|  |  |  |
| --- | --- | --- |
|  | Unit Planner: **Pushing** and **Pulling** 1st Quarter Social Studies and Science  Tuesday, July 21, 2015, 1:17PM |  |

|  |  |
| --- | --- |
| District Wide > 2015-2016 > Grade 1 > Science & Social Studies (Integrated Elementary) > 1st Quarter Social Studies and Science > Week 1 - Week 10 | Last Updated: Wednesday, July 15, 2015 by gail cotton |

Alford, Michelle; Brewer, Lisa; cotton, gail ; Starling, Michele

|  |  |  |  |
| --- | --- | --- | --- |
| |  | | --- | | Big Idea / Conceptual Lens |   Cooperation | |  | | --- | | Focus of Study |   Rules, Routines & Procedures  Forces: **Push**/**Pull**  Magnets |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | NC Essential Standards: Science | | | | **NC: Grade 1** | | | | Physical Science | | | | **Forces and Motion 1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.** | | | |  | 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object. |  | |  | 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets. |  | |  | 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. |  | | NC Essential Standards: Social Studies | | | | **NC: Grade 1** | | | | Civics and Governance | | | | **1.C&G.1 Understand the importance of rules.** | | | |  | 1.C&G.1.1 Explain why rules are needed in the home, school and community. |  | |  | 1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc). |  | |  | 1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities. |  | | ComCore: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 | | | | **ComCore: Grade 1** | | | | Reading: Informational Text | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RI.1.1. Ask and answer questions about key details in a text. |  | | **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | |  | RI.1.2. Identify the main topic and retell key details of a text. |  | | Reading: Foundational Skills | | | | **Print Concepts RF.1.1. Demonstrate understanding of the organization and basic features of print.** | | | |  | a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |  | | Writing | | | | **3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | | | |  | W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |  | | Speaking and Listening | | | | **Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | |  | SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |  | |  | SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |  | | **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | |  | SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |  | | **5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** | | | |  | SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  | | **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | | | |  | SL.1.6. Produce complete sentences when appropriate to task and situation. |  | | Language | | | | **Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | |  | L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  | |  | L.1.1a. Print all upper- and lowercase letters. |  | | **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | |  | L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  | |  | L.1.2a. Capitalize dates and names of people. |  | |  | L.1.2b. Use end punctuation for sentences. |  | | **5. Demonstrate understanding of word relationships and nuances in word meanings.** | | | |  | L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |  | |  | L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)  Communities thrive when safety and fairness are valued.  Authority figures in the home, school and community influence the well being of people.  Forces that **push** and **pull** change motion and speed. |
| |  | | --- | | Essential Concepts and Critical Content |   Concepts: cooperation; building a community; diversity; leadership; responsibility; connections; collaborative conversations; authority figures; hypothesis  Content: rules [home, school (classroom, cafeteria, media center, enrichment areas, hallways, bathrooms, common areas, buses), community]; procedures; routines; consequences; conflict; resolution; teacher, principal, parents, mayor, park rangers, game wardens, law enforcement officers; force; **push**; **pull**; change of motion; change of direction; magnets; poles; attract; repel; balance; position; weight; basic features of print; main topic; key details; hypothesis | |  | | --- | | Processes, Strategies, and Skills |   narrative writing, writing process, research, scientific process, collaborative conversations/discussions |
| |  | | --- | | Essential Questions |   **Social Studies:**  What is a rule?  Why do we need rules? (home, school, community)  How do rules help us stay safe?  Who makes rules?  What is a conflict? (home, school, community)  What is a compromise?  What is the difference between rules, procedures and routines?  Why do we have consequences?  What are our classroom procedures?  What is the role of \_\_\_\_\_ (authority figures/community leaders)?  Why do we need leaders?  How can I be a good digital citizen?  What makes a good leader?  Are all leaders good?  Who are our leaders? (home, school, community, country, world)  **Science:**  What is a scientist?  What is force?  What is motion?  What happens when an object is **pulled**?  What happens when an object is **pushed**?  What makes an object move?  How does motion affect objects?  What can force do?  What does it mean to speed up?  What does it mean to slow down?  What does it mean to change direction?  Can an object move or stop on its own?  What is needed to get an object moving or to stop?  What is a magnet?  How do magnets work?  What are the poles of a magnet?  Does a magnet use force?  What is attract?  What is repel?  Can magnets move things?  Does a ball go the same distance if you kick it with different amounts of force?  Will a ball go further if I kick it harder?  Will a ball go further if I kick it gently?  What is balance?  Does it balance if I have two different types of weight?  Does it balance if I have the same weight?fall at different speed?  Does it matter where on a seesaw the weights are placed?  What objects do you know that change directions?  **ELA:**  What makes a good listener?  What makes a good speaker? | |  | | --- | | Resources/Materials |   **Social Studies:**  Helpers in my Community, Bobbie Shannon  David Goes to School, David Shannon  No, David!, David Shannon  David Gets in Trouble, David Shannon  Know and Follow Rules, Cheri J. Meiners  Rules and Laws, Ann-Marie Kishel  Being A Good Citizen, Adrian Vigliano  Following Rules, Cassie Mayer  Being Responsible, Cassie Mayer  The Recess Queen, Alexis O'Neill  **Science:**  What Magnets Can Do, Allan Fowler  The Mystery of Magnets, Melvin Berger  Move It! Motion, forces and you, Adrienne Mason  Magnets: **Pulling** Together, **Pushing** Apart,Natalie M. Rosinsky  My World of Science: Magnetic and Non-Magnetic, Angela Royston  What Makes a Magnet?, Franklyn M. Branley  Magnets **Push**, Magnets **Pull** (Science Starts), Mark Weakland  A Look at Magnets (Science Builders), Barbara Alpert  Investigating Magnets Big Book, Hilary Maybaum  Forces Make Things Move, Kimberly Brubaker Bradley  And Everyone Shouted, "**Pull**!, Claire Llewellyn  FOSS Kit K-6 ©2005 (2nd Edition) Balance and Motion  [SCIENCE Unpacking Document](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49629&) [1st\_grade\_Science EQs.