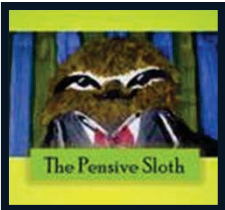


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# VOCABULARY SNIP-ITS

--WITH QR CODES--

## Physical Science Vocabulary (5.5 and 5.6) Teacher's Guide

### PRODUCT DESCRIPTION:

- This product is designed to help students master academic vocabulary and can be used to supplement a well-balanced science curriculum.
- The product includes a blank fold-it template to use with all units, a snip-it activity for each unit, and a vocabulary quiz for each unit. PLUS, you get word wall cards for each unit!
- There are 7 Physical science units, and all materials within a unit include the same words and definitions. There are about 70 words, although a few words repeat because they fit that standard.
- FOLD-ITS—Use the fold-it template to introduce words. Copy this front/back and have students add a word and symbol to the outside flaps then write the definitions and examples in their own words on the inside boxes. A photo of a finished fold-it model is included to show you how to fold and cut the page.
- SNIP-ITS—Students cut words out and glue them in the box that matches the definition, then add a quick symbol to help them remember the meaning of the word. QR codes are included on Snip-its (non-QR code version also included). Snip-its make great seat work or station work so you can meet with small groups! They can also be used as homework.
- QUIZZES—The quiz can be given at the end of each unit to check for mastery.
- WORD WALL CARDS—Copy on cardstock and add to word wall at the end of each unit.
- TEACHING POINTS—Teaching points are short, no or low prep ways to deepen student understanding and offer ways for you to get students interested in, talking about, and making connections to new science vocabulary. They are not intended to be done all at once. Choose a few a week based on student needs and interest. They are designed to take about 3-8 minutes. Some physical science teaching points may require classroom materials to demo new ideas, but are very low prep. Be prepared to show pictures (and video clips) based on suggestions offered, so get Googling!

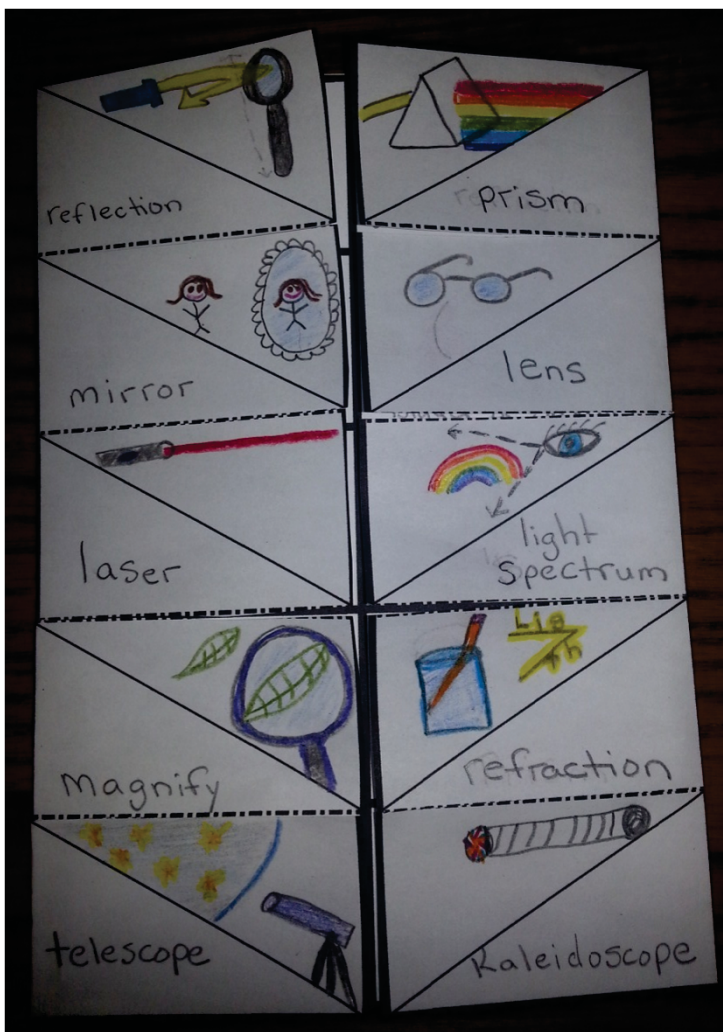
### SUGGESTIONS FOR USING THIS PRODUCT IN A SYSTEMATIC WAY:

