

Name: _____

Date: _____

Student Exploration: Free-Fall Laboratory

Vocabulary: acceleration, air resistance, free fall, instantaneous velocity, terminal velocity, velocity, vacuum

Prior Knowledge Questions (Do these BEFORE using the Gizmo.)

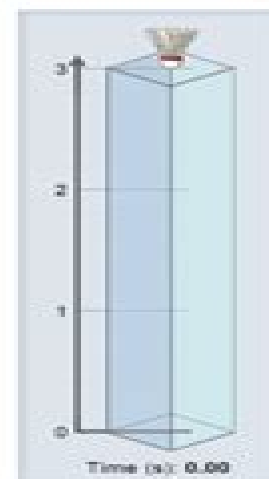
1. Suppose you dropped a feather and a hammer at the same time. Which object would hit the ground first? **Hammer**
2. Imagine repeating the experiment in an airless tube, or **vacuum**. Would this change the result? If so, how? **Yes, since there is no air resistance in the vacuum, they would fall at the same time.**

Gizmo Warm-up

The *Free-Fall Laboratory* Gizmo™ allows you to measure the motion of an object in **free fall**. On the CONTROLS pane check that the **Shuttlecock** is selected, the **Initial height** is **3 meters**, and the **Atmosphere** is **Air**.

1. Click **Play** (▶) to release the shuttlecock. How long does it take to fall to the bottom? **0.90 s**
2. Select the **GRAPH** tab. The box labeled **h (m)** should be checked, displaying a graph of height vs. time. What does this graph show?
Shows that the shuttlecock is accelerating downwards.
3. Turn on the **v (m/s)** box to see a graph of **velocity** vs. time. Velocity is the speed and direction of the object. Velocity is also referred to as **instantaneous velocity**. Because the shuttlecock is falling downward, its velocity is negative.

Does the velocity stay constant as the object drops? **No**



Gizmo Student Exploration Sheet Answers

Franklin S. Allaire, Jennifer E. Killham

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the authors' names.

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100 Brain-Friendly Lessons for Unforgettable Teaching and Learning (9-12) Marcia L. Tate, 2019-07-24 Use research and brain based teaching to engage students and maximize learning Lessons should be memorable and engaging When they are student achievement increases behavior problems decrease and teaching and learning are fun In 100 Brain Friendly Lessons for Unforgettable Teaching and Learning 9 12 best selling author and renowned educator and consultant Marcia Tate takes her bestselling Worksheets Don't Grow Dendrites one step further by providing teachers with ready to use lesson plans that take advantage of the way that students really learn Readers will find 100 cross curricular sample lessons from each of the eight major content areas Earth Science Life Science Physical Science English Finance Algebra Geometry Social Studies Plans designed around the most frequently taught objectives found in national and international curricula Lessons educators can immediately replicate in their own classrooms or use to develop their own 20 brain compatible research based instructional strategies that work for all learners Five questions that high school teachers should ask and answer when planning brain compatible lessons and an in depth explanation of each of the questions Guidance on building relationships with students that enable them to learn at optimal levels It is a wonderful time to be a high school teacher This hands on resource will show you how to use what we know about educational neuroscience to transform your classroom into a place where success is accessible for all

Teaching and Learning Online Franklin S. Allaire, Jennifer E. Killham, 2023-01-01 Science is unique among the disciplines since it is inherently hands on However the hands on nature of science instruction also makes it uniquely challenging when teaching in virtual environments How do we as science teachers deliver high quality experiences to secondary students in an online environment that leads to age grade level appropriate science content knowledge and literacy but also collaborative experiences in the inquiry process and the nature of science The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning Killham et al 2014 Wong et al 2018 PreK 12 teachers consistently report feeling underprepared or overwhelmed by online learning environments Molnar et al 2021 Seaman et al 2018 This is coupled with persistent challenges related to elementary teachers lack of confidence and low science teaching self efficacy Brigid Borrachero Bermejo Gunning Duran Duran 2004 Ideal for undergraduate teacher candidates graduate students teacher educators classroom teachers parents and administrators this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research based foundation

New Directions in Technological Pedagogical Content Knowledge Research Dr. Myint Swe Khine, 2015-05-01 In the past decades wide ranging research on effective integration of technology in instruction have been conducted by various educators and researchers with the hope that the affordances of technology might be leveraged to improve the teaching and learning process However in

order to put the technology in optimum use knowledge about how and in what way technology can enhance the instruction is also essential. A number of theories and models have been proposed in harnessing the technology in everyday lessons. Among these attempts, Technological and Pedagogical Content Knowledge (TPACK) framework introduced by Mishra and Koehler has emerged as a representation of the complex relationships between technology, pedagogy, and content knowledge. The TPACK framework extends the concept of Shulman's pedagogical content knowledge (PCK), which defines the need for knowledge about the content and pedagogical skills in teaching activities. Since then, the framework has been embraced by the educational technology practitioners, instructional designers, and educators. TPACK research received increasing attention from education and training community covering diverse range of subjects and academic disciplines, and significant progress has been made in recent years. This book attempts to bring the practitioners and researchers to present current directions, trends, and approaches, convey experience and findings, and share reflection and vision to improve science teaching and learning with the use of TPACK framework. A wide array of topics will be covered in this book, including applications in teacher training, designing courses, professional development, and impact on learning, intervention strategies, and other complex educational issues. Information contained in this book will provide knowledge growth and insights into effective educational strategies in integration of technology with the use of TPACK as a theoretical and developmental tool. The book will be of special interest to international readers, including educators, teacher trainers, school administrators, curriculum designers, policy makers, and researchers, and complement the existing literature and published works.

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