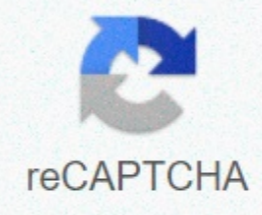




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## Kinetic and potential energy lab answers

Remind students that in the previous day's lesson, students recognized the need for data as evidence. Let them know that they will investigate the best way the data can be communicated as evidence. On a board or projector, introduce students to the following data table. This is data related to the previous laboratory and previous graph activity from previous lessons. (Check out the Rubber Band Cannon Lab and Catapult Lab's covers!) I like using this data table because it helps connect understanding with previous lessons; However, if you wished, you can use a different dataset. This would mean that you would also need to change the data in the student responses included in the source for this section. You provide each pair of two with the following student response samples. The first set (1a, 2a, 3a) are written sentences providing data as evidence and the second file (1b, 2b, 3b) are student data graphs. Cut out each student's answers by slipping the paper. I find that cutting answers into moving slips as opposed to keeping them all on a single sheet of paper is the most effective. With each of the two sets of answers, students have to sort through student work and answer questions: When you look at a chart or answer, is it stronger than weak or weaker than strong? How do you know that? What qualities make him stronger? As each couple sorts out student work, walk and listen in their conversations asking for clarification on what makes each student's resource stronger than weak or weaker than strong. The key to the success of this activity is that students can verbalize qualities that make each answer stronger or weaker. Have students share for the entire group their rationale for each student's response. Student Responses 1a, 2a, 3a: Student Response 1a Increasing the

start angle produces more energy. Student Response 2a At an angle of 10 degrees, Student 1 found the rubber band to have a kinetic energy of 1 J, while at 40 degrees Student 1 found the rubber band to have kinetic energy 4J. Student Response 3a At 10 degrees, the rubber band was 1 J and at 40 degrees there was more energy. Key ideas that students must identify in students 1a, 2a and 3a include the following: 1. Comparing two data points helps to prove a point or relationship. (Student 1a and 3a don't do that. Student 1a doesn't use any data at all, while Student 3a doesn't include kinetic energy data from 40 degrees.) 2. If there is specific data, use it! (Student 1a doesn't do that.) 3. When comparing two data points, check out the concept you are advocating. (Student 2a is the only student who refers to kinetic energy as what is measured.) Please explain that these are the keys to completing an effective data comparison statement when using data as evidence. Please explain that are important things to include in your responses to the labs that started yesterday. Ask them to take the time to review responses to data from laboratories they have previously replied to, if necessary. (It's important to take the time for students to revise here. I even found out at this point it is effective for students to show their answers they have written from the previous day, which include data on another student and have students peer evaluate their sentence data in order to make proper revisions.) Student Charts Responses 1b, 2b, 3b: Student Response 1b Student Response 2b Student Response 3b Students sound that the Student 1b chart is stronger than weak. Key ideas that students must identify in student charts 1b, 2b and 3b include the following: 1. Include name including variables. (Student 2b contains a name, but the name does not include measured variables. Student 3b does not include a degree at all.) 2. An independent variable is marked on the x-axis (Student 2b incorrectly places the independent variable on the y-axis. Student 3b placed the variable correctly, but it does not contain a label indicating what the variable is.) 3. The dependent variable is marked on the y-axis. (Student 2b incorrectly places the dependent variable on the x-axis. Student 3b placed the variable correctly, but it does not contain a label indicating what the variable is.) 4. Units shall be included, if available. (Student 1b is the only student to have included (cm) and (degrees) as labels on the respective axes.) 5. When charting multiple data sets, enter the key. (Student 2b charts only one set of data. Student 3b chart all data sets, but did not include the key.) Once students have completed this activity, give them time to come back and make any necessary changes to the responses they completed in class the previous day. Most of the questions in the lab document relate to charts or data comparisons, so there will probably be adjustments that need to be made. I have my students make revisions that they feel is appropriate, and then they swap papers with a peer. The peer then checks their work to provide any further feedback to the student that they may have missed. After completing this, students continue to lab stations that have not yet finished. In order to continue using our site, we ask you to confirm your identity as a person. Thank you very much for your cooperation. Cooperation.

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