

PRIME TIME
DAILY QUIZZES
PHYSICAL SCIENCE
** CUMULATIVE BUNDLE **

PREVIEW

165 BELL RINGER CLASS OPENERS COVERING AN ENTIRE YEAR OF PHYSICAL SCIENCE TOPICS INCLUDING: SCIENTIFIC METHOD, MOTION, FORCES, ENERGY, ELECTRICITY, MAGNETISM, WAVES, MATTER, THE ATOM, PERIODIC TABLE, BONDING, AND REACTIONS

Created by: **IT'S NOT ROCKET SCIENCE**

What is Included:

- 3 PAGES OF IMPLEMENTATION NOTES AND HELPFUL HINTS
- 165 SLIDES FOR 165 DAYS OF BELL RINGERS/DAILY QUIZZES
 - EACH BELL RINGER IS **EDITABLE** TO CUSTOMIZE FOR YOUR CLASSROOM AND THE ORDER YOU TEACH THE CONTENT IN
 - ANSWERS TO EACH BELL RINGER INCLUDED IN THE NOTES SECTION BELOW THE SLIDE
- OPTIONAL ANSWER SHEETS TO PRINT FOR YOUR KIDS FOR EACH UNIT
 - **EDITABLE** SO YOU CAN CUSTOMIZE FOR YOUR CLASS
 - I JUST HAVE MY STUDENTS WRITE THEIR ANSWERS ON A BLANK SHEET OF PAPER TO SAVE COPIES
- ANSWER KEY OF ALL 165 PRIME TIMES COMPILED TOGETHER TO PRINT FOR YOURSELF TO MAKE GRADING EASIER

Overview

I USE THIS AS A BELL RINGER ASSIGNMENT TO START OFF EACH CLASS PERIOD. THERE ARE THREE REASONS WHY I LOVE IMPLEMENTING PRIME TIMES AND THEY HAVE HONESTLY COMPLETELY TRANSFORMED MY CLASSROOM CULTURE. I HOPE YOU WILL GROW TO LOVE USING THEM AND THAT THEY WILL BENEFIT YOUR CLASS AS MUCH AS THEY HAVE MINE.

FIRST, I LOVE PRIME TIMES BECAUSE I TRULY BELIEVE THAT THE MOST IMPORTANT TIME OF THE CLASS PERIOD, THE "PRIME TIME", IS THE FIRST 5 MINUTES. IF YOU CAN GET YOUR STUDENTS SETTLED DOWN, FOCUSED, THINKING ABOUT YOUR SUBJECT, AND READY TO LEARN WITHIN THE FIRST 5 MINUTES, YOU ARE SET UP TO HAVE A SUCCESSFUL 45-MINUTE OR 90-MINUTE CLASS PERIOD WITH THEM. MY STUDENTS APPRECIATE HAVING AN ESTABLISHED ROUTINE CHECK AND EVERY DAY. THEY KNOW WHEN THEY WALK IN WHAT IS EXPECTED OF THEM. THEY KNOW WHAT TO DO AND HOW TO DO IT. THERE IS NO LOLLY GAGGING IN THE HALLS OR SITTING ON EACH OTHERS' DESKS CHATTING BEFORE THE BELL RINGS. THEY GET IN, SIT DOWN AND START WORKING. IT MAKES MY LIFE SO MUCH EASIER!

