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| **Name(s):**  **Scott Boggs** |
| **School:**  **Letcher Central High School** |
| **Title of Strategy**  Graphing Motion |
| **Type of Strategy** *(i.e. self-reflection, hands-on activities, technology, group work, or teach the class)***:**  **Hands-on activity** |
| **Website/Author/Source** *(Where did you get this strategy? Where can we find out more?)***:**  **Teacher made strategy** |
| **Resources Needed** *(What is necessary to implement this strategy in the classroom)***:**  **Hand-outs of Motion graphs of random objects**  **Use of materials in classroom and lab ( inquiry lab, student decide what to use)**  **Excel, tracker, lab pro, or any other graphing software.** |
| **Directions** *(Describe how this strategy is used in the classroom [assume the reader has never used this strategy before])***:**  This activity is an end of unit activity. Students should be able to distinguish between different graphs of the same motion**. *(i.e Position/Time , Velocity/time, or Acceleration/time graphs)***   1. Students will be placed in groups and given printed graphs of different objects in motion. 2. In this lab, students will demonstrate the motion of each graph that they have by any means that they can come up with. For example, they could simply have someone in their group walk in a way that would match their graph. 3. Each group will take time and distance measurements of their methods of motion. 4. Students will graph their motion on a graphing program, so that they can compare their graph with the hand-out. 5. At the end, students will present their graphs to the class. |
| **Attachments** *(Please submit any handouts, etc. that are necessary for this strategy and explain what you have included)***:**  **Graphs of different motions of objects** |