- Begin each unit directly teaching vocabulary words by making a class anchor chart of words, definitions, and adding illustrations and examples. Have students do the same using the vocabulary fold-it and add the vocabulary fold-it to science notebooks when finished. (whole group)
- Stop throughout the unit and hold “word chats” using 1-2 teaching points to keep kids thinking and talking about science words. (whole group)
- Use the snip-its towards the middle of the unit in a science station for students to review words and definitions, or as homework or seat work during small groups. (independent/small group)
- Assess at the end of each unit, then add vocabulary to word wall. (independent)

### RESEARCH BASED VOCABULARY INSTRUCTION:

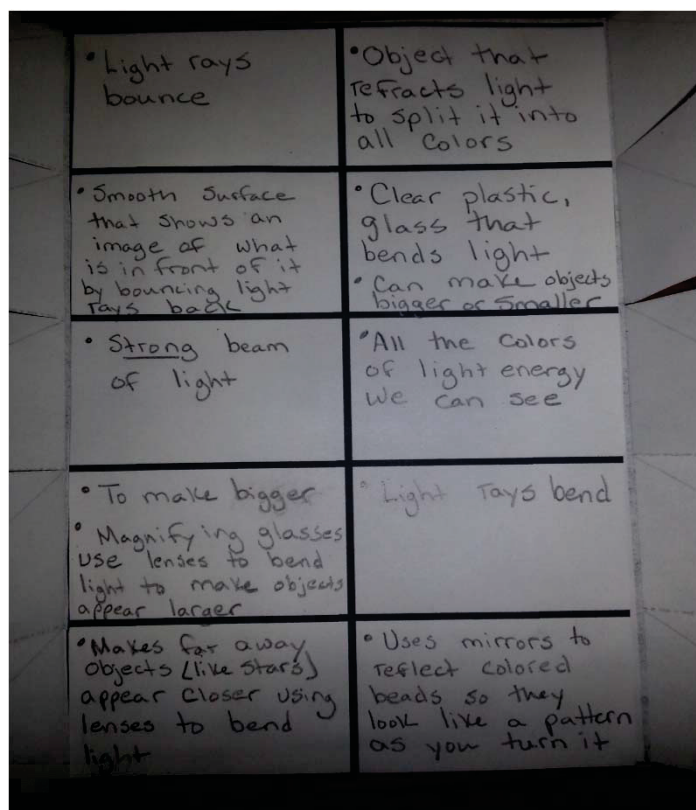
- Research shows us that kids need direct instruction with new academic vocabulary. Marzano recommends a 6 step process when teaching academic vocabulary that includes:
  1. Providing a description, explanation, or example of new terms (including non-linguistic representations)
  2. Asking students to put definitions, descriptions, explanations, and examples in their own words
  3. Asking students to construct a symbol, picture, or graphic to represent the word
  4. Engaging students in activities that help them add to their word knowledge, such as digging deeper into a newly learned word, making personal connections, adding examples, revising definitions, etc.
  5. Getting kids talking about and using new words with each other
  6. Involving students in games and activities to review and play with words
- Teaching points are a great way to address numbers 4, 5, and 6 and raise the engagement and rigor in your classroom!

