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| Force and Motion Little Science Thinkers Unit 6 | | | | | | |
| Kindergarten   April 8-12, 2019 | | | | | | |
| **Standards:**  K-PS2-1: Plan and conduct and investigation to compare the effects of different strengths or different direction of pushes and pulls on the motion of an object  K-PS2-2: Analyze the data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. | | | | Focus Skills:  \* Investigate how force and gravity affect the motion of an object. | | |
|  | Monday (4.8) | Tuesday (4.9) | Wednesday (4.10) | | Thursday (4.11) | Friday (4.12) |
| Learning Target | We can explain that  Non-living things need help  to move and move in different ways. | We can identify pushes and pulls. | We can explain that force on an object affects how it moves and the direction an object moves in. | | We can investigate force and direction. | We can explain how gravity affects motion. |
| Science | Force and Motion Lesson 1:  \* Introduce the learning target, display the guiding question: “ How do living and non-loving things move differently?” on chart paper and ask students to share their ideas.  \* Read and discuss Move It! (Display PP on Activeboard)  \* Revisit guiding question and record student responses.  Investigation:  \* Students will work in small groups to move an object they brought in from home.  \* Students will share how they made their object move.  \* Students will trade objects in their group to see if there is another way to make the object move.  \* Students will complete Activity Page 6.1  . | Force and Motion Lesson 2:  \* Introduce the learning target, display the guiding question: “ What dies it mean to push and pull?” on chart paper and ask students to share their ideas.  \* Read and discuss Pushes and Pulls (Display PP on Activeboard)  \* Revisit guiding question and record student responses.  Activity:  \* Students will look at Power Point pictures that show pushes and pulls. Students will stand up if the picture shows pulling, and sit down if the picture shows pushing.  \* Students will discuss if the object in the picture is easy o hard to push or pull and why they think so.  \* Students will complete Activity Page 6.2   |  | | --- | |  |   (Lessons 1 and 2 can be combined if needed) | Force and Motion Lesson 3:  \* Introduce the learning target, display the guiding question: “ What is force?” on chart paper and ask students to share their ideas.  \* Read and discuss Force (Display PP on Activeboard)  \* Revisit guiding question and record student responses.  Investigation:  \* Students will sit in a circle on the carpet and practice rolling the ball with different amounts of force to see how far the ball will roll.  \* Students will share how they made their object move.  \* Students will complete Activity Page 6.3 | | Force and Motion Lesson 4:  \* Introduce the learning target, display the guiding question: “How does force affect how an object moves?” on chart paper and ask students to share their ideas.  \* Revisit guiding question and record student responses.  Investigation:  \* Students will work with a partner to investigate objects in the classroom that move with little force or a larger amount of force.  \* Students will record their results on the recording sheet.  \*Students will share their results with the class and the teacher will record the results on an anchor chart.  \* Students will complete Activity Page 6.4 | Force and Motion Lesson 5:  \* Introduce the learning target, display the guiding question: “What is gravity? What are some examples of gravty?” on chart paper and ask students to share their ideas.  \* Read and discuss Gravity (Display PP on Activeboard)  \* Revisit guiding question and record student responses.  Investigation:  \* Students will investigate the properties of objects affect the way they move.(color, size, shape, weight, and texture) and record their results on a recording sheet.  \*Students will share their results with the class and the teacher will record the results on an anchor chart.  \* Students will complete Activity Page 6.5 |