SECOND, I LOVE PRIME TIMES BECAUSE IT IS AN OPPORTUNITY FOR ME TO CHECK IN AND SEE HOW MY STUDENTS ARE KEEPING UP WITH THE CONTENT. I DON'T HAVE TIME TO SELECT ASSIGNMENTS AND GRADE THEM FOR ACCURACY DAILY. IF I TRIED, I WOULDN'T GIVE THEM AS GOOD FEEDBACK AS THEY DESERVE AND I WOULDN'T BE ABLE TO GET FEEDBACK BACK TO THEM QUICKLY. INSTEAD, I GRADE A LOT OF HOMEWORK AND WORK PRACTICES FOR COMPLETION SO THAT WE CAN IMMEDIATELY GO OVER THEM IN CLASS. I USE THE PRIME TIMES TO GRADE SOMETHING QUICKLY FOR ACCURACY TO SEE IF THEY ACTUALLY GET IT. BECAUSE I AM CHECKING IN ON EACH KID DAILY IN THIS WAY, I ALWAYS HAVE A GAUGE ON WHERE MY KIDS ARE, HOW I NEED TO ADJUST MY INSTRUCTION, AND WHO I NEED TO CHASE DOWN TO COME TO TUTORING. IT IS A MORE EFFECTIVE AND EFFICIENT USE OF MY TIME TO GRADE THIS SMALL 5-QUESTION ASSIGNMENT DAILY THAN IT IS TO TRY TO GRADE MOUNTAINS OF PRACTICE HANDOUTS AT THE END OF THE WEEK WHEN IT IS ALREADY TOO LATE TO TRACK STUDENTS DOWN TO CORRECT THEIR MISUNDERSTANDINGS.

THIRD, I LOVE PRIME TIMES BECAUSE THEY MOTIVATE STUDENTS TO THINK ABOUT MY CLASS DAILY. EVEN IF THE STUDENTS DON'T HAVE HOMEWORK FROM ME, THEY KNOW THAT THEY WILL HAVE A PRIME TIME THE NEXT DAY AND THAT THEY NEED TO SPEND 15-20 MINUTES EACH NIGHT READING THROUGH THEIR NOTES. IMPLEMENTING PRIME TIMES HAS GOTTEN MY STUDENTS TO START REVIEWING AND STUDYING THE CONTENT SOONER THAN THE DAY BEFORE THE TEST. IT ALSO IS AN OPPORTUNITY TO BENEFIT STUDENTS WHO ARE STUDYING AND TAKING NOTES. THE QUESTIONS AREN'T IN-DEPTH, HIGHER ORDER THINKING QUESTIONS. THEY COVER BASIC CONCEPTS FROM THE CONTENT COVERED THE DAY BEFORE. IT ALSO MOTIVATES ABSENT STUDENTS TO STAY CAUGHT UP WITH THEIR WORK BECAUSE I REQUIRE STUDENTS WITH UNEXCUSED ABSENCES TO DO THE PRIME TIME THE DAY THEY RETURN. BOTH THE STUDENTS AND I BENEFIT IN THE END!