# FOLD-IT (model & instructions)

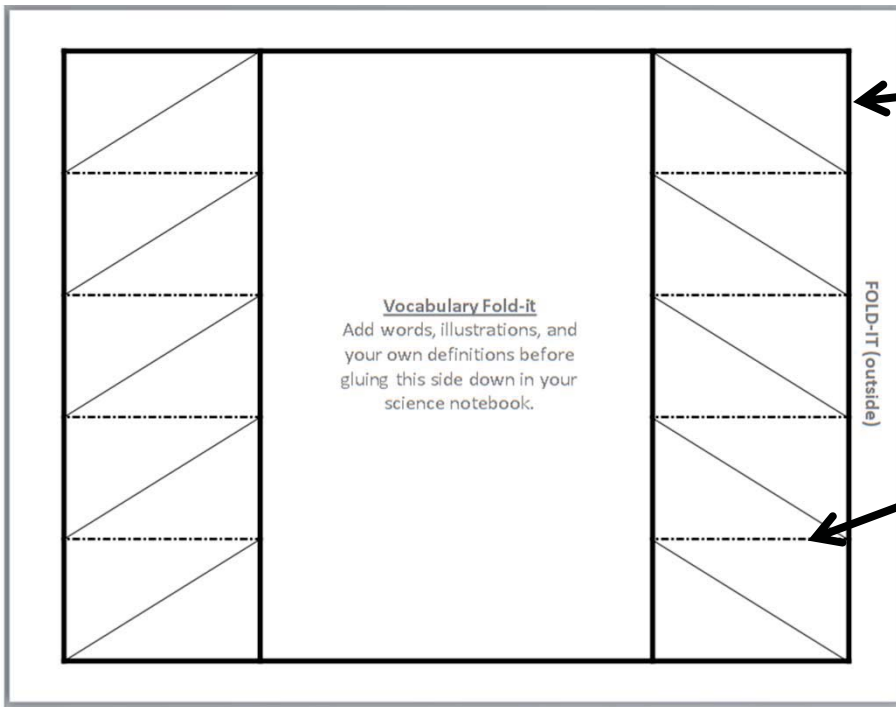


## INSTRUCTIONS

1. Copy fold-it two sided
2. Cut off edges of paper around fold-it
3. Cut on dotted lines and fold flaps in so that there are 10 flaps, 5 on each side
4. Write word and draw symbol on front
5. Write definition in own words on inside
6. Glue into science notebooks



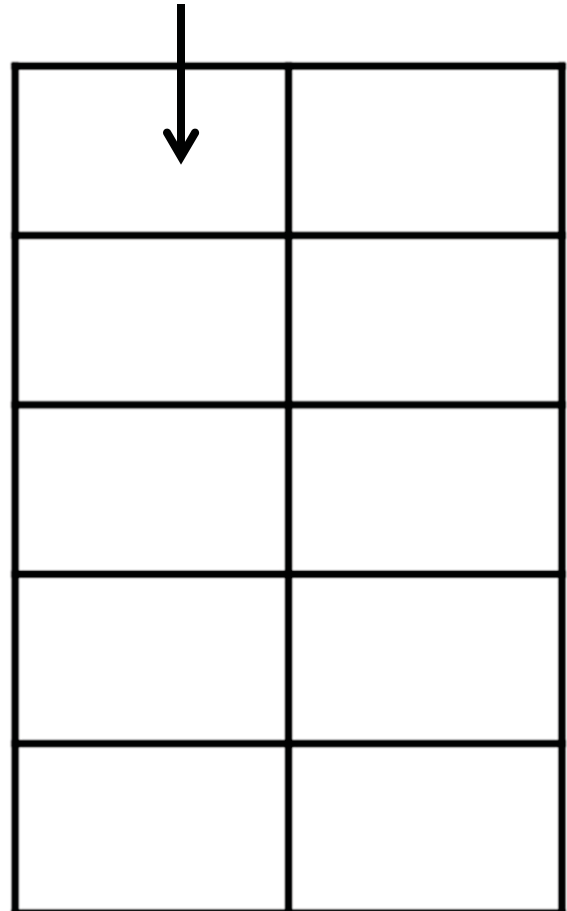
# FOLD-IT (model & instructions)



