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| **Grade 1** | **Lesson:**  **Blowing**  **Objects Move - Part 1** | | Reference to English Interconnections Lesson  Objects 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 | | | | |
| **Extra Ideas:** | | | | |
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Motion Chart

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

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| --- | --- | --- | --- |
| Object | Prediction  Will/Won’t | Result  Did/didn’t | Draw the motion |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |