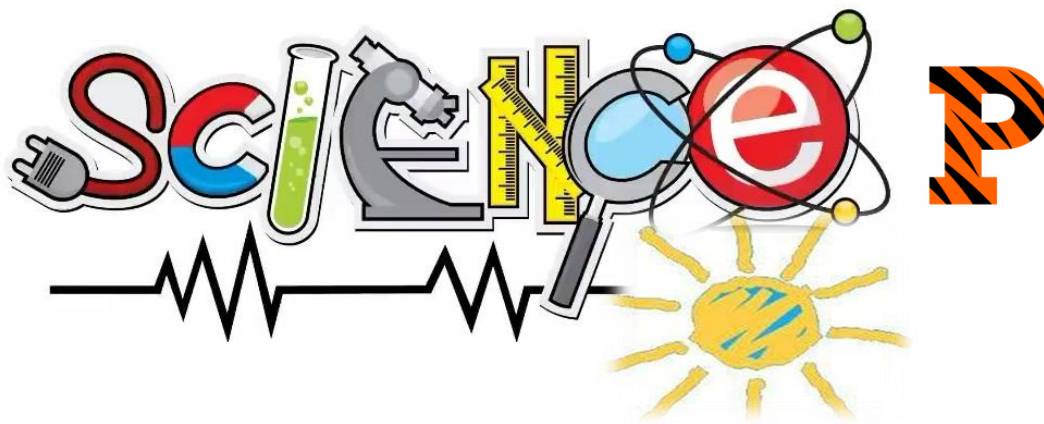


Name \_\_\_\_\_

# 3<sup>rd</sup> Science Remote Learning Packet

## Week 4



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

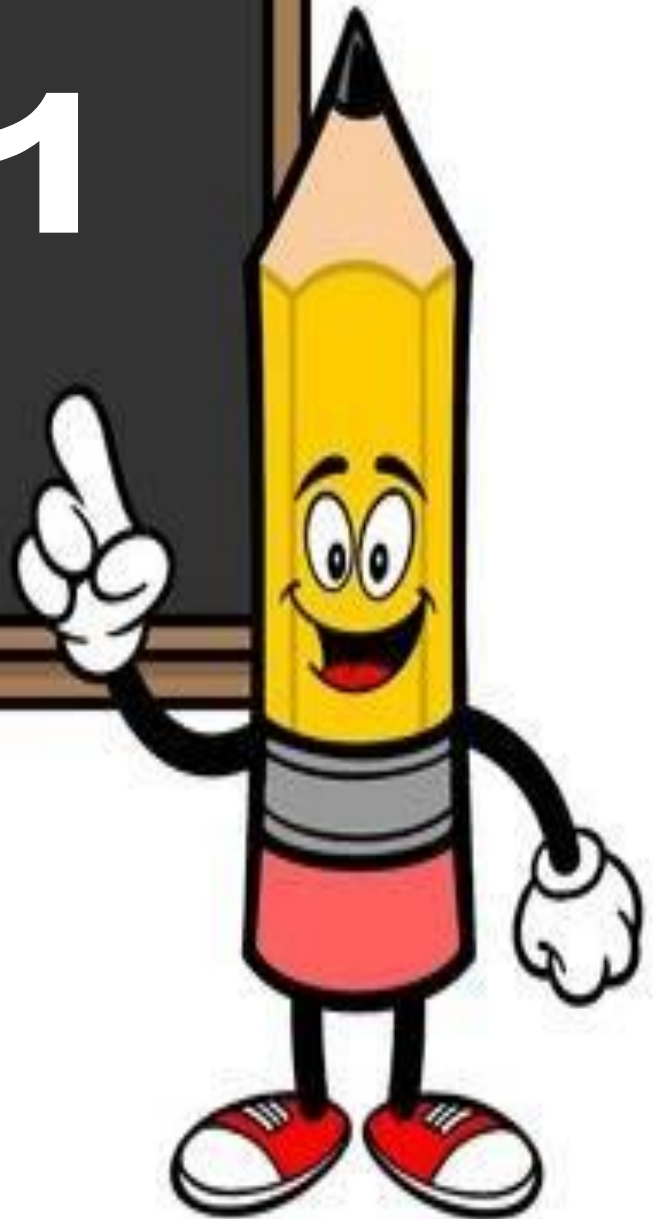
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



Name: \_\_\_\_\_ Week 4 Day 1 Date: \_\_\_\_\_  
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## Guided Notes

