

**K**

SCIENCE PARENT GUIDE – UNIT 4 1111

|  |  |
| --- | --- |
| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **Types of Motion** | |
| **DESCRIPTON** | |
| In this unit, students will compare and contrast different types of motion. Students will note the various patterns in their movement (i.e. straight, circular, back and forth, fast and slow and motionless). | |
| **KEY WORDS TO KNOW** | |
| * **Motion**- movement from one place to another * **Force**- a push or pull * **Push**- to press something away * **Pull**- to tug something closer * **Speed**- A measure of the distance an object moves in a given amount of time | **AT HOME VOCABULRY STRATEGIES**  1. Read aloud with your child.  2. Use vocabulary words in daily conversations.  3. Build a word wall or window.  4. Play simple vocabulary games.  5. Relate words to real life experiences  http://1.bp.blogspot.com/-QOn2S_p5PU8/Vg5eWgC54BI/AAAAAAAAPuU/lQnA-gp1UkM/s640/vocabulary.png |



**K**

SCIENCE PARENT GUIDE – UNIT 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommended Children’s Literature (Available at your local public library or Amazon).**  *Newton and Me ~ Lynne Mayer*  *And Everyone Shouted, “Pull!” ~ Claire Llewellyn*  *Oscar and the Cricket ~ Jeff Waring*  *Motion: Push and Pull, Fast and Slow ~ Darlene Stille*  *Forces Make Things Move ~ Kimberly Bradley*  *Move It!: Motion, Forces and You* | | | |
| **Types of Motion** | | | |
| **Important Concepts**  **Addressed in this Unit** | **Sample Problems** | | **How You Can Help Your Child** |
| **Georgia Standards of Excellence**   |  | | --- | | **SKE2. Obtain, evaluate, and communicate information to compare and describe different types of motion.**  a. Plan and carry out investigation to determine the relationship between an object’s physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull).  b. Construct an argument as to the best way to move an object based on its physical attributes. |   **Science and Engineering Practices**   * Obtain, evaluate and communicate information. * Plan and carry out investigations * Construct an argument   **Crosscutting Concepts**   * Patterns   **Core Idea**   * Motion | 1. The best way to move this toy is to pull it on the floor because the toy \_\_\_\_\_\_\_\_\_\_.    A. cannot be broken  B. has wheels  C. is made of wood  2. Which item below moves back and forth? How can you prove your answer is correct?  A. Table    B. Swing  C. Fan | | **Online Literature/Books**  Speeding up, Slowing Down  <https://www.getepic.com/book/11833263/speeding-up-slowing-down>  Sop and Go, Fast and Slow (Moving Objects in different Ways)  <https://www.getepic.com/book/15252921/stop-and-go-fast-and-slow-moving-objects-in-different-ways>  **Videos**  Force and Motion  <https://www.youtube.com/watch?v=rfeVlNL7d9U&t=278s> |
| **Georgia Standards of Excellence Science Standards**  **Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.** | | | | | |
| **Science and Engineering Practices**  Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.  **Crosscutting Concepts**  Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas  **Core Ideas**  Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology. | | |  | | |