

# Overview Chart for Hands-on Activities – Quarter 3

Hands-on Activity	Student Objectives
<b>21 How Things Move</b> <i>page 245</i>	<ul style="list-style-type: none"> <li>act out the speed at which eight objects move and compare their motion</li> <li>sequence the speeds of different objects from slowest to fastest</li> </ul>
<b>22 Why Things Move</b> <i>page 253</i>	<ul style="list-style-type: none"> <li>observe how pushing and pulling a toy cart makes it move</li> <li>compare the motion of a toy cart when it is pushed and when it is pulled</li> <li>recognize that a force is needed to make an object move</li> <li>conclude that a strong push makes an object move farther and faster than a weak push does</li> </ul>
<b>23 Changing Direction</b> <i>page 261</i>	<ul style="list-style-type: none"> <li>observe that a moving object moves in a straight line unless a force acts on it</li> <li>apply a force to a balloon to cause it to change direction</li> </ul>
<b>24 Friction</b> <i>page 269</i>	<ul style="list-style-type: none"> <li>observe the heat produced by friction when they rub their hands together</li> <li>discover that rubbing different objects together produces different amounts of friction</li> <li>infer that an object with smooth surfaces produces less friction than an object with rough surfaces</li> </ul>
<b>25 Magnets Push and Pull</b> <i>page 277</i>	<ul style="list-style-type: none"> <li>identify the poles on a bar magnet</li> <li>observe that like poles repel each other and unlike poles attract each other</li> <li>locate the parts of a magnet that exert the strongest force</li> </ul>
<b>26 Magnetic Force</b> <i>page 287</i>	<ul style="list-style-type: none"> <li>observe that a magnetic force can pass through a paper clip to attract additional paper clips</li> <li>discover that a magnet’s force becomes weaker as distance from the magnet’s pole increases</li> <li>test different materials for their ability to stop a magnetic force from passing through</li> </ul>
<b>27&amp;28 How Do Sounds Vary?</b> <i>page 295</i>	<ul style="list-style-type: none"> <li>use a variety of objects to produce sounds</li> <li>describe sounds and distinguish between them</li> <li>hypothesize as to what factors determine differences in sounds</li> </ul>
<b>29 Good Vibrations</b> <i>page 305</i>	<ul style="list-style-type: none"> <li>use a tuning fork to produce a sound</li> <li>feel a tuning fork’s vibration and observe it ripple the surface of water</li> <li>produce sound by causing a piece of paper and a strip of plastic to vibrate</li> <li>infer that vibrations produce sound</li> </ul>
<b>30 Loud or Soft?</b> <i>page 317</i>	<ul style="list-style-type: none"> <li>listen to and identify sounds as loud or soft</li> <li>infer how loud and soft sounds are produced</li> <li>describe the relationship of strength of vibration and volume of sound</li> </ul>

<b>Process Skills</b>	<b>Vocabulary</b>	<b>Delta Science Reader</b>
compare, record data, sequence	<b>direction, motion, position, speed</b>	
infer, generalize, compare, predict	<b>force, pull, push</b>	
observe, predict, infer, communicate	<b>direction</b>	
observe, compare, generalize, experiment	<b>friction, surface</b>	
observe, compare, predict, communicate, record data, generalize	<b>attract, magnet, pole, repel</b>	<i>Properties, p. 8</i>
observe, infer, compare, predict, record data, generalize	<b>magnetic force</b>	
observe, define based on observations, infer, compare, record data, communicate	<b>silence, sound</b>	
observe, record data, compare, infer	<b>tuning fork, vibrate, vibration, vocal cords</b>	
observe, compare, generalize	<b>loud, soft</b>	