

# Force & Motion

## Study Guide & Review Worksheets

### Force & Motion

#### Terms to Know

- **Energy:** Energy. The energy of motion.
- **Motion:** The direction and speed of an object.
- **Speed:** How fast an object is moving.
- **Force:** A push or pull that causes an object to move, stop, or change directions.
- **Friction:** A force that opposes the motion of an object.
- **Mass:** The amount of matter an object contains.

#### Energy Transfer

When objects collide, the energy from one object transfers to another object. That transfer in energy can change an object's **speed or direction**.

##### Example:

A soccer ball is rolling slowly down the field. A boy kicks the ball. The ball begins moving more quickly and in the opposite direction. Energy was transferred to the ball, causing it to change speed and direction.



#### Friction

Friction is a force that opposes the motion of an object. Friction makes an object slow down.

##### Example:

A hockey puck is sliding across ice. As it rubs against the ice, it creates friction. The friction causes the puck to slow down until it stops.



#### Laws of Motion

The Laws of Motion tell us:

- An object at rest remains at rest unless acted on by a force.
- An object in motion remains in motion unless acted on by a force.

##### Example:

A suitcase is not moving. It will remain at rest until someone pulls the handle, causing it to move.



#### Mass and Force

Mass affects the motion of an object when a force is applied.

**Objects that have the same mass:**  
The greater the force, the greater the change in motion.

**Objects that have different mass:**  
The more massive an object, the less effect a given force will have on that object.

##### Example:

An empty shopping cart is easy to push. As you fill the shopping cart, more force is needed to push it.



Name \_\_\_\_\_

#### Force & Motion

1. What is a force? Give two examples.
2. Louis is playing baseball with his brother. When he hits the baseball, it has kinetic energy. Explain.
3. Fione rolled a skateboard down the street. The skateboard slowed down and stopped. Explain.
4. Cassandra and her friend are moving boxes. Cassandra moved the first box by herself. Her friend moved the second box together with her. Explain.
5. Theorem is riding a bicycle. As he pedals, the bicycle moves forward. Explain.

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with toy cars. Owen rolls a red car into the blue car. What will happen when it is struck by the blue car?

the following three surfaces: marble, sidewalk, and grass. She uses the same amount of force to push the object across each surface. List the surfaces in order from fastest to the surface the object will take the longest to cross.

is wagon. One of the kids decides he wants to push the wagon. How will this change the amount of force needed? Explain your answer.

the hose is turned on, the fireman gets pushed back. Explain.

has a 13-pound ball and an 8-pound ball. Which ball will be easier to roll? Explain your answer.

# Guide For Teaching Motion And Force

**C Cleary**



## **Guide For Teaching Motion And Force:**

*Forty-five New Force and Motion Assessment Probes* Page Keeley, Rand Harrington, 2010 Nationally known science educator Page Keeley principal author of the hugely popular four volume NSTA Press series *Uncovering Students Ideas in Science* has teamed up with physicist and science educator Rand Harrington to write this first volume in their new series on physical science They begin with one of the most challenging topics in physical science force and motion The 45 assessment probes in this book enable teachers to find out what students really think about key ideas in force and motion The Teacher Notes which can be used before and after administering the probe provide background information on the purpose of the probe related concepts an explanation for the teacher of the force and motion idea being taught related ideas in Benchmarks for Science Literacy and the National Science Education Standards research on typical student misconceptions related to the force and motion concept and suggestions for instruction and assessment The book specifies grade spans K 4 5 8 9 12 for each probe based on state and national standards and suggests ways to adapt a probe for a different grade span or context

**Forces & Motion Science Learning Guide** NewPath Learning, 2014-03-01 The Forces Acceleration Momentum Force Friction Gravity Newton's First Law of Motion Newton's second Law of Motion and Newton's third Law of Motion Aligned to Next Generation Science Standards NGSS and other state standards [Discovering Science Through Inquiry: Forces and Motion Kit](#) Kelli Allen, 2009-11-10 The *Discovering Science through Inquiry* series provides teachers and students of grades 3 8 with direction for hands on science exploration around particular science topics and focuses The series follows the 5E model engage explore explain elaborate evaluate The Forces and Motion kit provides a complete inquiry model to explore the laws of motion through supported investigation Watch as students design a safe landing parachute to observe how the forces of deceleration work on parachutes Forces and Motion kit includes 16 Inquiry Cards in print and digital formats Teacher's Guide Inquiry Handbook Each kit includes a single copy additional copies can be ordered Digital resources include PDFs of activities and additional teacher resources including images and assessment tools leveled background pages for students and video clips to support both students and teachers **Forces and Motion** Lerner Classroom Editors, 2008-01-01 FUERZAS Y MOVIMIENTO FORCES AND MOTION TEACHING GUIDE **Forces & Motion** Tom DeRosa, Carolyn Reeves, 2009 A 3RD TO 6TH GRADE PHYSICAL SCIENCE CURRICULUM IDEAL FOR HOME SCHOOLERS **Motion and Forces**, 2005