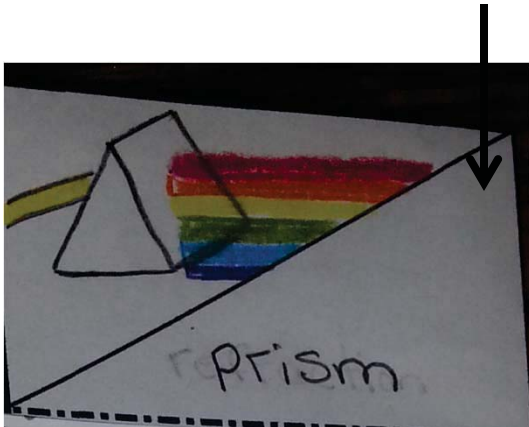
Cut off outside edges of paper around fold-it, all the way to the black line

Cut on dotted lines to make flaps, then fold them in towards the center.

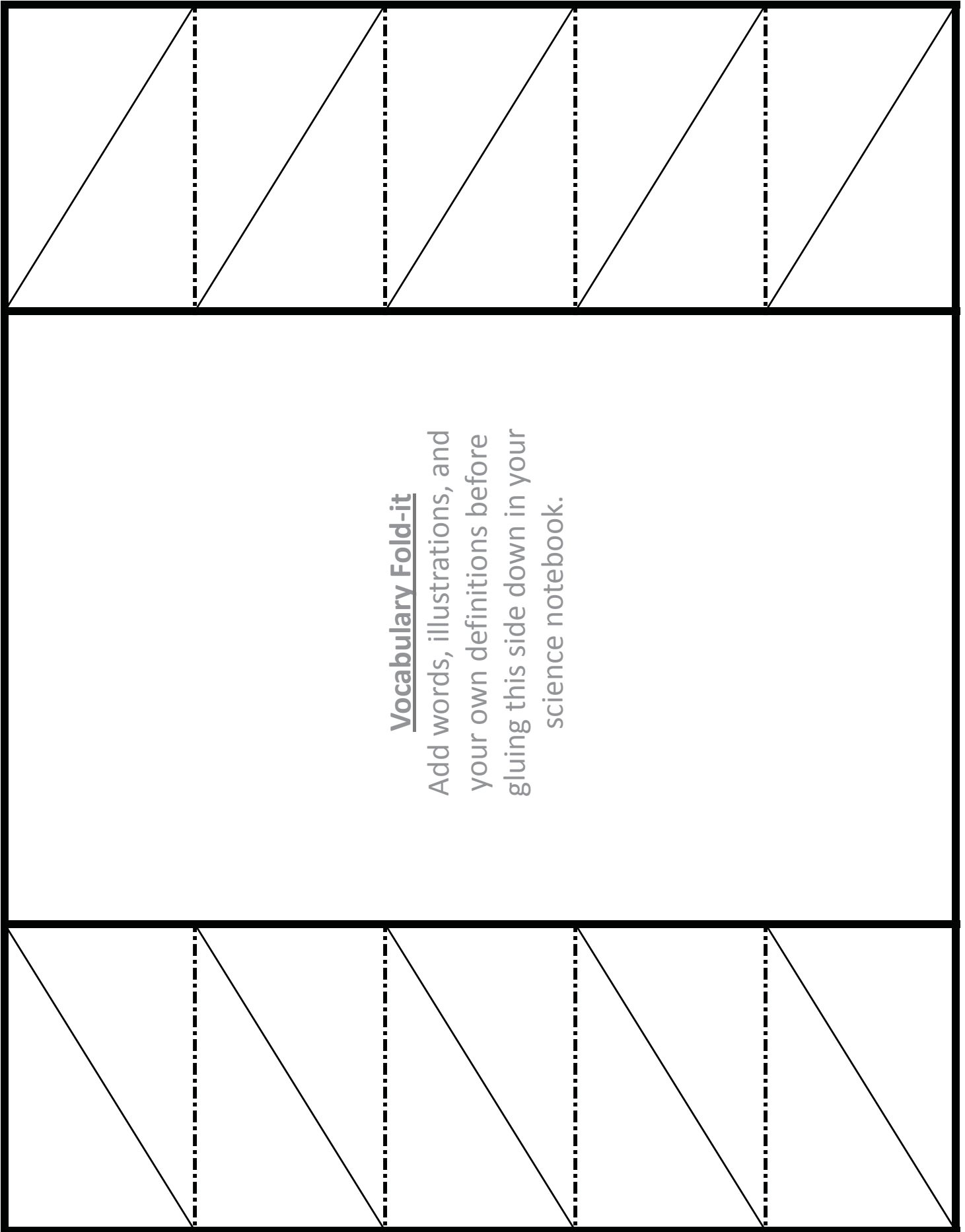
Students write definitions inside



Students write the word and draw a picture/symbol on the outside flaps



# FOLD-IT (outside)



## Vocabulary Fold-it

Add words, illustrations, and your own definitions before gluing this side down in your science notebook.

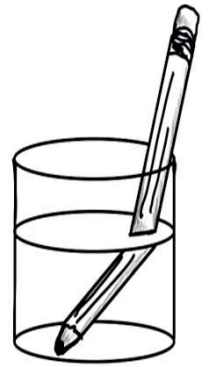
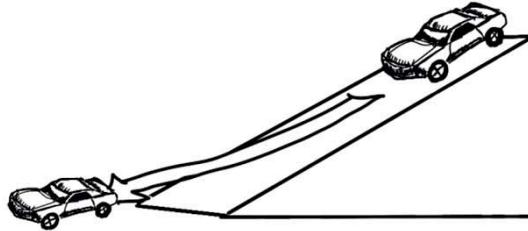
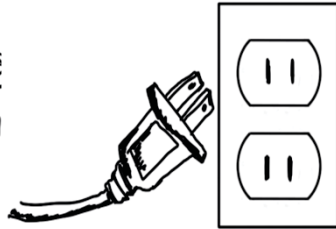
# FOLD-IT (inside)


# VOCABULARY SNIP-ITS

--WITH QR CODES--

## Physical Science Vocabulary (5.6)

### Answer Key



Energy Uses (5.6A)	Electricity and Circuits (5.6B)	Properties of Light (5.6C)	Forces (5.6D)
<b>Vocabulary Snip-its</b>			
<ol style="list-style-type: none"> <li>1. mechanical energy</li> <li>2. sound energy</li> <li>3. light energy</li> <li>4. thermal energy</li> <li>5. energy</li> <li>6. transform</li> <li>7. The Law of Conservation of Energy</li> <li>8. vibration</li> <li>9. electrical energy</li> <li>10. explore</li> </ol>	<ol style="list-style-type: none"> <li>1. electromagnetism</li> <li>2. battery</li> <li>3. insulator</li> <li>4. conductor</li> <li>5. current</li> <li>6. open circuit</li> <li>7. circuit</li> <li>8. copper