

Planning Guide for *Relative Position and Motion*

Teaching Plans	Specific Curriculum Outcomes	Components	Materials	Literacy Place Connections
How Do Objects and People Move? Students identify living and non-living things that move and describe the different movements.	Skills [GCO 2] • 1.0 • 2.0 STSE/K [GCO 1/3] • 38.0	• Science Card 1 • Anchor Video: <i>Relative Position and Motion</i> • BLM <i>Neighbourhood Walk</i> • Science Card 2 • IWB Activity 1 • IWB Activity 2	• students' Science Folders • variety of objects from the Curiosity Centre	• <i>Justin's New Bike</i> (Guided Reading, Level F)
How Can You Describe the Motion of an Object? Students develop positional language and describe the change in position of objects.	Skills [GCO 2] • 2.0 STSE/K [GCO 1/3] • 33.0	• <i>Ready, Set, Go!</i> (Read Aloud) • Science Card 3 • IWB Activity 3 • IWB Activity 4	• digital cameras or tablets • sporting event videos	• <i>Beaver is Lost</i> (Wordless Book – Active Learning Kit)
Describing an Object's Position Students describe the relative position of objects and follow instructions to place objects in identified locations.	Skills [GCO 2] • 27.0 • 36.0 STSE/K [GCO 1/3] • 34.0 • 35.0	• <i>Where's My Hockey Sweater?</i> (Read Aloud) • Science Card 4 • Science Card 5 • BLM <i>Pirates and Props</i>	• copies of 100s chart (1 per student) • highlighters, markers, colouring pencils, or crayons • Sticky Tack (optional) • digital camera (optional) • students' Science Journals	• <i>Where's Walrus?</i> (Wordless Book – Active Learning Kit) • <i>Movie Poster: How Anansi Outsmarted Snake</i> (Conversation Card # 15 – Active Learning Kit) • <i>Map: Pine Valley Wildlife Centre</i> (Conversation Card # 13 – Active Learning Kit)
Describing the Position of an Object From Different Perspectives Students view and describe the position of objects from different perspectives.	Skills [GCO 2] • 2.0 STSE/K [GCO 1/3] • 37.0	• Science Card 6 • IWB Activity 5	• Rubik's Cubes (1 per group of 4 students) • large-grid graph paper • soccer ball • various board games	

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Investigating Patterns of Movement Students investigate patterns of movement and discover how the forces of push and pull are necessary to initiate movement.	Skills [GCO 2] • 6.0 • 2.0 STSE/K [GCO 1/3] • 38.0	- Science Card 1 (optional) - Science Card 2 (optional) - BLM <i>Sorting Chart</i> - Science Card 7 - IWB Activity 6 - Science Card 8 - Science Card 3 (optional)	- students' Science Folders - pull toy - variety of objects from the Curiosity Centre - measuring tools - magnifying lenses - recording materials - students' Science Journals 2 large dice - digital camera or tablet - old magazines	<i>Come to the Pow-wow!</i> (Shared Reading – Synthesizing Strategy Unit)
What Factors Affect Movement? Students use the inquiry process to investigate how various factors affect movement.	Skills [GCO 2] • 9.0 • 14.0 • 40.0 STSE/K [GCO 1/3] • 39.0	- Science Card 9 - IWB Activity 7 - Science Card 10 <i>What Is the Inquiry Process?</i> poster - IWB Activity 8	- variety of surfaces such as tiles, sandpaper, foam rubber, carpet, etc. - string cut in 2m lengths (2 per pair of students) - paper cups - students' Science Journals - variety of objects including some that roll (marbles, Ping-Pong balls), slide (hockey pucks), and have wheels (toy cars, pull toys) - interlocking cubes - straws and Ping-Pong balls - hairdryer - wind-up toys - variety of objects such as skis, skates, skateboard, snowboard, snowshoes, crampons, hiking poles, scooter, etc.	
Design Challenge: Building a Roller Coaster Students explore materials and tools then use the design process to build their own 'roller coasters.'	Skills [GCO 2] • 16.0 • 31.0 • 32.0	- Science Card 11 <i>What Is the Design Process?</i> poster - Science Card 12 - IWB Activity 9 - BLM <i>Two Stars and a Wish</i>	- selection of commercially produced games such as Mouse Trap, Hot Wheels Racetrack, or a marble maze - large variety of building materials and tools such as cardboard rolls; PVC pipe, pool noodles, Hot Wheels tracks; funnels; craft sticks; paper, aluminum, or Styrofoam plates; socks; duct, packing, or masking tape; glue; staples; string; shoelaces; ribbon; paper clips; paper fasteners; clothespins; Playdough; Sticky Tack; pipe cleaners; plastic, twist, or cable ties; wire - marbles, Ping-Pong balls, or golf balls - students' Science Journals - tablets (optional)	