**How could you win a tug-of-war against a bunch of adults?**

### **Vocabulary:**

1. **Force:** to \_\_\_\_\_ something to happen using \_\_\_\_\_ or \_\_\_\_\_
2. **Push:** the force that moves an object \_\_\_\_\_ from something
3. **Pull:** the force that moves an object \_\_\_\_\_ or \_\_\_\_\_  
you

**Exploration :** Can you think of any way for your team to win? \_\_\_\_\_

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Is there something you could do to make it harder for the adult's team to pull? If so, what? \_\_\_\_

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**Exploration 4:** Is there some way to stop the adults from being able to push against the ground? Explain why you think that idea might work. \_\_\_\_\_

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**Exploration 6:** For each action, think and ask yourself: Is it a *push* or a *pull*? Write your answer below.

Squeeze                    push   or   pull                    Smack                    push   or   pull

Pinch                    push   or   pull                    Drag                    push   or   pull

Tug                    push   or   pull                    Lift                    push   or   pull

Can you come up with any other verbs where there's either a push or a pull? \_\_\_\_\_

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**Exploration 9:** Write down how you could get the watermelon to burst using rubber bands. \_\_\_\_

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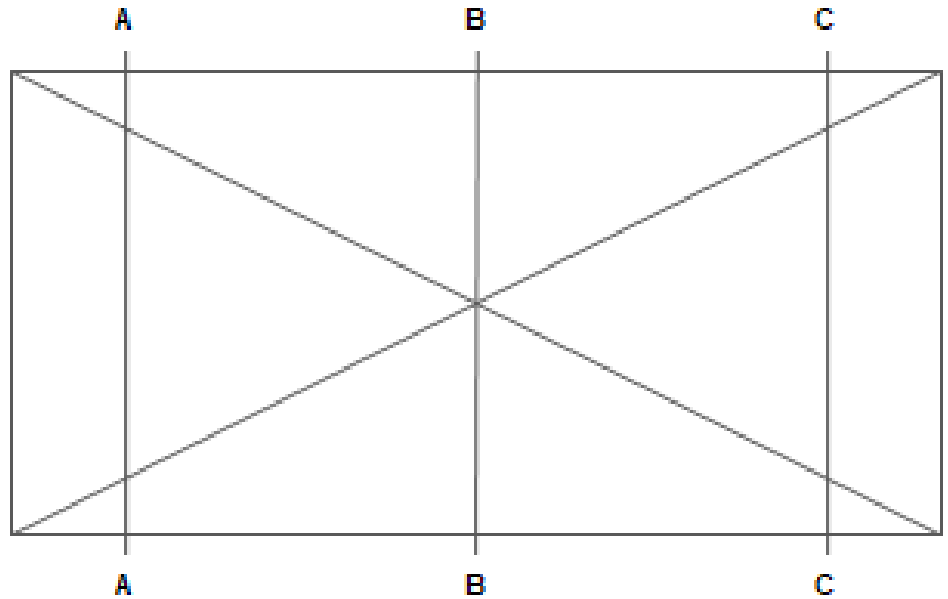
Name: \_\_\_\_\_ Week 4 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

**MYSTERY**science  
Invisible Forces | Mystery 1

# 1 MAKE IT

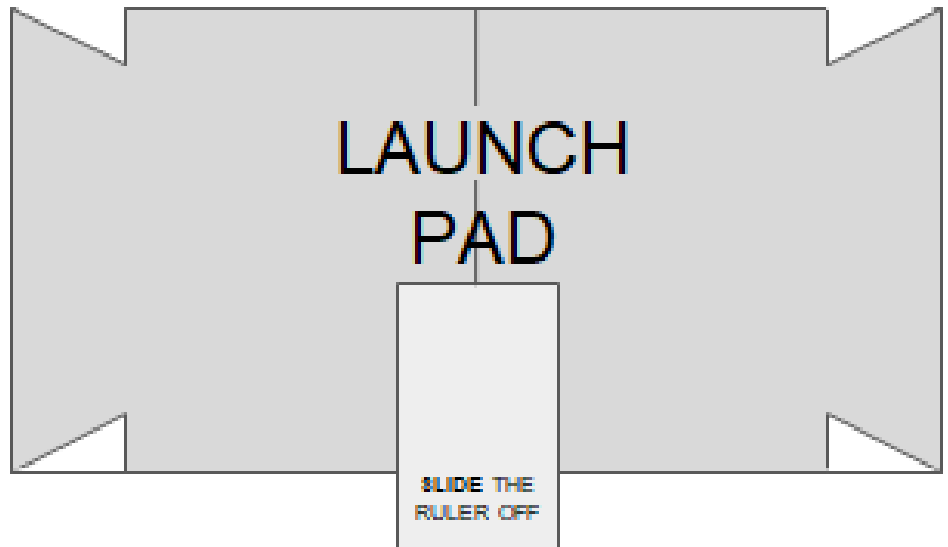
Follow the steps in the video.