wire</li> <li>9. closed circuit</li> <li>10. flow</li> </ol>	<ol style="list-style-type: none"> <li>1. mirror</li> <li>2. light spectrum</li> <li>3. lens</li> <li>4. magnify</li> <li>5. prism</li> <li>6. reflection</li> <li>7. refraction</li> <li>8. telescope</li> <li>9. laser</li> <li>10. kaleidoscope</li> </ol>	<ol style="list-style-type: none"> <li>1. gravity</li> <li>2. spring scale</li> <li>3. position</li> <li>4. movement</li> <li>5. inertia</li> <li>6. direction</li> <li>7. force</li> <li>8. friction</li> <li>9. kinetic energy</li> <li>10. potential energy</li> </ol>
<b>Vocabulary Quizzes</b>			
<ol style="list-style-type: none"> <li>1. F</li> <li>2. G</li> <li>3. I</li> <li>4. C</li> <li>5. J</li> <li>6. B</li> <li>7. A</li> <li>8. D</li> <li>9. E</li> <li>10. H</li> </ol>	<ol style="list-style-type: none"> <li>1. E</li> <li>2. G</li> <li>3. A</li> <li>4. F</li> <li>5. C</li> <li>6. I</li> <li>7. H</li> <li>8. D</li> <li>9. J</li> <li>10. B</li> </ol>	<ol style="list-style-type: none"> <li>1. I</li> <li>2. F</li> <li>3. H</li> <li>4. E</li> <li>5. G</li> <li>6. C</li> <li>7. J</li> <li>8. B</li> <li>9. D</li> <li>10. A</li> </ol>	<ol style="list-style-type: none"> <li>1. J</li> <li>2. I</li> <li>3. D</li> <li>4. G</li> <li>5. E</li> <li>6. F</li> <li>7. B</li> <li>8. A</li> <li>9. H</li> <li>10. C</li> </ol>

