

# Unit 3-Forces & Motion

Content Area: **Science**  
Course(s): **Science K**  
Time Period: **Marking Period 3**  
Length: **MP 3**  
Status: **Published**

## Essential Questions

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- How do machines help humans?
- What type of work can different machines do?
- What is the difference between a push and a pull?
- How can we move things to where we want them to go?

## Big Ideas

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In this unit, students are introduced to pushes and pulls and how those affect the motion of objects. Students observe and investigate the effects of what happens when the strength or direction of those pushes and pulls are changed.

## Climate Change

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Technology: Cross-Curricular

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

- Activity: Students will watch the Brain Pop Jr video: Float and Sink. Students will make predictions on whether objects will float or sink using the graph on Google Slides.

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

- Activity: Students will be able to use engineering techniques to create a trap that demonstrates their understanding of forces and motion.
- Activity: Students will engineer a leprechaun trap. Students will use classroom materials to build and create a trap.

## **Science and Engineering Practices**

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### **Planning and Carrying Out Investigations:**

- With guidance, plan and conduct an investigation in collaboration with peers (for K).
- Make predictions based on prior experiences.
- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.

### **Analyzing and Interpreting Data:**

- Record information (observations, thoughts, and ideas).
- Use and share pictures, drawings, and/or writings of observations.
- Compare predictions (based on prior experiences) to what occurred (observable events).
- Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.

## **Social Justice**

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See Social Studies Appendix C for more details

### [The Lorax - Kids Books Read Aloud](#)

Question:

- Who chops down the trees? (the Once-lers)
- Who speaks for the trees? (The Lorax)
- Why does the Lorax speak for the trees? (trees do not have tongues, he speaks about their needs)

Activity: color a Lorax tree. [Lorax Tree](#)

## **Technology Connection**

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8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

## **CSDT Technology Integration**

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8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Activity:

Students will watch the Brain Pop Jr video: Float and Sink. Students will make predictions on whether objects will float or sink using the graph on Google Slides.

## **Enduring Understandings**

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### **Next Generation Science Standards**

K-PS2-Motion and Stability: Forces and Interactions-

- K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
- K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull

K-2-ETS-1- Engineering Design

- K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Disciplinary Core Ideas

K-PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions.
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
- K-PS2.B: Types of Interactions
  - When objects touch or collide, they push on one another and can change motion.

K-PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things go faster.

#### ETS1.A: Defining and Delimiting an Engineering Problem

- A situation that people want to change or create can be approached as a problem to be solved through engineering.
- Asking questions, making observations, and gathering information are helpful in thinking about problems.
- Before beginning to design a solution, it is important to clearly understand the problem.

#### ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

#### ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs

### Student Learning Standards

#### Mathematics

K.MP.2- Reason abstractly and quantitatively.

K.MD.A.1- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2- Directly compare two objects with a measurable attribute in common to, see which object has more of or less than, the attribute and describe the difference

#### English Language Arts

RI.K.1- With prompting and support ask and answer questions about key details in a text

W.K.7- Participate in shared research and writing projects

SL.K.3- Ask and answer questions in order to seek help, get information, or to clarify something that is not understood.

### Focus Areas

#### Essential Knowledge

- Pushes and pulls can have different strengths and directions.
- Pushing or pulling on an object can change the speed or direction of its motion and start or stop it.
- When objects touch or collide, they push on one another and can change motion.

- A larger push or pull makes things go faster

### Essential Skills

- With guidance, students will plan and conduct an investigation of forces and interactions, in collaboration with peers. They will be able to design solutions (through engineering) to change the speed or direction of an object with pushes or pulls. The students may include tools (such as a ramp or structure) to solve this problem.
- Analyze data from force and interaction tests (with tools) to determine if plan work as intended.

### Understandings

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- Analyze 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.

## Resources

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### Primary Resources

- BrainPop, Jr
- NJCTL Unit 7 Forces & Motion
- Mystery Science

### Scientific Inquiry

#### Core

- Pushes and Pulls Lab
- BrainPop, Jr. Pushes and Pulls
- BrainPop, Jr. Sink or Float
- Sink or Float Experiment
- BrainPop, Jr. Magnets
- Magnet Experiment
- Mystery Science - Force Olympics "What's the Biggest Excavator?"
- Mystery Science - Force Olympics "How Can You Knock Down a Wall of Concrete?"
- Mystery Science- Force Olympics "How Can We Protect a Mountain Town from Falling Rocks?"

#### Supplemental

- Investigation and Analyzing Data –Changing Direction (Problem Solving) Lab

- Different Forces Lab
- Transferring Energy – Types of Interactions Lab
- Relationship of Energy and Force -Changing Speed Lab
- Investigation and Analyzing Data – Changing Speed (Problem Solving) Lab