

SCIENCE







Lesson 1

Prep

Topic: Celebrating movement

Consolidating and applying understandings

Lesson concepts

-  The way objects move depends on a variety of factors, including their size and shape
-  Science involves exploring and observing the world using the senses
-  Questions can obtain responses
-  Observations can be made using the senses
-  Observations can be discussed and ideas can be represented
-  Observations and ideas can be shared

Learning alerts

Be aware of:

- students unable to include properties influencing an object's movement in their descriptions of what they have learned.

Suggested next steps for learning

- Confer with students during the hands-on activities to explicitly restate the links between the properties of an object and its movement.

Today students will:

- ▶ apply their understandings of properties that influence the movement of objects.

Resources

Digital

Slideshow — People who work with movement

Find and prepare

Materials and equipment for selected activity stations (see Sheet — Activity stations: Celebrating movement)

Magnets, cardboard boxes, small magnetic objects

Modelling dough, boards, safe knives, garlic press, rollers, small cars

Toys and tools — any toys or tools that involve movement or have moving parts, for example: key and lock, spinning top, yo-yo, a salad spinner, hand beater, orange juicer, paint roller, lazy Susan, lint roller for clothes

Games with movement like marble run games, spinner-type games, construction games, skittles

Key terms

senses, observe, properties

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Note

In this lesson, students have the opportunity to engage in self-directed play activities to consolidate what they have learned in previous lessons.

View the **Sheet** — [Activity stations: Celebrating movement](#) to determine which activities to provide.

Consider real-life applications of what they have learned

Say to students

‘ We have been learning about the movement of all types of objects and the properties that affect that movement.

Science knowledge about the movement of objects and what affects them plays a very important part in many peoples’ work.

We are going to look at some pictures of people who need to understand movement to do their jobs. ’

1. View and discuss the **Slideshow — People who work with movement**.



Celebrate movement

Say to students

‘ We are going to use our science knowledge to play with different objects. There are several activities you can choose from and while you are playing, you are to think about:

- the movements you observe
- the properties affecting the movement.

2. Explain the activities.

- a. Briefly outline the activities available (see **Sheet — Activity stations: Celebrating movement**).
- b. As students play, talk with them about their scientific thinking.

Reflect on their learning about movement

Say to students

‘ We have learned many things about movement. Think about how our bodies move. Think about the ways animals and plants move that is the same or is different to how our bodies move. Now think about the ways objects move. ’

Focus questions

Q: If you had to tell someone the important main ideas we have learned about objects and their movement what would you say?

A: Main ideas include:

- objects including people can move in many different ways
- how an object moves is affected by its properties such as its shape and size
- we observe things using our senses
- making detailed observations is an important part of finding out in science
- scientists record their observations accurately
- scientists pose questions and share their ideas with others.

Q: Were there any parts of learning about movement that you particularly enjoyed?

A: Personal response required.

Say to students

‘ Movement is part of everyday life. Because of scientists, people observe and understand movement better. Now we observe and understand movement better. ’