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49917&) [motion and force vocabulary cards.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50417&) [The Clown Balance Act link](http://lifestyle.howstuffworks.com/crafts/seasonal/winter/science-experiments-for-kids9.htm) <http://www.bbc.co.uk/bitesize/ks1/science/forces/play/> <https://jr.brainpop.com/science/forces/pushesandpulls/preview.weml> [school rules.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49962&) [Lesson Plann - Rules and Laws](http://www.uen.org/Lessonplan/preview.cgi?LPid=25980) [Them Are Anti-Fighting Words (and Pictures):](http://www.carlemuseum.org/downloads/ConflictResolution_biblio.pdf) <http://www.bbc.co.uk/schools/scienceclips/ages/6_7/forces_movement_whatnext.shtml> <http://www.firstschoolyears.com/science/forces/forces.htm> [Be forceful!.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49967&) <http://pbskids.org/sid/balancingact.html> <http://www.learnnc.org/lp/editions/designtech/6805> [car force motion.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49974&) [Force and Motion Lesson Plans](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49975&) |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | The Clown Balance Act  Summative: Performance: Authentic Task  You are a party planner and you are planning a birthday party. One activity you will have the guest to complete will be the Clown Balance Act. Each child will design their own clown and get him to balance on top of a pencil. They will explain how they got their clown to balance as it performs for the rest of the party guest.  [K-2\_Presentation\_Rubric.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49972&SourceSiteID=3005&)  2 Standards Assessed  Hide Standards   * 1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces. * SL.1.6. Produce complete sentences when appropriate to task and situation. | |  | Community Problem Solver  Summative: Performance: Authentic Task  As the \_\_\_\_ (teacher, parent, principal, mayor, park ranger, game warden, law enforcement officer) you are given a situation to solve in your community. (Give situation.) You will need to come up with several solutions or ideas to help solve the situation. Share your solutions/ideas with the person you are representing from your community.  [K-2\_Presentation\_Rubric.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49971&SourceSiteID=3005&)  3 Standards Assessed  Hide Standards   * 1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc). * 1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities. * W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | |  | Objects in Motion Collage  Formative: Project: Collaborative/Team  After a walking tour around school, have students brainstorm examples of everyday things that are moved by pushing or pulling, such as a bicycle pedal, teeter-totter or a door opening and closing. Show pictures of objects in motion such as a rocket blasting off, a parachute opening, a baseball leaving a pitcher’s hand or making contact with a bat, a wheelbarrow or a child’s wagon. Ask them to identify which forces are at work to cause the object to start or stop moving or changes direction or speed: pushing, pulling, both? In cooperative learning groups, students will look through magazines to find images representing objects in motion. Then they will create a collage with the images.  2 Standards Assessed  Hide Standards   * 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object. * 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets. | |  | Does it stick?  Formative: Performance: Authentic Task  Students will work in pairs for this activity. Students will be given a bucket of household items (paper clips, hair clips, refrigerator magnets, screws, various plastic and paper items) have student’s hypothesis which items the magnets will attract. Students will record their predictions on a t-chart. Next they will test their hypothesis by fishing out the items and checking them off on their t-chart.  [Magnetic or Non-Magnetic.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49977&SourceSiteID=3005&)  1 Standard Assessed  Hide Standards   * 1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets. | |  | Authority Figures' Trading Cards  Formative: Project: Collaborative/Team  Each child will create 6 identical digital trading cards of authority figures naming them, showing illustrations, and describing them. They will research information about their figure to be able to share with peers. Students will trade cards by pairing up and sharing the information on the authority figures and trading one of those cards. Each student will share and trade cards until each student as a set of 6 different trading cards of authority figures.  [Trading Cards for Authority Figures page 1.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50050&SourceSiteID=3005&) [Trading Cards for Authority Figures page 2.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50051&SourceSiteID=3005&) [EXAMPLE-Sherrif-Trading Cards for Authority Figures page 2.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50053&SourceSiteID=3005&) [EXAMPLE-Sherrif-Trading Cards for Authority Figures page 1.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50054&SourceSiteID=3005&)  5 Standards Assessed  Hide Standards   * 1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc). * RI.1.1. Ask and answer questions about key details in a text. * W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. * SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. * SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | |  | Cooperation Goes Along Ways  Formative: Performance: Dramatization  Ask the children to describe a variety of conflicts that commonly occur at school. List these on the board. Select two or three of these and discuss how the steps for working out conflicts could be applied to each situation. Have the students role play some of these situations, either as themselves or with puppets. Afterward, have a group discussion to evaluate the outcome of each role play.  Introduce the concept of **using words** to express feelings instead of blaming someone else or using physical force.  8 Standards Assessed  Hide Standards   * 1.P.1.1 Explain the importance of a push or pull to changing the motion of an object. * 1.C&G.1.1 Explain why rules are needed in the home, school and community. * 1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities. * SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. * SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). * SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. * SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. * SL.1.6. Produce complete sentences when appropriate to task and situation. |   6 record(s) found. | |
| |  | | --- | | Integration Opportunities (Optional) | | |  | | --- | | Additional Integration Opportunities (Optional) | |
| |  | | --- | | Character Qualities (Optional) | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional | |

<< Previous Year

Atlas Version 8.1.1

© [Rubicon International](http://www.rubicon.com/) 2015. All rights reserved