
Physics of Motion



Third-Grade Teacher Resource Guide

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Physics of Sound and Motion: Lesson Summary and Vocabulary

Lesson Summary: The YSI *Physics of Sound and Motion* program provides a hands-on introduction to physics and a closer look at two of its major topics. Students participate in an instructor-led discussion on energy, matter, and other physics fundamentals before moving on to the specifics of sound and motion. During the Sound portion of the presentation, activities are used to qualify sound as a vibration and determine how it travels. Students work together to model molecules and waves, participate in experiments on sound traveling through different states of matter, and create a noisemaking device to take home. The Motion half of the program places an emphasis on flight. Students discuss the four fundamental forces of flight and Bernoulli's principle, creating first paper fliers and then stomp rockets to try different methods of propulsion through the air. For older groups, an emphasis is also placed on Newton's laws of motion, and how adding mass to their rocket can affect it. This program focuses on critical thinking and experimentation, encouraging students to join in the discovery process at every stage.

Vocabulary: Below are words and concepts that relate to the *Physics of Sound and Motion* program.

Drag: the "backward" force of flight; friction due to collisions with air molecules

Energy: the ability to do work; found in forms such as light, heat, and chemical storage

Force: a push or a pull

Gas: the least dense state of matter, where molecules move freely to fill all space provided

Gravity: the "downward" force of flight; the universal force attracting two objects with mass

Lift: the "upward" force of flight; an upward push due to differences in air pressure

Liquid: the state of matter where molecules can move, but stay close to each other

Matter: the basic structural component of the universe; everything physical

Molecules: small particles of matter

Motion: a change in position caused by a force

Physics: the field of science that deals with matter, energy, motion, and force

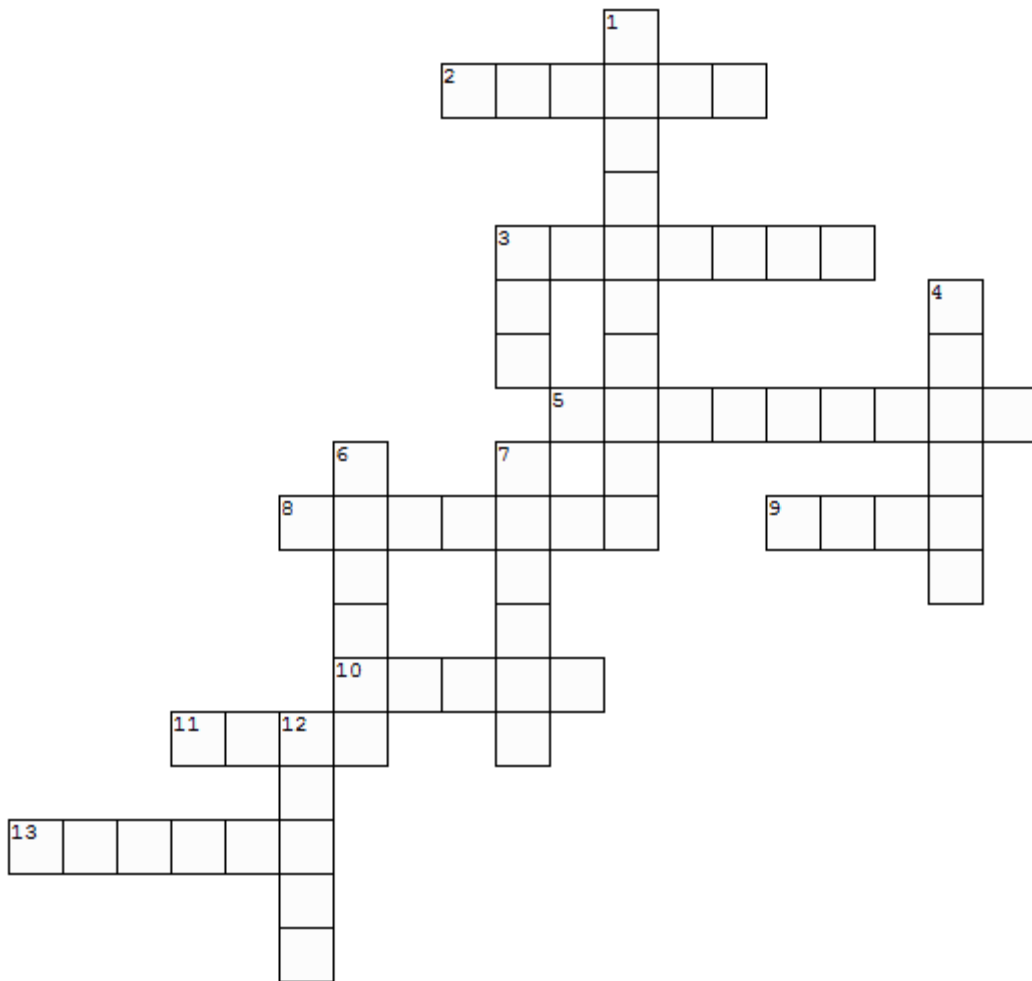
Solid: the densest state of matter, where molecules are fixed in place