*Inquiry and the National Science Education Standards* National Research Council, Center for Science, Mathematics, and Engineering Education, Committee on Development of an Addendum to the National Science Education Standards on Scientific Inquiry, 2000-05-03 Humans especially children are naturally curious Yet people often balk at the thought of learning science the eyes glazed over syndrome Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant blazing quasar *Inquiry and the National Science Education Standards* is the book that educators have been waiting for a practical guide to teaching inquiry and teaching through

inquiry as recommended by the National Science Education Standards This will be an important resource for educators who must help school boards parents and teachers understand why we can't teach the way we used to Inquiry refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced This book explains and illustrates how inquiry helps students learn science content master how to do science and understand the nature of science This book explores the dimensions of teaching and learning science as inquiry for K 12 students across a range of science topics Detailed examples help clarify when teachers should use the inquiry based approach and how much structure guidance and coaching they should provide The book dispels myths that may have discouraged educators from the inquiry based approach and illuminates the subtle interplay between concepts processes and science as it is experienced in the classroom Inquiry and the National Science Education Standards shows how to bring the standards to life with features such as classroom vignettes exploring different kinds of inquiries for elementary middle and high school and Frequently Asked Questions for teachers responding to common concerns such as obtaining teaching supplies Turning to assessment the committee discusses why assessment is important looks at existing schemes and formats and addresses how to involve students in assessing their own learning achievements In addition this book discusses administrative assistance communication with parents appropriate teacher evaluation and other avenues to promoting and supporting this new teaching paradigm *Force, Motion & Simple Machines Big Book Gr. 5-8* George Graybill, 2007-09-01

Give your students a kick start on learning with our Force and Motion 3 book BUNDLE Students begin by exploring different Forces Conduct several experiments on the force of friction and air resistance Understand that acceleration and deceleration are examples of unbalanced forces Next take the mystery out of Motion Graph the velocity of students walking home from school at different speeds Follow directions to find your way using a treasure map Finally get familiar with Simple Machines Conduct an experiment with first class levers to study distance and force Find the resistance force when walking up an inclined plane Each concept is paired with hands on activities and experiments Aligned to the Next Generation State Standards and written to Bloom's Taxonomy and STEAM initiatives additional crossword word search comprehension quiz and answer key are also included **International Handbook of Research in History, Philosophy and Science Teaching**

Michael R. Matthews, 2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130 researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education

attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects. There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science. This handbook is uniquely positioned as a locus for the discussion. The handbook features sections on pedagogical, theoretical, national and biographical research, setting the literature of each tradition in its historical context. It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical, curricular and pedagogical questions that face teachers and administrators. Science educators will be grateful for this unique encyclopaedic handbook.

Gerald Holton, Physics Department, Harvard University  
 This handbook gathers the fruits of over thirty years' research by a growing international and cosmopolitan community.

Fabio Bevilacqua, Physics Department, University of Pavia

**Resources for Teaching Middle School Science**

Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30

With age appropriate inquiry centered curriculum materials and sound teaching practices, middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them.

**Resources for Teaching Middle School Science** developed by the National Science Resources Center (NSRC) is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8. The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards. This completely new guide follows on the success of *Resources for Teaching Elementary School Science*, the first in the NSRC series of annotated guides to hands-on inquiry centered curriculum materials and other resources for science teachers. The curriculum materials in the new guide are grouped in five chapters by scientific area: Physical Science, Life Science, Environmental Science, Earth and Space Science, and Multidisciplinary and Applied Science. They are also grouped by type: core materials, supplementary units, and science activity books. Each annotation of curriculum material includes a recommended grade level, a description of the activities involved, and of what students can be expected to learn, a list of accompanying materials, a reading level, and ordering information. The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations.

and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents *Resources in Education* ,1991-07 *Research in Education* ,1974 *United States Educational, Scientific, and Cultural Motion Pictures and Filmstrips, Selected and Available for Use Abroad; Education Section* United States. Interdepartmental Committee on Visual and Auditory Materials for Distribution Abroad. Subcommittee on Catalog,1959 *Library of Congress Catalog: Motion Pictures and Filmstrips* Library of Congress,1968 **United States Educational, Scientific, and Cultural Motion Pictures and Filmstrips: Education Section 1958, Selected and Available for Use Abroad** United States Information Agency,1959 *Handbook of Research on Science Education, Volume II* Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community **Making Sense of Science: Energy** Kirsten R. Daehler,Jennifer Folsom,Mayumi Shinohara,2011 This comprehensive professional development course for grades 6 8 science teachers provides all the necessary ingredients for building a scientific way of thinking in teachers and students focusing on science content inquiry and literacy Teachers who participate in this course learn to facilitate hands on science lessons support evidence based discussions and develop students academic language and reading and writing skills in science along with the habits of mind necessary for sense making and scientific reasoning Energy for Teachers of Grades 6 8 consists of five core sessions Session 1 What is Energy Session 2 Potential Energy Session 3 Heat Energy Session 4 Conservation of Energy Session 5 Energy in Ecosystems The materials include everything needed to effectively lead this course with ease Facilitator Guide with extensive support materials and detailed procedures that allow staff developers to successfully lead a course Teacher Book with teaching science and literacy investigations along with a follow up component Looking at Student Work designed to support ongoing professional learning communities CD with black line masters of all

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Details the Bible based homeschool teaching approach for parents and discusses Christian education learning styles unit studies bible study and more     *The Elementary School Library Collection, Phases 1-2-3* ,1998

## Guide For Teaching Motion And Force Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Guide For Teaching Motion And Force**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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