Waves Days 8-9 (Activity Break) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Core: \_\_\_\_ Date: ­\_Thursday, March 30th

With a group of 3-4 other people, go through the PowerPoint on my website (jgeorge3.weebly.com) and put at least two bullets in each section below. Try to pick out facts that you struggle with or that you may have missed before.

1st

|  |  |
| --- | --- |
| What is light? |  |
| When can you see light? |  |
| Just how fast is light? |  |
| How does light travel? |  |
| How does light interact with matter? |  |
| Absorption |  |
| Transmission |  |
| Refraction |  |
| Reflection |  |
| Scattering |  |
| Diffraction |  |
| What happens when light hits an object? |  |

2nd

Complete *at least* two of the activities below. Circle the activities you complete. Due to limited tech resources, you may have to choose *as a group.* If all computers are full (4 people), you will need to choose an **individual task** that is NOT at the computer. If it is a video or article that does not have an attached activity, you will need to complete a 3-2-1 to go along with what you are viewing/reading.

Challenge

|  |  |  |
| --- | --- | --- |
| \*Complete Notes from PowerPoint\*Review**This one MUST be completed!** | “Color and the EM spectrum” DE virtual chapter | “Beyond Visibility” Virtual Chapter  |
| “Reflection” DE virtual chapter | “Transmission and Absorption” DE virtual chapter | “Waves” Interactive Video, DiscoveryEd (computers only) |
|  “Reflections” article | “Beyond the Visible” DE article (Has Spanish version!) | “How the Eye works” article |
| Create a song, step, or poem to help other students remember the different wave properties. | Draw a scene (think: Wavestown) that has *multiple* examples of each type of EM wave. | Use a comic to explain how the different types of EM waves show up in *our* lives. (at least 12 frames) |
| Build it- Using the materials from our flower activity in the fall, build a transverse and longitudinal wave.  | Waves Crossword Puzzle (Seems easy, but it is pretty difficult! You will need your notes.) | Create: become the teacher! Think of how YOU would like to learn the material and try to find or create the resources. Make sure to explain what **concepts** are covered, as well as what **vocabulary** will be learned. ☺  |

3- Facts 2- Vocabulary Words 1- Questions