# Pizza Delivery

## Teacher Directions:

1. Make copies of Student Sheet and Sequence Sheet for each student. It may be better to make these separate sheets so that students can view their diagrams while writing.

2. Either make one copy of the rubric for each student or project it on a Smart

Board.

3. Read the directions together on the Student Sheet and clarify the word “moat”.

4. Look at the rubric as a class to explain how their work will be scored. Notice the number of simple machines that must be used in the sequence to achieve the different levels (advanced –more than three, proficient – three, developing 1-2 and 0-2 for beginning)

5. Each of the simple machines must be clearly labeled in the diagram on the

Student Sheet.

6. Students should use the Sequence Sheet to explain in words how each step of the delivery will occur. Students do not need to fill in all of the steps on the

Sequence Sheet, just use as many as they need to explain the diagram.

7. Students may have up to one hour to complete this task. Students who finish early may read quietly while others continue to work.

8. The teacher may announce time remaining after 30 minutes and 45 minutes.

9. Score each student response using the provided rubric.

This assessment is designed for the Force, Motion, Energy and Matter strand and includes the following standards:

 Science 3.1d – events are sequenced chronologically

 Science 3.2a – understand the purpose and function simple machines

 Science 3.2b- understand the types of simple machines

Student Prompt:

You are trying to deliver a pizza to the princess on the other side of a wide moat. There are no boats or bridges available for you to use. In the trunk of your car have some rope, rods, wheels, boards, and a toolbox with a hammer, saw, screwdriver, nails, and screws. You just finished learning about simple machines, so you must use that knowledge to help you solve this problem! You want a big tip, don’t you?!