

Grade K	Science	Week 11
<b>Lesson Title:</b> Pushing and Pulling		
<b>Weekly Learning Targets:</b> Students can investigate how a push or pull can change how an object moves.		
<b>Vocabulary:</b> push, pull		
<b>Next Generation Science Standards</b>		
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 a pull.		
<b>MONDAY</b>		
<b>Daily Learning Target:</b> (This lesson plan assumes kindergarten classes only have two science classes a week.)		
<b>Learning Tasks:</b> N/A		
<b>Daily Formative Assessment:</b> N/A		
<b>TUESDAY</b>		
<b>Daily Learning Target:</b> Students can demonstrate and identify push and pull.		
<b>Learning Tasks:</b> At the start of class, the teacher can display the words push and pull on a wall. The teacher can demonstrate the vocabulary words for the students and ask them for examples of pushing and pulling to make objects move. Next, the class can look at page 15 and ask the students to identify how the children in the photo are making the wagon and wheelbarrow move. The class can then read the text together. After reading and discussing, the students will demonstrate pushing and pulling using page 2 and page 3 in the book, a rolling toy, and paper. The students will push and pull the toy across the paper and trace its path. Then, the students will record what they see in the science journal.		
<b>Daily Formative Assessment:</b> The teacher can give feedback on the students' science journal.		
<b>WEDNESDAY</b>		
<b>Daily Learning Target:</b> (This lesson plan assumes kindergarten classes only have two science classes a week.)		
<b>Learning Tasks:</b> N/A		
<b>Daily Formative Assessment:</b> N/A		
<b>THURSDAY</b>		
<b>Daily Learning Target:</b> Students can investigate how a push or pull changes how an object moves.		
<b>Learning Tasks:</b> To begin class, the teacher can distribute a push or pull handout (SM A) to students. The students can then categorize the motion displayed in the picture as a push or pull. Students can then draw their own example of push and pull. After discussing the activity, the teacher will explain the activity for today. The class will go around the school or playground and demonstrate how to make different objects move by using either a push or a pull. Students can record their observations here. (SM B) After recording, students can meet and share their results.		
<b>Daily Formative Assessment:</b> The teacher can check the students' handouts.		
<b>FRIDAY</b>		
<b>Daily Learning Target:</b> (This lesson plan assumes kindergarten classes only have two science classes a week.)		
<b>Learning Tasks:</b> N/A		
<b>Daily Formative Assessment:</b> N/A		

pencils, rolling toy (ball or car), paper, science journal

**A – Push or Pull Worksheet** - <https://www.themailbox.com/magazines/science-worksheet-push-and-pull/how-does-it-move>

**B – Push or Pull Observations** - <https://betterlesson.com/lesson/resource/3291922/push-pull-forms-docx>

**Additional Resources**

Push or Pull Lesson Plans - <https://betterlesson.com/lesson/638993/force-push-or-pull>