

September 13, 2019

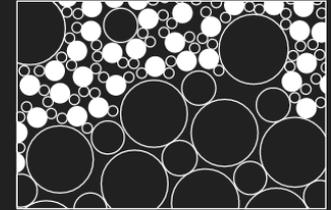
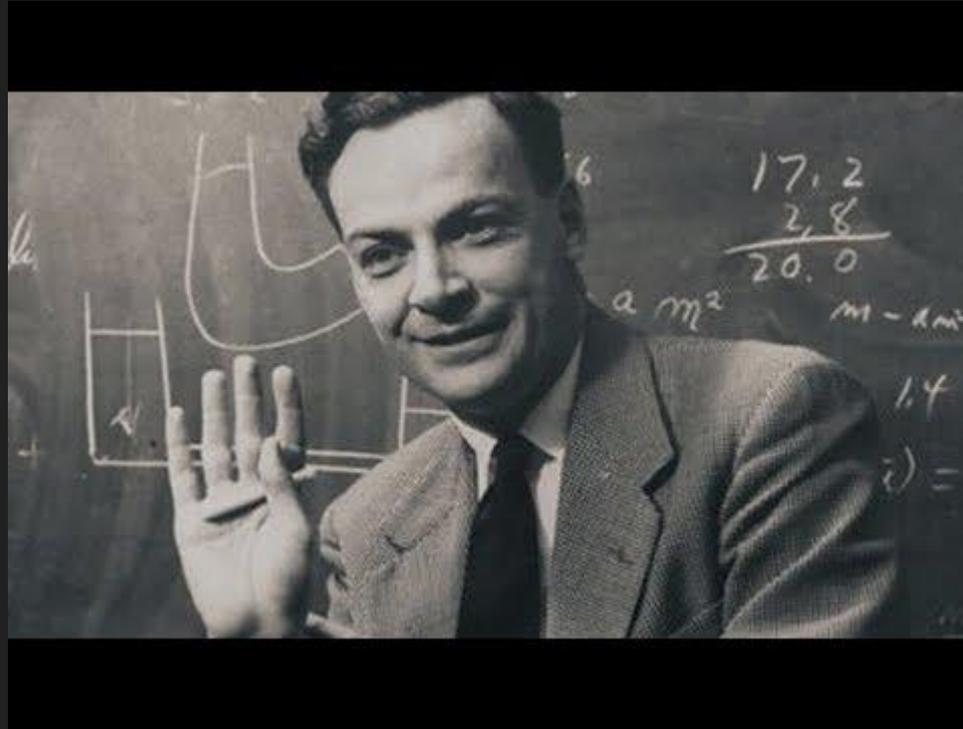
Open Seating, Sit anywhere at a table

We are doing something slightly different today

- Problem Set #2 due Today
- First Honors Assignment out Today
- Grades
- Kinematic Language Activity
- Deriving Kinematic Equations

The Great Explainer

Nobel Prize Winning Physicist Richard Feynman



SALT DISSOLVING IN WATER



Using the Feynman Technique

Write down everything you know about the topic.

Add illustrations, diagrams and examples whenever possible.

Explain what you have learned to others.

Analyze. Were you able to explain the topic well enough? Were you clear?

*If not, go back to the source and reread the material. Review and revise your notes to make them more clear. Create an analogy to help you explain it.

Repeat this process until you master the topic.

Group Norms

Share the air

Step up or step back

Give warm, specific feedback

Basically, be a helpful member for your group.

Group Roles

Note taker - document what the group decides is a clear definition or explanation of the term

Illustrator - explains the definition with a drawing

Process manager - also the time keeper - reads the instructions to the group and reminds everyone to stick to the norms

Group presenter - is also the materials handler - displays the group product and explains the definitions to the class

Instructions for the activity

Process manager will read the instructions to the group

The first turn goes to the student whose hair contributes the least amount of gravitational force on the earth (Hint: they have the shortest hair)

Select a word that you're drawn to and explain what you think the word means, be sure to provide an example (or analogy)

The next student (clockwise) may use their turn to add supporting ideas in order to help clarify the definition, or they may choose to add a new word from the list to add context, expand upon, support or make connections between the terms.

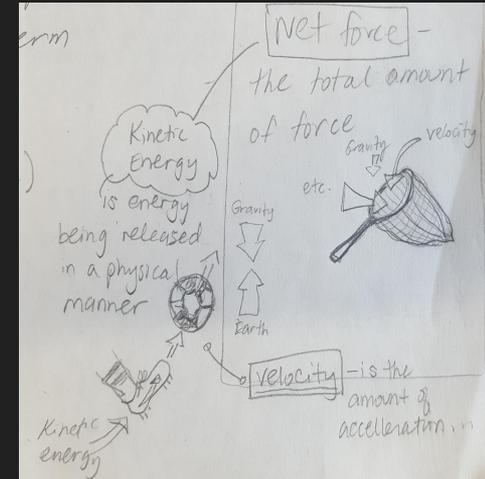
Instructions, continued...

You may not pass on your turn. (Use your best guess and share your ideas.)

Keep going until you use all of the words at your table.

*If there is time remaining: Once your table group has used up all of the words from the list, and your group feels confident that your poster and definitions are illustrated and complete, you may go as a group to assist other tables with their vocabulary list. (You must stay as a group.)

You will have 15 minutes to complete the task.



Present in:



Use your group's illustrations to help retell and explain the definitions to the class.

Read one of the 4 articles on your table. (5 minutes)

In your notebook, write down at least 3 words that you want to know more about and what you think each word means.

Advanced readers: find and define as many root words that you notice. Or, write all word variations of the vocabulary you noticed within the article and then define them.

Turn and talk with your neighbor. (2 minutes)

(Clockwise)

Discuss with your table group what you think the article is saying or describing about this planet? What is so unusual about this planet?

Answer the following:

How did the physics vocabulary you have been learning in class fit into the article you just read?

Describe what you did when you came across vocabulary terms in the reading that you weren't sure about.

What are the 4 steps of Feynman's technique for learning and studying?

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Exit Ticket

What new vocabulary did you learn today? (List any/all new words for you)

What did you think of the learning process? - Was it helpful? What could be done to improve teaching and learning complex academic vocabulary?

What questions do you have about the article?

Homework Quiz #2

Please begin working on your homework quiz

- Individual Work (not open partner)
- Problem Sets in the box or away, You can use your notes
- Phones away, Use a calculator for any calculations
- No talking please
- Raise your hand if you have a question
- When you are done please put your quiz in the folder on my desk and pick up problem set #3