Thrust: the "forward" force of flight; a force that propels a flying object

Vibrations: small movements back and forth; sound

Definitions based on www.dictionary.reference.com

Physics of Sound and Motion Language Arts Crossword Puzzle



MOLECULES	PHYSICS	VIBRATIONS	GRAVITY	FORCE	LIQUID	MATTER	SOLID
	MOTION	ENERGY	DRAG	LIFT	GAS	THRUST	

Down

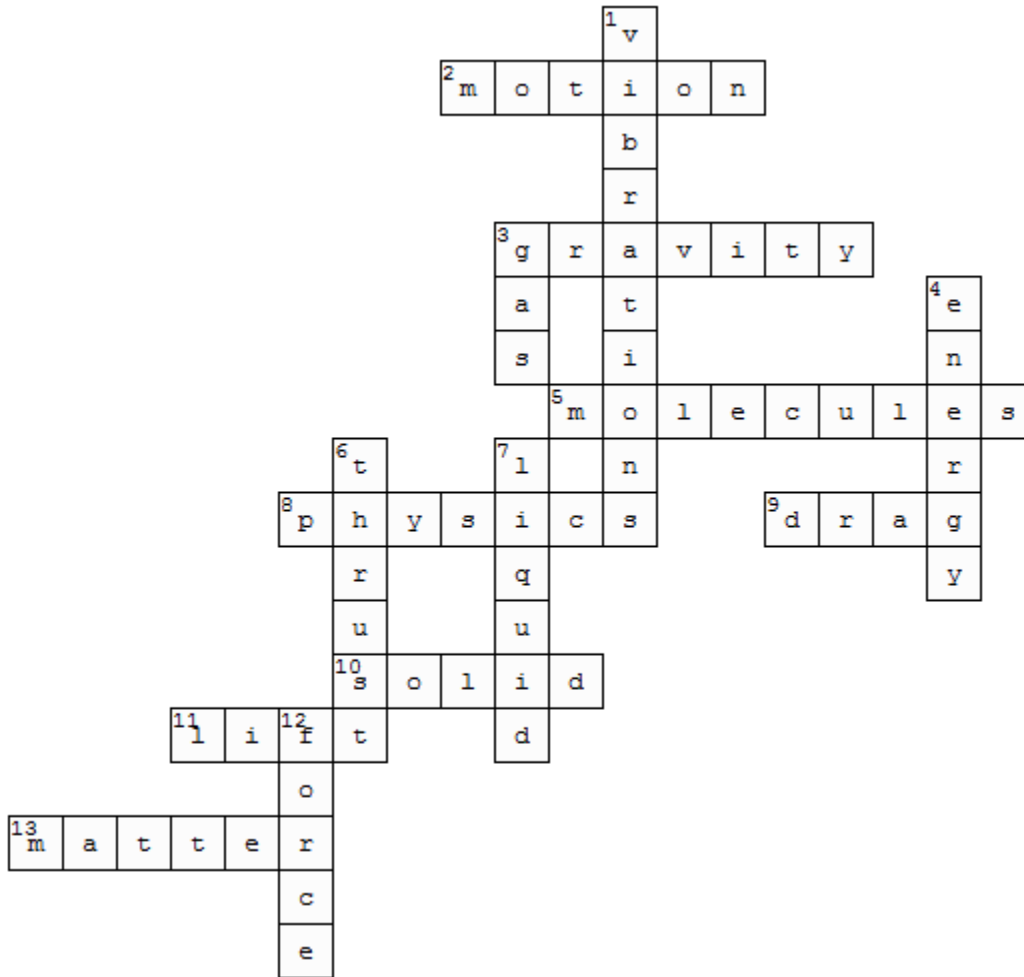
1. Small movements back and forth; sound.
3. The least dense state of matter, where molecules move freely to fill all space provided.
4. The ability to do work, found in forms such as light, heat, and chemical storage.
6. The “forward” force of flight; a force that propels a flying object.
7. The state of matter where molecules can move, but stay close to each other.
12. A push or a pull.