# PROPERTIES OF LIGHT (5.6C)

Demonstrate that light travels in a straight line until it strikes an object or travels through another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water

WORD & DEFINITION	TEACHING POINTS
<p><b>REFLECTION</b>--The bouncing off of light rays from the surface of an object such as a mirror or other shiny surface</p>	<ul style="list-style-type: none"> <li>• A fun demonstration to do for reflection is to point a laser at a mirror and watch the light bounce back and show on the wall behind you.</li> <li>• Ask students to agree or disagree with this statement—Mirrors are the only things that reflect light. Have students discuss and support their answers.</li> <li>• A fun story to tell when teaching reflection is the story of Narcissus and Echo. It is a Greek myth and can be found easily online. Discuss why Narcissus may have been puzzled by what he saw in the water. How does this relate to science? How was Narcissus able to see the image?</li> </ul>
<p><b>LENS</b>--Piece of clear material, such as glass or plastic, that bends light rays as they pass through, can either focus or spread light rays</p>	<ul style="list-style-type: none"> <li>• Explain how lenses bend, or refract, light and appear to change the size of objects when you look through them. This is a good time to introduce the terms concave and convex, make an anchor chart, and have students use their notebooks to draw a diagram of a concave and convex lens, record some info about them, and show what happens to the light rays as they pass through each lens.</li> </ul> <p><b>CONCAVE</b>—Thin in middle, thick on outsides, makes light rays bend outwards (diverge)  <b>CONVEX</b>—Thick in middle, thin on outsides, makes light rays bend inwards (converge)</p>
<p><b>LASER</b>--Device that makes a strong, narrow beam of light</p>	<ul style="list-style-type: none"> <li>• To help students see that light travels in a complete path, try this demonstration. Turn off the lights, clap corn starch into the air, and shine the laser through the cornstarch while it is still in the air. You have to be quick! The light of the laser will show in the dust of the cornstarch and it is easy to see the straight path of the light. This is messy and the cornstarch will need to be vacuumed later, so plan for this. Also, while cornstarch is safe, it can bother students with asthma, so consider having students sit away from the demonstration area to avoid the dust.</li> </ul>
<p><b>MAGNIFY</b>--To cause to appear larger</p>	<ul style="list-style-type: none"> <li>• Explain that when you magnify something you make it appear larger. Have students discuss with a partner why it might be helpful to magnify something and whether refraction or reflection takes place when something is magnified (refraction). Make a T-chart on the board or chart paper and write hand lens/magnifying glass on one side and microscope on the other. As a class, make a list of things that a hand lens would help you study and things that a microscope would help you study.</li> </ul>
<p><b>PRISM</b>--A solid glass or plastic object that light can pass through that refracts light and splits it into the colors of the rainbow</p>	<ul style="list-style-type: none"> <li>• Turn off the lights and shine a flashlight onto a wall. Ask students what color the light is. They will most likely say white. Explain that white light is actually made up of all the colors of the light spectrum and that we can refract, or bend, light using a prism to separate white light into colors. If you have a prism available, this can be demonstrated for students. If not, consider showing a video clip of a prism in action and have students draw and label a diagram of how a prism refracts light.</li> </ul>
