

Subject: Science		Week Of February 12-16			Name: Wisniewski, Khan, Evans	
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Standards Addressed this week</b>	S4P3: Students will demonstrate the relationship between the application of a force and the resulting change in position and motion on an object. a. Identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle). b. Using different size objects, observe how force affects speed and motion. c. Explain what happens to the speed or direction of an object when a greater force than the initial one is applied. d. Demonstrate the effect of gravitational force on the motion of an object.					
<b>Essential Question</b>	1. How can simple machines work together?  2. What is a compound machine?  3. How do simple machines use force and motion to make work easier?	1. How can simple machines work together?  2. What is a compound machine?  3. How do simple machines use force and motion to make work easier?	See special Valentine’s Day lesson plans for this day.	1. How can simple machines work together?  2. What is a compound machine?  3. How do simple machines use force and motion to make work easier?	NO SCHOOL—Teacher Work Day	
<b>Objectives</b>	1. The students will create a device that mimics a carnival ride or game (or other activity if they come up with one).  2. Once built, the students will present their activity to the class to show how they built it and how	.  1. The students will create a device that mimics a carnival ride or game (or other activity if they come up with one).  2. Once built, the students will present their activity to the class to show how they		1. The students will create a device that mimics a carnival ride or game (or other activity if they come up with one).  2. Once built, the students will present their activity to the class to show how they built it and how it works. The students will work on		

	<p>it works. The students will work on this activity this week. Complete projects due Thursday.</p>	<p>built it and how it works. The students will work on this activity this week. Complete projects due Thursday</p>		<p>this activity this week.</p>	
<p><b>Pacing</b></p>	<p>Opening: Teacher will check students' prior knowledge of simple machines by asking students questions about material covered thus far.</p> <p>Place the class into small groups (teacher may assign groups or students may choose) and pass out task sheet. Explain to the students they have been hired by the Brain Ninjas Fun Factory Carnival Corporation. The student's task is to create a ride, game or an amusement park</p>	<p>Opening: Teacher will review with students the directions and expectations for the projects and continue to monitor progress ensuring that all students are working efficiently and will finish project by Thursday. Hand out group assessment sheet when students have completed the assignment. This allows students to reflect on the group's process of working together from beginning to end.</p>		<p>Opening: Remind students that the projects are to be finished today. Allow some time for students to finish. Allow enough time at the end of class for students to present their designs. Students should turn in rubric, planning, and group assessment forms. This assignment will be taken as a short term project grade.</p>	

<p>activity. Each group's contribution needs to use at least TWO simple machines. Students will use recycled materials donated and found in the classroom. Brainstorm possible game/activity/ride ideas with students. More ideas can be found on the back of the task sheet. Hand out the rubric and presentation checklist and review the expectations for the project. Students then will decide as a group what they are building while looking over the various materials they have to use. Once students decide, their group will sign up on the sign up sheet</p>				
--	--	--	--	--

	<p>provided by the teacher. Students will then use and fill out a planning sheet to document their planning and design process. Teacher will monitor students progress.</p>				
<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Questioning</li> <li>• Activating prior knowledge</li> <li>• Independent practice</li> <li>• Application of Knowledge</li> <li>• Group Work</li> <li>• Partner Work</li> </ul>	<p><b>Differentiation</b></p>	<p><b>Technology</b></p> <ol style="list-style-type: none"> <li>1. SmartBoard</li> <li>2. Ipads</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Teacher observation</li> <li>2. Interactive notebook pages</li> </ol>		