

Subject: Science		Week Of February 5-9			Name: Wisniewski, Khan, Evans	
	Monday	Tuesday	Wednesday	Thursday	Friday	
Standards Addressed this week	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.					
Essential Question	1. How can machines work together? 2. What is a simple machine? 3. What is a complex machine? 4. How do simple machines use force and motion to make work easier?	1. How do simple machines use force and motion to make work easier?	1. How do simple machines use force and motion to make work easier? 2. How are simple machines used in a school?	1. How do simple machines use force and motion to make work easier? 2. What is a simple machine?	1. How do simple machines use force and motion to make work easier?	
Objectives	The students will identify different simple machines and give examples of items for each type.	The students will use task cards to identify simple machines using the clues provided.	The students will identify simple machines found within the classroom and school building.	The students will accurately identify each type of simple machine.	The students will plan as a small group /partners a carnival ride, game, or amusement activity they would like to create for a carnival.	

<p>Pacing</p>	<p>Opening: Teacher will introduce simple machines by showing the following short brainpop videos:</p> <p>www.brainpop.com/technology/simplemachines/levers/</p> <p>www.brainpop.com/technology/simplemachines/pulleys/</p> <p>www.brainpop.com/technology/simplemachines/wheelandaxel/</p> <p>www.brainpop.com/technology/simplemachines/inclinedplane/</p> <p>Pass out vocabulary words. Review the words with the students and have them put the sheet into their science binder.</p> <p>Work Session: Students</p>	<p>Opening: Teacher will check students' prior knowledge of simple machines by asking students questions about what they learned the previous day.</p> <p>Procedure: Teacher will explain that students will be participating in a simple machines scavenger hunt.</p> <p>Work Session: Students will find task cards hidden throughout the classroom and use the hints to uncover the different simple machines based on the clues.</p>	<p>Opening: Teacher will review simple machines. Teacher will show Scholastic Jams (http://studyjams.scholastic.com/) slides on simple machines.</p> <p>Procedure: Explain to the students that they will be going on a tour of the school looking for examples of simple machines found within the classroom and school building.</p> <p>Work Session: Students will take a clipboard and paper to write any simple machines found throughout the school.</p>	<p>Opening: Teacher will check students' prior knowledge of simple machines by asking students questions about what they learned over the week.</p> <p>Procedure: The teacher will show the video Bill Nye the Science Guy: Simple Machines</p> <p>Work Session: Students will complete a simple machines worksheet.</p>	<p>Opening: Teacher will explain to the students about the simple machines STEM activity they will be participating in during the next week.</p> <p>Procedure: The teacher will tell the students that the students have been hired by a carnival company to design, test, and build rides, games, and amusement park activities. Each student's carnival contribution will need to use two simple machines.</p> <p>Work Session: Students will be placed in small groups to decide what their contribution to the park will be and sign up on the provided sheet. Students can then brainstorm design ideas using provided planning</p>
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	<p>will use iPads to research simple machines and complete the chart (drawing, how it helps us work, and examples)</p>				forms.
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Modeling • Questioning • Activating prior knowledge • Independent practice • Application of Knowledge • Group Work • Partner Work 	<p>Differentiation</p>	<p>Technology</p> <ol style="list-style-type: none"> 1. SmartBoard 2. Ipads 	<p>Assessments</p> <ol style="list-style-type: none"> 1. Teacher observation 2. Interactive notebook pages 		