Across

2. A change in position caused by a force.
3. The “downward” force of flight; the universal force attracting two objects with mass.
5. Small particles of matter.
8. The field of science that deals with matter, energy, motion, and force.
9. The “backward” force of flight; friction due to collisions with air molecules.
10. The densest state of matter, where molecules are fixed in place.
11. The “upward” force of flight; an upward push due to differences in air pressure.
13. The basic structural component of the universe; everything physical

Answer Key

Physics of Sound and Motion Language Arts Crossword Puzzle



Down

1. Small movements back and forth; sound (**vibrations**).
3. The least dense state of matter, where molecules move freely to fill all space provided (**gas**).
4. The ability to do work, found in forms such as light, heat, and chemical storage (**energy**).
6. The “forward” force of flight; a force that propels a flying object (**thrust**).
7. The state of matter where molecules can move, but stay close to each other (**liquid**).
12. A push or a pull (**force**).

Across

2. A change in position caused by a force (**motion**).
3. The “downward” force of flight; the universal force attracting two objects with mass (**gravity**).
5. Small particles of matter (**molecules**).
8. The field of science that deals with matter, energy, motion, and force (**physics**).
9. The “backward” force of flight; friction due to collisions with air molecules (**drag**).
10. The densest state of matter, where molecules are fixed in place (**solid**).
11. The “upward” force of flight; an upward push due to differences in air pressure (**lift**).
13. The basic structural component of the universe; everything physical (**matter**).

Physics of Sound and Motion Language Arts Word Search

Circle the vocabulary in the word search below. Can you find all the earth-related words?

F	O	R	C	E	R	N	L	G	E	C	N	M	A	U	M
H	E	X	L	F	Y	H	R	X	P	O	Q	A	P	L	O
F	I	R	V	X	M	I	E	X	I	X	B	T	D	I	R
Y	T	I	V	A	R	G	O	T	U	O	I	T	S	R	H
C	V	W	V	E	P	K	O	W	O	H	I	E	E	E	F
D	N	M	B	I	M	M	L	M	T	V	X	R	L	N	R
N	U	E	X	B	B	I	D	Q	Y	F	P	X	U	Q	A
J	J	G	V	M	Q	R	T	S	U	R	H	T	C	X	M
A	Z	G	G	U	Q	G	A	S	W	W	A	V	E	Q	P
T	K	A	I	Y	W	E	C	T	S	X	F	P	L	Y	A
W	R	D	W	K	T	E	Y	U	I	O	B	Y	O	F	D
D	Y	G	R	E	N	E	R	F	P	O	L	R	M	N	S
T	F	I	L	L	Z	F	N	P	Y	R	N	I	X	Q	Z
V	M	H	V	J	M	U	Z	I	H	F	E	S	D	H	J
X	F	Q	Q	Z	F	Y	L	M	J	W	W	G	E	S	E
K	I	M	T	S	P	H	Y	S	I	C	S	Y	K	T	T

