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| **Grade 1** | **Lesson:** **Blowing** **Objects Move - Part 1** | Reference to English Interconnections LessonObjects Move pg. 131 |
| **Science Standard(s): Standard 3.1 Physical Science** |
| **Content Objective(s):** | **Language Objective(s):** |
| Students will identify objects that move and do not move when blown during the experiment individually.***I can identify objects that move and do not move when I blow on them during the experiment by myself.*** | Students will use a complete sentence to identify the objects that move and don’t move during a partner activity. ***I can use a complete sentence to tell the objects that moved and did not move to my friend.*** |
| **Essential Questions:**How can we investigate the natural world in my neighborhood? | **Required Academic Vocabulary for Word Wall:****Listen:** move, did not**Speak:** move, did not**Read:** **Write:** yes, no (will/will not)**Sentence Frames:****\_\_\_\_\_\_** moved.\_\_\_\_\_\_\_ did not move. |
| **Materials:*** “Motion” chart
* 1 item per student to blow on (ball, blocks, bottles, lids, feathers, pencils, chalk, etc)
 | **Additional Lesson Vocabulary:**Motion, experiment**Review Vocabulary:** |
| **Lesson: Blowing** | **Instructional Time: 35 minutes** |
| **Opening:** **(5 minutes)*** Show the students two objects: one that is easy to move like a toy car and another that is hard to move like a heavy box.

**T: “Look at these two items. We have a toy car and a box. Who wants to come up and move them? Raise your hand if you want to come up.”**S: *will raise their hands if they want to come up.** Teacher chooses a student.

S: *one student comes up and tries to move the toy car 1st and then tries to move the heavy box.* **T: “Thank you for your help. Which object was easier to move, the toy car or the box?”**S: *the student will either point at the toy car or say “toy car”***T: “Today we are going to do some experiments with movement. We are going to move things by blowing them.”*** Demonstrate what blowing is.

**T: “I need another helper. I want one of you to try to move the toy car by blowing.”*** Choose a student to come up and blow the toy car.

S: *one student will come up and blow on the toy car.***T: “Did it move by blowing on it?”**S: *will respond, “yes”***T: “Now try to do it with the box. Blow on it.”**S: *will blow on the box.* **T: “Did it move? “**S: *students will respond, “no”***Experiment and Record: (15-20 minutes)****T: “There is a collection of items around the room.”*** The teacher will walk around the room identifying all the objects used in the experiment.

**T: “Do you think you could blow this to make it move?”**S: *will shake their heads if think they can blow the item to move it or not.* *Use the modeling cycle:** Give each of the students a “Motion” chart.
* Have each student record the results on the chart.

**T: “Each of you will be given a ‘motion’ chart. As you walk around the room from item to item and blow on them you will need to record what happens. Does the item move or not.”****T: “Let me 1st show you how it is done. I have my paper and I go to the 1st object. Then I blow on it like this. Did it move?”**S: *will respond.***T: “Then I record it on my motion chart. Like this.”****T: “Now it is your turn. Collect your motion chart paper, a pencil and begin at one of the items. There is one for each student. You will have 1 minute at each object. When I clap you must move to the next one. You will go to 6 different items.”**S: *will collect their papers and pencil and go to one of the items separately.** As the students are blowing on each item walk around the room to make sure they stay on task and record the results correctly.
* When the students complete 6 of the items bring them back together for discussion.

**Discussion and Report: (10 minutes)****T: “Now that you have completed the experiment I am going to separate you into partnerships. You will tell each other about your objects. Did they move when you blew on them or did they stay still? I need one student to come up and help me model what I want.”*** Choose one student to come up and demonstrate the activity.

Teacher Does with Student:**T: “Let me show you my chart 1st. ‘the ball moved’ or ‘the pencil moved’ or ‘the block did not move’** (go through all 6)**.”****T: “Now it is your turn, show me your chart. Tell me which items moved and which ones did not.”**S: *will show the teacher the chart and tell them the items that moved and the ones that did not. “the ball moved” or “the block did not move.”*Two Students Do:**T: “Now I need two students to come up and model.”*** Teacher chooses two students.

**T: “Student #1 you will start. You will say ‘\_\_\_\_\_\_ moved’ or ‘\_\_\_\_\_\_ did not move’.**S: *student #1 will show their chart and say “\_\_\_\_\_ moved” or “\_\_\_\_\_\_\_ did not move” for each of the 6 items.***T: “Good job! Student #2, your turn. You will say ‘\_\_\_\_\_\_moved’ or ‘\_\_\_\_\_\_\_did not move’.**S: *student #2 will show their chart and say “ \_\_\_\_\_\_ moved” or \_\_\_\_\_\_\_\_ did not move.”*All Students Do:**T: “Awesome! Now all of you get to try. I will separate you into partners and you may begin.”*** Separate the students into partnerships and help them begin.
* Walk around the groups as they do the activity.

S: *will partner up and explain which items moved and which ones did not.***Closing: (5 minutes)*** Bring the students back together for questioning.

**T: “Which shapes moved? Did the blocks move? Did the ball move?...”**S: *will respond.* **T: “Good, which shapes did not move? Did the blocks move? Did the ball move? ….”**S: *will respond.* |
| **Assessment:** |
| * Observe how the students tell their partners about their “Motion” chart.
* Observe the students when they partner up to see if they can successfully communicate their answers to the questions
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| **Extra Ideas:** |
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Motion Chart

Type of Motion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (blowing, rolling, sliding)

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| --- | --- | --- | --- |
| Object | PredictionWill/Won’t | ResultDid/didn’t | Draw the motion |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |