. What was his acceleration?

Force and Motion
The path of a projectile is ____

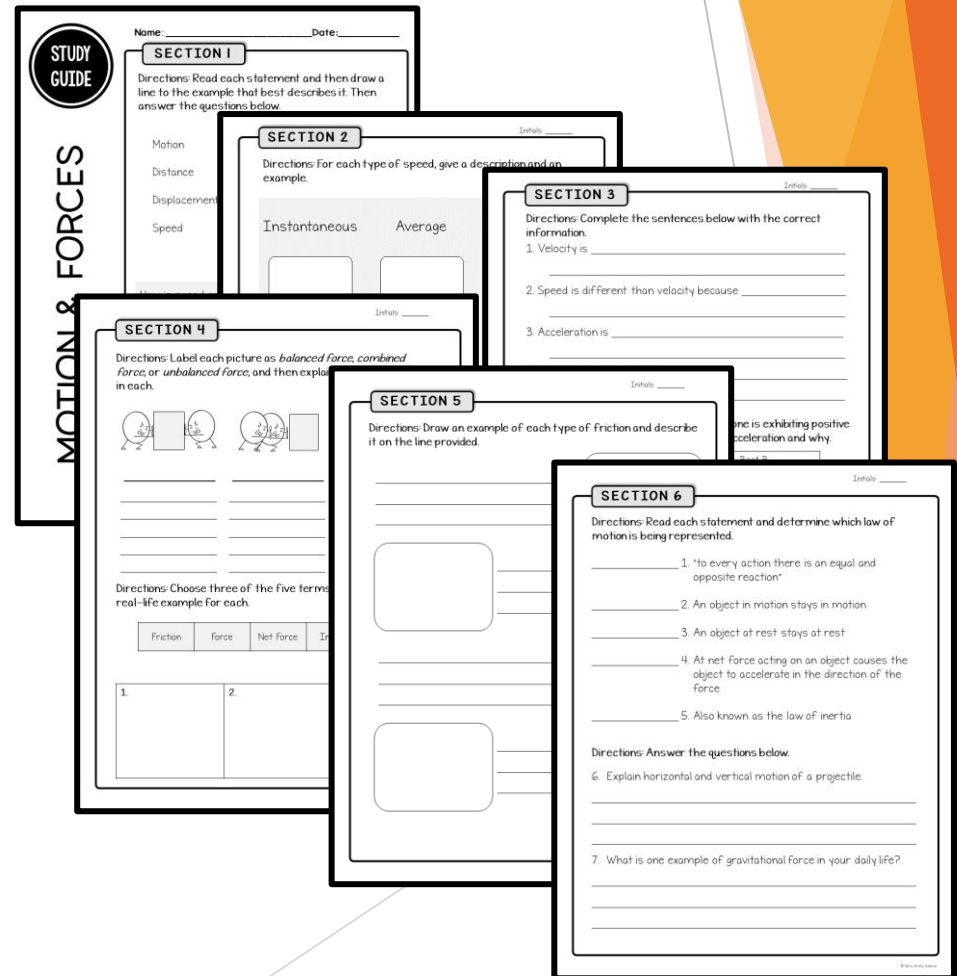
Force and Motion
What formula is used to calculate speed?

Study Guides: Includes **print** or **digital** options

Nitty Gritty Science Study Guides are directly aligned to the notes and assessments offered by Nitty Gritty Science and include a variety of review strategies which meet the needs of your learners for independent study and indirect instruction.