How to Implement

- DURING CLASS PERIOD CHANGE, PUT UP THE PRIME TIME ON YOUR PROJECTOR FOR THE NEXT CLASS PERIOD
- I HAVE THE STUDENTS USE THE SAME SHEET OF PAPER ALL WEEK. THIS IS ON THEIR DESK WHEN THEY WALK IN.
 - I COLLECT DAILY AND GRADE IT FOR ACCURACY. EACH DAY IS WORTH 5 POINTS. THE GRADE GOES IN THE GRADE BOOK ON FRIDAY'S AND THEY GET A TOTAL SCORE FOR THE WEEK - 25 POINTS FOR 5 DAYS.
- ONCE THE SCHOOL BELL RINGS, SET A TIMER FOR 5 MINUTES. STUDENTS WHO NEED MORE TIME WILL LEARN TO GET TO CLASS QUICKER SO THEY CAN HAVE EXTRA TIME BEFORE THE BELL RINGS.
- DEPENDING ON THE LEVEL OF THE CLASS, I LET THEM USE THEIR NOTES OR NOT THEIR NOTES TO ASSIST WITH THE PRIME TIME. PRIME TIMES ARE ALWAYS DONE SOLO (THIS ENSURES EACH CLASS CAN START THE PERIOD, AND A MORE ACCURATE UNDERSTANDING OF WHICH INDIVIDUAL STUDENTS DON'T GET IT.)
 - LOWER-LEVEL CP CLASSES (OR RESOURCE STUDENTS) MAY NEED TO REFER TO THEIR NOTES. HOWEVER, THEY HAVE TO BE FAMILIAR ENOUGH WITH THE CONTENT AND THEIR NOTES TO ACCURATELY BE ABLE TO ANSWER THE QUESTIONS IN FIVE MINUTES, SO I'VE FOUND EVEN THOUGH I LET THEM USE THEIR NOTES, IT DOESN'T NEGATIVELY EFFECT THE OUTCOME OF USING PRIME TIMES TO ASSESS STUDENT UNDERSTANDING.
 - ALLOWING CP CLASSES TO DO OPEN NOTE TAKING ENCOURAGES STUDENTS TO TAKE GOOD NOTES IN MY CLASS SO THAT THEY WILL BE SUCCESSFUL ON THEIR OWN TIME THE NEXT DAY.
 - HONORS OR HIGH-LEVEL STUDENTS ARE NOT ALLOWED TO USE THEIR NOTES (OR YOU CAN LET THEM USE THEIR NOTES BUT GIVE THEM LESS WEIGHT.) YOU CAN DECIDE WHICH IS BEST BASED ON YOUR STUDENTS!
- I DO NOT ANSWER QUESTIONS DURING THE PRIME TIMES. THIS WAY THE STUDENTS HAVE 5 MINUTES OF SILENCE TO WORK AND JUST RELY ON THEIR NOTES AND THEIR OWN KNOWLEDGE, INSTEAD OF ME AND THEIR FRIENDS!
 - IF STUDENTS FINISH, THEY CAN SHARPEN THEIR PENCIL, TURN IN HOMEWORK, GO TO THE BATHROOM, OR DO WHATEVER ELSE IS NEEDED TO BE READY FOR CLASS. DURING THIS TIME I AM FREE TO TAKE ATTENDANCE AND COLLECT/CHECK HOMEWORK.
- WHEN THE BELL RINGS, STUDENTS PASS ALL OF THEIR PRIME TIMES TO THE RIGHT (OR BACKWARDS, WHATEVER IS BEST FOR YOU) AND I COLLECT STACKS AT THE END OF EACH ROW. COLLECTING THEM THIS WAY KEEPS THEM IN ORDER AND ALLOWS ME TO QUICKLY PASS THEM BACK OUT AND HAVE THEM ON THE STUDENTS' DESKS WHEN THEY COME IN EACH DAY.
- ONCE COLLECTED, WE IMMEDIATELY GO OVER AS A CLASS SO I CAN GET A GENERAL ASSESSMENT OF HOW MUCH KIDS UNDERSTAND FROM THE PREVIOUS DAY AND SUPPLEMENT INSTRUCTION AS NEEDED. I GET THE BEST ASSESSMENT THOUGH WHEN I GRADE EACH STUDENT'S INDIVIDUAL SHEET, WHICH I DO DAILY.
- LASTLY, ENFORCE THAT ONCE THE PRIME TIME BELL RINGS, STUDENTS SHOULD BE READY FOR CLASS. PRIME TIME SHOULD BE DONE, BINDERS ARE OUT, PENCILS ARE SHARPENED, BLADDERS HAVE BEEN RELIEVED, AND THEY ARE READY TO LEARN.