**MYSTERY**  
science



# 2 LAUNCH IT

**Mission Control:** Unfold the hopper until it's flat.  
**Launcher:** Lay the ruler down on top. When it's launch time, SLIDE it off!

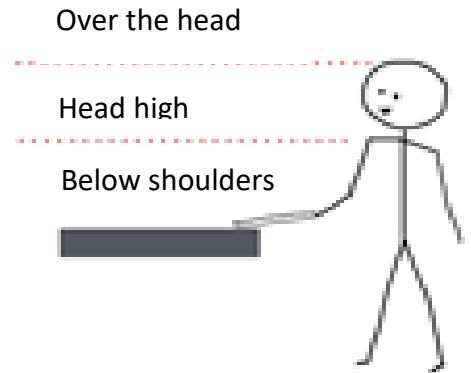




# High Hop Scorecard

1. Work with your partner to **estimate** how high your hopper hops (that means you'll make a very good guess). While the LAUNCHER makes their hopper jump, MISSION CONTROL will carefully watch how high it goes - over the launcher's head, about head high, or below the launcher's shoulders.

Launch 4 times and write your results on the chart below. Then switch jobs.



	Over the head	Head high	Below shoulders
Launch #1			
Launch #2			
Launch #3			
Launch #4			
Total Number			

2. How do you think you could change the hopper to make it go higher?

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3. Try your idea. What happened?

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4. Based on what you observed, how else would you like to change to improve your hopper?

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Name: \_\_\_\_\_ Week 4 Day 1 Date: \_\_\_\_\_  
BCCS-B Harvard Yale Princeton

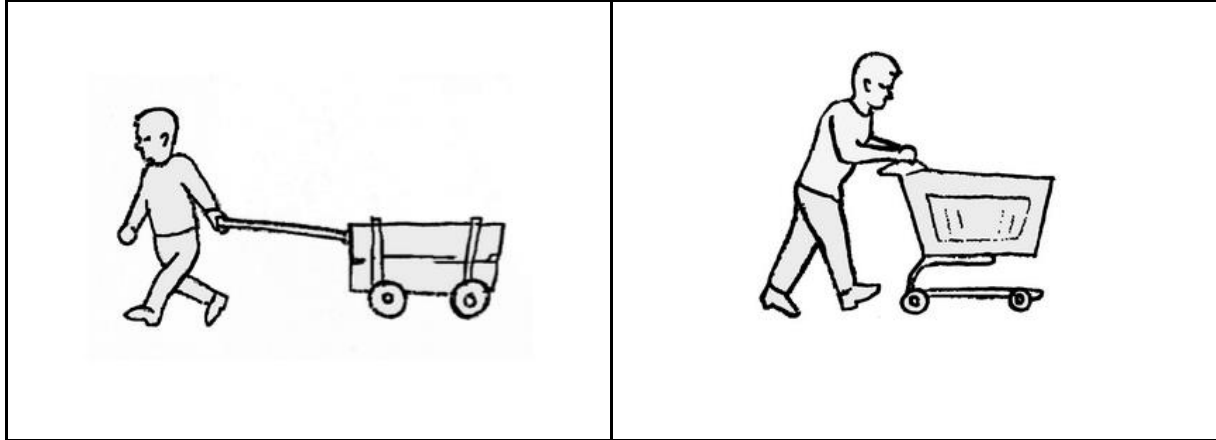
### End of Mystery Assessment

1. Put an "X" to show whether each of these actions is a pull or a push:

Action	Pull	Push
press		
throw		
tow		
stomp		
yank		



2. Draw arrows to show wherever there are forces (pushes or pulls):



3. What was special about the one final rubber band that caused the watermelon to burst?

- a. The final rubber was tighter than the other rubber bands.
- b. The final rubber band didn't cause the watermelon to burst.
- c. The final rubber band was special because adding it made the force of the rubber bands stronger than the force of the rind.
- d. The final rubber was not special.