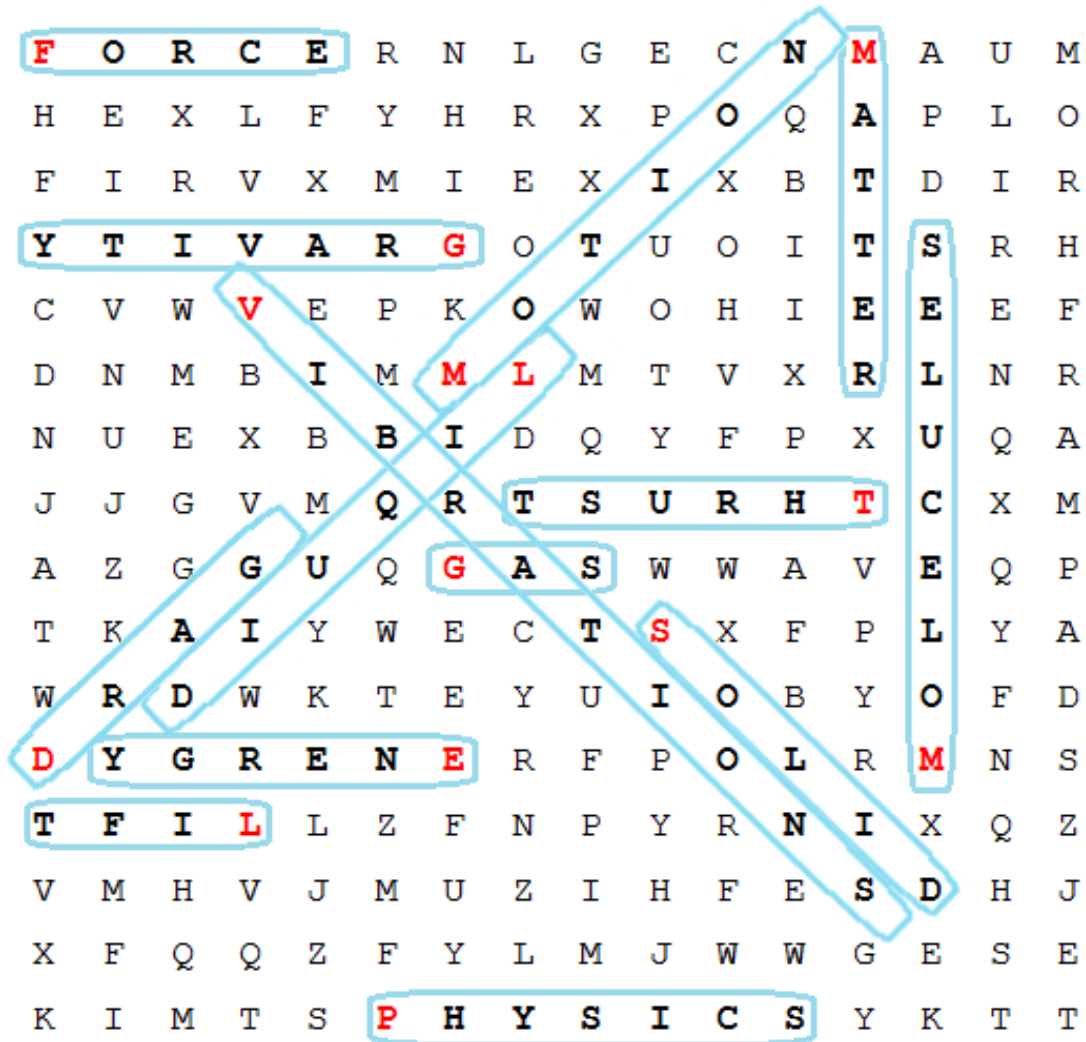
Word Bank

DRAG
ENERGY
FORCE
GAS
GRAVITY

LIFT
LIQUID
MATTER
MOLECULES
MOTION

PHYSICS
SOLID
THRUST
VIBRATIONS

Answer Key
Physics of Sound and Motion
Language Arts Word Search



Word Bank

DRAG
ENERGY
FORCE
GAS
GRAVITY

LIFT
LIQUID
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MOLECULES
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PHYSICS
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Physics of Sound and Motion: Extension Activities

The extension activities listed below are from RAFT (Resource Area For Teaching). RAFT educational content is available online (www.raftbayarea.org) at no cost and is aligned to California Science Standards and Next Generation Science Standards. Below is a selection of post-visit activities from RAFT to build on student learning about physics, sound, and motion.