PREVIEW

Helpful Hints

- MAKE IT A PRIORITY TO DO THIS DAILY!!!
 - KIDS DO SO WELL WITH STRUCTURE AND ROUTINE. I HAVE NEVER HAD A STUDENT IN 5+ YEARS OF TEACHING THAT DOESN'T APPRECIATE KNOWING THE TEACHER'S EXPECTATIONS AND THE STRUCTURE OF CLASS.
 - EVEN IF YOU HAVE A FULL CLASS PERIOD, SUCH AS A LAB, WHERE YOU WILL NEED EVERY MINUTE OF CLASS, DON'T WASTE THIS TIME! EVEN IF YOUR PRIME TIME IS JUST HAVING THE STUDENTS READ THE LAB THROUGH AND ANSWER PRE-QUESTIONS, IT IS WORTH IT!
 - BETTER YET, HAVE THE STUDENTS READ THROUGH THE LAB FOR HOMEWORK AND THEN GIVE THEM THE TIME QUESTIONS TO SEE IF THEY DID IT!
 - THE ONLY TIME I MAY NOT GIVE ONE IS THE DAY AFTER A TEST. HOWEVER, SOMETIMES I DO GIVE STUDENTS A READING ASSIGNMENT THE NIGHT BEFORE A NEW UNIT, AND I MAKE MY PRIME TIME THE NEXT DAY A BONUS ONE TO BENEFIT THOSE WHO ACTUALLY DO IT.
- DON'T MAKE KIDS WHO ARE ABSENT RE-DO THE WORK - IT WILL BE A PAIN FOR YOU AND THEM.
 - FOR KIDS THAT ARE ABSENT, I JUST MAKE UP THE PAPER WHEN I AM GRADING THEM FOR THE DAY THAT THEY WERE ABSENT. THEN WHEN I CALCULATE FOR THE WEEK, I JUST FIGURE OUT HOW MANY DAYS THEY WERE PRESENT AND CONVERT IT TO THE TOTAL FOR THE REST OF THE CLASS.
 - EXAMPLE: IF A STUDENT MISSED 4 DAYS AND EARNS 19/20 FOR THE 4 DAYS THEY WERE AT SCHOOL, I CALCULATE THE PERCENTAGE OF DAYS THEY WERE PRESENT AND MULTIPLY .75 BY 25 TO GET THEIR SCORE OUT OF 25 = 19/25
- COLLECT AND GRADE DURING CLASS
 - I HONESTLY TRY TO MAKE THESE WITHIN THE CLASS PERIOD THAT I HAVE THE STUDENTS, IF AT ALL POSSIBLE, SO ON THE SAME DAY AS THEY DO THE PROBLEM. THE FIRST TIME I CAN GRAB KIDS AND TALK TO THEM ABOUT WHAT THEY DON'T UNDERSTAND OR GET THEM TO COME TO ME TO ASK FOR HELP.
 - WHEN DO YOU WANT TO DO THESE? YOU WOULD BE AMAZED HOW MANY LITTLE MOMENTS YOU HAVE IN A 50-MINUTE CLASS PERIOD TO CHECK THESE. IF WE ARE LECTURING THROUGH A POWERPOINT, I WILL GRADE A FEW WHILE KIDS ARE WRITING DOWN NOTES EACH SLIDE. IF I GIVE A PRACTICE HANDOUT, I GRADE A FEW WHILE KIDS ARE GETTING STARTED BEFORE I START WALKING AROUND AND CHECKING IN ON THEM. ON A LAB DAY, I GRADE THEM WHILE KIDS ARE GATHERING MATERIALS OR WORKING ON ANALYSIS QUESTIONS. I AM NOT ALWAYS ABLE TO GET IT DONE WITHIN CLASS, BUT WHEN I AM IT IS SO HELPFUL FOR ME AND THE STUDENTS TO TOUCH BASE ON THEIR UNDERSTANDING!
- ACCOMMODATE YOUR STUDENTS
 - LIKE I MENTIONED BEFORE, SOME STUDENTS NEED TO USE NOTES, AND THAT'S OKAY. SOME RESOURCE STUDENTS MAY NEED TO BE GIVEN THE QUESTIONS IN ADVANCE. DO WHAT IS BEST FOR YOUR KIDS WHILE STILL MAINTAINING THE PURPOSE AND INTEGRITY OF THE ASSIGNMENT.

PREVIEW

PRIME TIME

Your teacher wants to design an experiment to see if feeding my dog raw eggs makes her hair shiny.