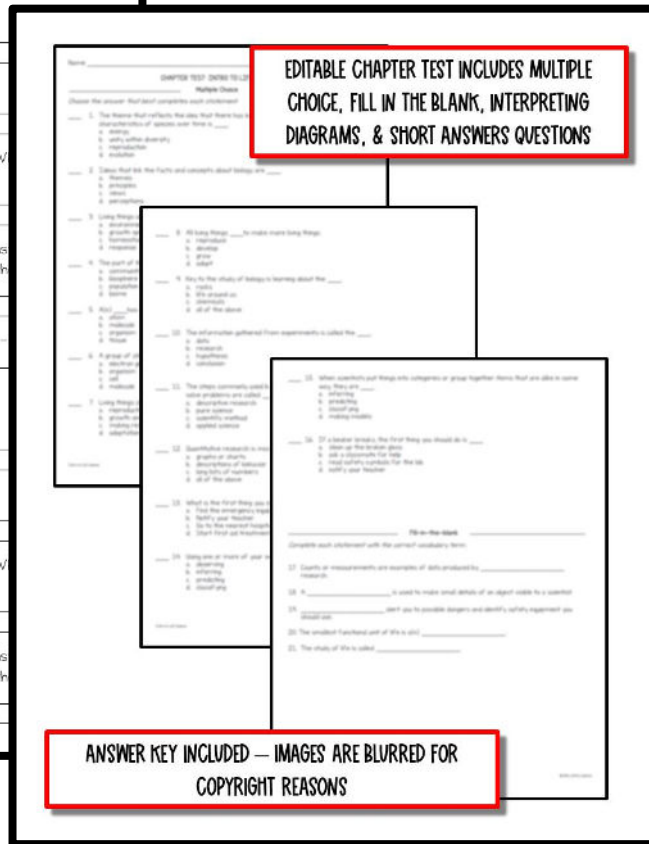
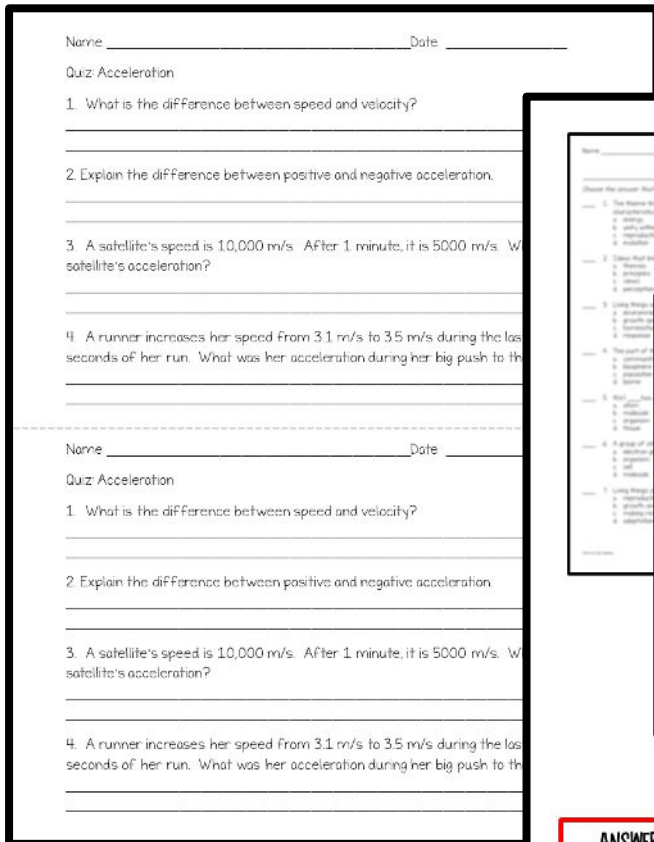
Each study guide provides a combination of strategies which may include:

- Graphic organizers
- Vocabulary building
- Compare and contrast
- Problem solving
- Concept mapping
- Interpreting data
- Critical thinking
- Theme connection
- Matching
- Fill-in-the-blank
- Short answer
- Real world application
- QR videos with accompanying questions



Assessments:

Teachers can use a variety of assessments to evaluate student progress throughout the unit. The curriculum provides mini-quizzes for each Interactive Notebook chapter and an online assessments that goes with the instructional videos. The chapter test includes multiple choice, short answer, interpreting diagrams, and an essay.



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Shop the website or use the following links from Teachers Pay Teachers

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<https://www.teacherspayteachers.com/Store/Nitty-Gritty-Science-Jr>