<p><b>TELESCOPE</b>--An instrument that uses lenses and sometimes mirrors to make distant objects appear larger by gathering and focusing light</p>	<ul style="list-style-type: none"> <li>• Tell students that the root word 'scope' means 'see' and have them think of other words that contain the root 'scope.' Ask students to share what kinds of things can be seen with a telescope and make a list together on the board or chart paper. Consider showing a video clip on how a telescope works.</li> </ul>
<p><b>KALEIDOSCOPE</b>--A tube with mirrors and colorful beads or glass inside of it, when the tube is held to the eye and rotated, patterns can be seen as the objects reflect off the mirrors</p>	<ul style="list-style-type: none"> <li>• If you have a kaleidoscope around, certainly show students how they work. If not, consider showing them a video clip of how to make a Kaleidoscope. Have students work with a partner to discuss whether the kaleidoscope is a better model for refraction or reflection and why.</li> </ul>
<p><b>LIGHT SPECTRUM</b>--The small part of the electromagnetic spectrum that the human eye can see including the colors red, orange, yellow, green, blue, violet</p>	<ul style="list-style-type: none"> <li>• Ask students if they have ever seen a rainbow then have them list the colors of the rainbow in order. These colors make up the light spectrum. Teach students the acronym ROY G BIV if you want them to remember the colors in order.</li> </ul>
<p><b>MIRROR</b>--Smooth surface that reflects an image of what is in front of it</p>	<ul style="list-style-type: none"> <li>• Students are very familiar with what a mirror is. Have them get creative by imagining that all of the mirrors in the world are gone. What would they use instead to see their reflection? Students can write about this in their journals or discuss it with a partner.</li> </ul>
<p><b>REFRACTION</b>--The bending of light rays, bending light means that it changes direction and/or speed</p>	<ul style="list-style-type: none"> <li>• Have students chat with a partner about whether they run faster on land or in water that is waist deep and why. Discuss how light is the same way! Light moves faster through some mediums than others. For example, when light passes through the air it moves faster than when it passes through water, plastic, or glass because those are denser mediums.</li> </ul>



Properties of Light (5.6C)

# PROPERTIES OF LIGHT

(5.6C)

Properties of Light (5.6C)

# REFLECTION

The bouncing off of light rays from the surface of an object such as a mirror or other shiny surface

Properties of Light (5.6C)

# LENS

Piece of clear material, such as glass or plastic, that bends light rays as they pass through, can either focus or spread light rays

Properties of Light (5.6C)

# LASER

Device that makes a strong, narrow  
beam of light

Properties of Light (5.6C)

# MAGNIFY

To cause to appear larger

Properties of Light (5.6C)

# PRISM

A solid glass or plastic object that light can pass through that  
refracts light and splits it into the colors of the rainbow

Properties of Light (5.6C)

# TELESCOPE

An instrument that uses lenses and sometimes mirrors to make distant objects appear larger by gathering and focusing light

Properties of Light (5.6C)

# KALEIDOSCOPE

A tube with mirrors and colorful beads or glass inside of it, when the tube is held to the eye and rotated, patterns can be seen as the objects reflect off the mirrors

Properties of Light (5.6C)

# LIGHT SPECTRUM

. The small part of the electromagnetic spectrum that the human eye can see including the colors red, orange, yellow, green, blue, violet

Properties of Light (5.6C)