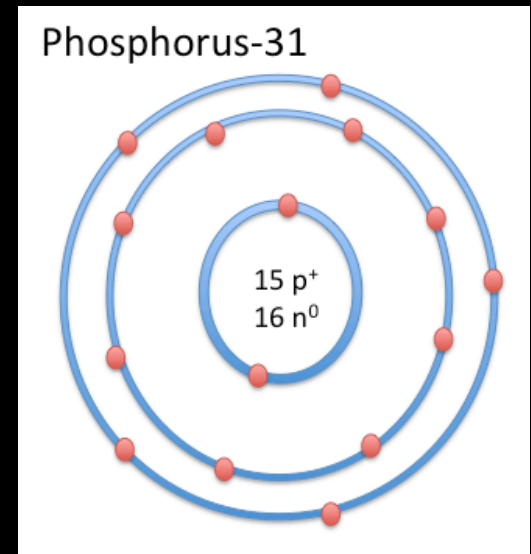
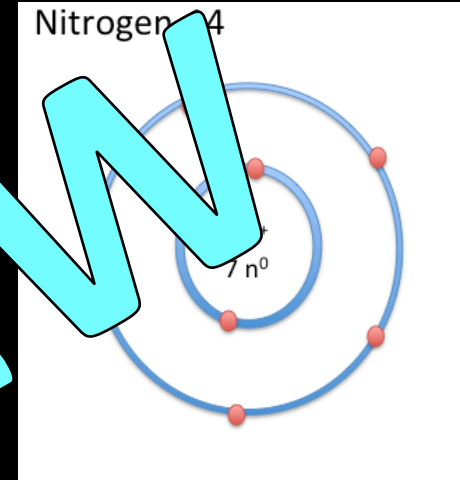
1. What is the independent variable in this experiment?
2. What is the dependent variable in this experiment?
3. What would be the control group in this experiment?
4. What would be the experimental group in this experiment?
5. List a necessary constant.

PRIME TIME

1. On a rollercoaster, where does the cart have the *greatest potential energy*?
2. Where does the cart have the *greatest kinetic energy*?
3. What is the *relationship* between PE and KE in physics?
4. A toy sitting on a shelf has a mass of 2.5 kg and 175 J of energy. Find the *height* of the shelf the toy is sitting on.

PRIME TIME

1. Draw a Bohr Model for Nitrogen-14.
2. Draw a Bohr Model for Phosphorous-31.
3. *What do these two models have in common?* Why is this not surprising based on what you know about the periodic table?
4. *What do these two models have that is different?* Why is this not surprising based on what you know about the periodic table?



PRIME TIME

Write the *chemical formula* for the following compounds.

1. Calcium Phosphate
2. Ammonium acetate

Name the following ionic compounds:

3. Mg_2SO_4
4. AlCl_3
5. $\text{Be}_3(\text{PO}_4)_2$

Name: _____

Score: ____/25

Prime Time Answer Sheet

Week 1

Day 1:

1. _____

2. _____

3. _____

Day 2:

1. _____

2. _____

3. _____

Day 3:

1. _____

2. _____

3. _____

Day 4:

1. _____

2. _____

3. _____

Day 5:

1. _____

2. _____

PREVIEW

Energy, Electricity and Magnetism Prime Times

Answer Key

Day 1:

1. Energy in motion (1)
2. Chemical, Gravitational, Elastic (3)
3. 3500 J (1)

Day 2:

1. 63 J (2)
2. 98 J (1.5)
3. 150 J (1.5)

Day 3:

1. 50 J (2)
2. 343 J (1.5)
3. 40 J (1.5)

Day 4:

1. 5.24 J (2)
2. 7 kg (2)
3. 40 J (1)

Day 5:

1. 20.4 m (3)
2. 13,800 J (2)

Day 6:

1. 10 N (1)
2. Total kinetic and potential energy of a system (1)
3. Kinetic → Mechanical → Thermal (1)
4. Kinetic → Radiant (1)

Day 7:

1. Mechanical → Sound
2. Mechanical → Thermal
3. Electrical → Thermal
4. Chemical → Mechanical
5. Nuclear → Thermal or Radiant

Day 8:

1. When it has the greatest height. (1)
2. When it has the lowest height (and lowest GPE) (1)
3. As one goes up the other goes down because ME has to stay constant (1)
4. 7.14 m (2)

Day 9:

PREVIEW