[RAFT Idea: Sound String - Resource Area For Teaching - RAFT Bay Area](#)

Grades Covered: K through 6

Subjects Covered: Physical Science

Curriculum topics: Sound, Vibration, Sound Transfer

Description: Students can transmit sound using a simple device constructed from cups and string...

<http://www.raftbayarea.org/ideas/Sound%20String.pdf>

[RAFT Idea: Lunch Plate Launch Pad - Resource Area For Teaching - RAFT Bay Area](#)

Grades Covered: 2 through 12

Subjects Covered: Physical Science, Earth/Space Science

Curriculum topics: Forces, Motion, Gravity, Newton's Laws

Description: Explore forces, trajectories, and flight stability...

<http://www.raftbayarea.org/ideas/Lunch%20Plate%20Launch%20Pad.pdf>

[RAFT Idea: Marble Rollercoaster - Resource Area For Teaching - RAFT Bay Area](#)

Grades Covered: 2 through 12

Subjects Covered: Physical Science

Curriculum topics: Forces, Motion, Gravity, Potential and Kinetic Energy

Description: Students will love this hands-on exploration of forces and motion...

<http://www.raftbayarea.org/ideas/Marble%20Rollercoaster.pdf>

[RAFT Idea: Earphone in a Lid - Resource Area For Teaching - RAFT Bay Area](#)

Grades Covered: 3 through 12

Subjects Covered: Physical Science

Curriculum topics: Electricity, Magnetism, Electromagnetism, Sound, Air Pressure, Vibration

Description: Create a working earphone by combining cup lids, a magnet, and a coil of magnet wire...

<http://www.raftbayarea.org/ideas/Earphone%20in%20a%20Lid.pdf>

Physics of Sound and Motion: Education Standards

Our Physics of Sound and Motion program will contribute to students' ability to meet the California Science Content Standards, Common Core, and Next Generation Science Standards listed on the following pages.

California Science Content Standards Third Grade:

Physical Sciences: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. *Students know* energy comes from the Sun to the Earth in the form of light.
- b. *Students know* sources of stored energy take many forms, such as food, fuel, and batteries.
- c. *Students know* machines and living things convert stored energy to motion and heat.
- d. *Students know* energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
- e. *Students know* matter has three forms: solid, liquid, and gas.
- h. *Students know* all matter is made of small particles called atoms, too small to see with the naked eye.

Investigation and Experimentation: 5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
- b. Differentiate claims from opinion and know that scientist do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- d. Predict the outcome of a simple investigation and compare the result with the prediction.
- e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Excerpted from CA State Standards: <http://www.cde.ca.gov/>

Common Core Third Grade:

Speaking and Listening Standards: Students will...

1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions.
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Physics of Sound and Motion: Education Standards

- d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of information presented orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Excerpted from Common Core Standards: <http://www.corestandards.org/>

Next Generation Science Standards Third Grade: Forces and Interactions

- **3-PS2-1:** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
 - **Science and Engineering Practices:**
 - **Planning and Carrying Out Investigations:** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
 - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1)
 - **Disciplinary core ideas:**
 - **PS2.A: Forces and Motion:** Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1)
 - **Crosscutting Concepts**
 - **Cause and Effect:** Cause and effect relationships are routinely identified. (3-PS2-1)

Engineering Design

- **3-5-ETS1-3:** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
 - **Science and Engineering Practices:**
 - **Planning and Carrying Out Investigations:** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
 - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)
 - **Disciplinary core ideas:**
 - **ETS1.B: Developing Possible Solutions:** Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)
 - **ETS1.C: Optimizing the Design Solution:** Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)

Excerpted from NGSS: <http://www.nextgenscience.org/>