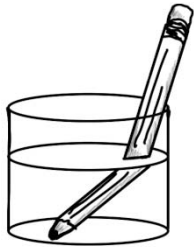
# MIRROR

Smooth surface that reflects an image of what is in front of it

Properties of Light (5.6C)

# REFRACTION

The bending of light rays, bending light means that it changes direction and/or speed



# Physical Science Vocabulary: Properties of Light

Demonstrate that light travels in a straight line until it strikes an object or travels through another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water (5.6C)

word	symbol

1. Smooth surface that reflects an image of what is in front of it

word	symbol

2. The small part of the electromagnetic spectrum that the human eye can see including the colors red, orange, yellow, green, blue, violet

word	symbol

3. Piece of clear material, such as glass or plastic, that bends light rays as they pass through, can either focus or spread light rays

word	symbol

4. To cause to appear larger

word	symbol

5. A solid glass or plastic object that light can pass through that refracts light and splits it into the colors of the rainbow

word	symbol

6. The bouncing off of light rays from the surface of an object such as a mirror or other shiny surface

word	symbol

7. The bending of light rays, bending light means that it changes direction and/or speed

word	symbol

8. An instrument that uses lenses and sometimes mirrors to make distant objects appear larger by gathering and focusing light

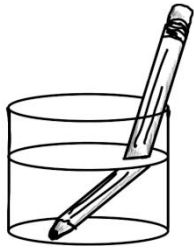
word	symbol

9. Device that makes a strong, narrow beam of light

word	symbol

10. A tube with mirrors and colorful beads or glass inside of it, when the tube is held to the eye and rotated, patterns can be seen as the objects reflect off the mirrors

- reflection
- lens
- laser
- magnify
- prism
- telescope
- kaleidoscope
- light spectrum
- mirror
- refraction



# Physical Science Vocabulary: Properties of Light

Demonstrate that light travels in a straight line until it strikes an object or travels through another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water (5.6C)



word	symbol

1. Smooth surface that reflects an image of what is in front of it

word	symbol

2. The small part of the electromagnetic spectrum that the human eye can see including the colors red, orange, yellow, green, blue, violet

word	symbol

3. Piece of clear material, such as glass or plastic, that bends light rays as they pass through, can either focus or spread light rays

word	symbol

4. To cause to appear larger

word	symbol

5. A solid glass or plastic object that light can pass through that refracts light and splits it into the colors of the rainbow

word	symbol

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word	symbol

7. The bending of light rays, bending light means that it changes direction and/or speed

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8. An instrument that uses lenses and sometimes mirrors to make distant objects appear larger by gathering and focusing light

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- reflection
- lens
- laser
- magnify
- prism
- telescope
- kaleidoscope
- light spectrum
- mirror
- refraction



## Physical Science Vocabulary: Properties of Light

Demonstrate that light travels in a straight line until it strikes an object or travels through another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water (5.6C)

Match the words to their definitions.

1.	The bouncing off of light rays from the surface of an object such as a mirror or other shiny surface	A. prism B. kaleidoscope C. mirror D. refraction E. lens F. magnify G. telescope H. light spectrum I. reflection J. laser
2.	To cause to appear larger	
3.	The small part of the electromagnetic spectrum that the human eye can see including the colors red, orange, yellow, green, blue, violet	
4.	Piece of clear material, such as glass or plastic, that bends light rays as they pass through, can either focus or spread light rays	
5.	An instrument that uses lenses and sometimes mirrors to make distant objects appear larger by gathering and focusing light	
6.	Smooth surface that reflects an image of what is in front of it	
7.	Device that makes a strong, narrow beam of light	
8.	A tube with mirrors and colorful beads or glass inside of it, when the tube is held to the eye and rotated, patterns can be seen as the objects reflect off the mirrors	
9.	The bending of light rays, bending light means that it changes direction and/or speed	
10.	A solid glass or plastic object that light can pass through that refracts light and splits it into the colors of the rainbow	