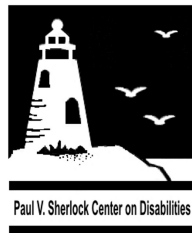


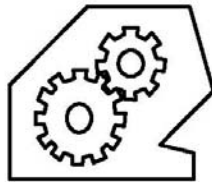
This text was adapted from the original text

Sherlock Center on Disabilities
Rhode Island College

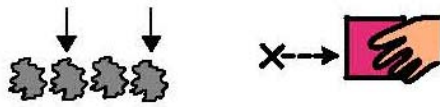




Physical Science



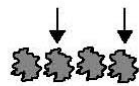
Simple Machines



Some things move.



Some things don't move.



Some things



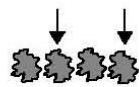
you



can



pull



Some things



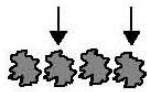
you



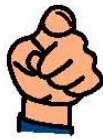
can



pull



Some things



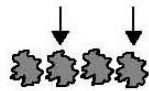
you



can



push.



Some things



you



can



push.



Push



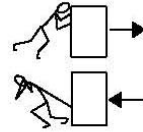
and



Pull



are



forces.



The End

Vocabulary



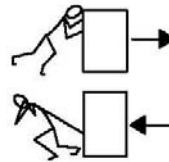
Push



Pull



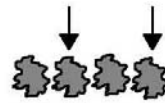
Machine



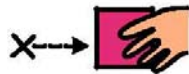
Forces



Science



Some things



Move



You

Domain: Physical Science

PS 3.1.1 Recognize the relationship between force and motion

PS 3.1.1a Recognize something as moving or not moving.

PS 3.1.1b Identify something as moving or not moving.

PS 3.1.1c Make something move by pushing or pulling (applying force).

PS 3.1.1d Identify the initial and final positions of an object that moves

PS 3.1.1e Recognize that objects can move in different directions (e.g. horizontally, vertically, forward, backward).

PS 3.1.1f Recognize an object changing direction.

PS 3.1.1g Recognize one object moving faster/slower (speed) than another object.

PS 3.1.1h Recognize that a different amount of force on the same object causes different amounts or speeds of movement (e.g. a harder push or pull).

A Science Investigation includes 4 components:

- Observing/questioning
- Planning
- Conducting
- Analyzing

OBSERVING/QUESTIONING

Ideas on how students may be involved in the observing/questioning component of the science investigation:

- Read a book about simple machines and discuss the observations.
- Take a walk around the school and observe things that move/don't move.
- Make a prediction about the observations.

Examples of predictions:

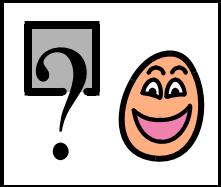
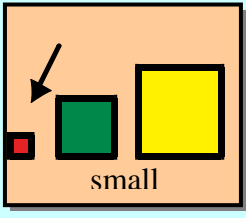
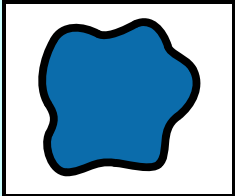
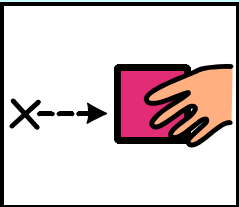
I predict that _____ things move. (small, red, soft)

I predict that _____ things move. (all, some, no)

I predict that I can _____ heavy things. (push, pull) (move, not move)

I predict that I can _____ light things. (push, pull) (move, not move)

For students using symbols, sentence strips can be used for predictions.

			
I predict that		things	move.

Domain: Physical Science

PLANNING

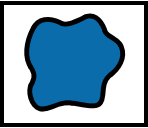
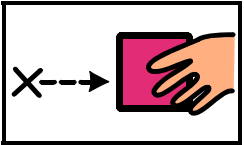
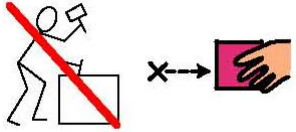

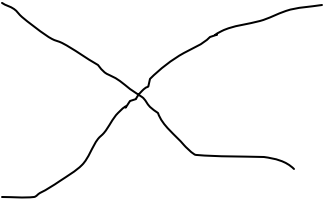

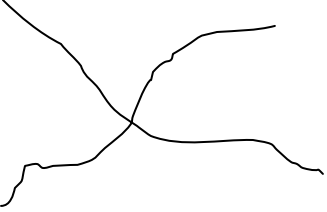

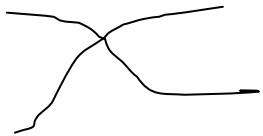
Ideas on how students may be involved in planning the science investigation:

- Collect and put on the LAB coats.
- Based on predictions, identify the things needed for the experiment (small things, heavy things, red things).
- Identify the tools needed to collect the things (boxes, bins, labels for different things).
- Identify the data chart (tool) needed for the experiment.
- Plan the places to visit to collect the things.
- Take a walk around the school and collect things.

CONDUCTING

Ideas on how students may be involved in conducting the science investigation:

- Use a three step process to conduct the experiment such as
 1. Choose object
 2. Try to move object (Did it move?)
 3. Mark the data chart (move/did not move)
- Data chart might look like:

 Things	 move	 don't move.
		
		
		

Domain: Physical Science

ANALYZING

Ideas on how students may be involved in analyzing the science investigation:

- See if any trends exist in data (“small things moved”).
- Retell the data (e.g., “the paperclip moved”, touching a representational object that means “move” or “don’t move” for each object, moving the things).
- See if the prediction was correct (e.g. “small things move”).