Picture Cards



Push, Pull, Play Data Recording Sheet: Slides

Student Name	No Push	Self Push	Partner Push

Student Name	No Push	Self Push	Partner Push

Student Name	No Push	Self Push	Partner Push

Student Name	No Push	Self Push	Partner Push

Student Name	No Push	Self Push	Partner Push

Scientific Method

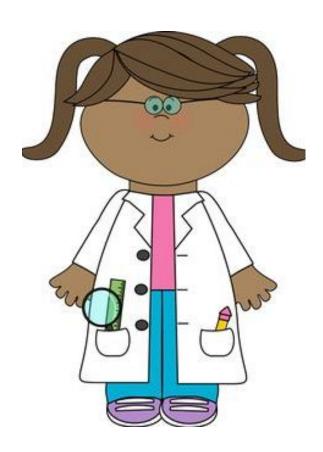
?	Ask a Question (I wonder)	<u>I wonder</u> what would happen if I		
	Make a Hypothesis (I think)	I think that		
	Experiment (Investigation)	Materials	My Plan	
	Record Data (Observe)		l found	
	Make a Claim (I learned that)	I learned that _		

Sample Scientific Method

?	Ask a Question (I wonder)	<u>I wonder</u> what would happen if I	
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Make a Hypothesis (I think)	I think that	
	Experiment (Investigation)	Materials cardboard books spheres cylinders cubes masking tape	My Plan Students use Push, Pull, Play Planning Sheet
	Record Data (Observe)	I found Use Class Observational Data Anchor Chart	
	Make a Claim (I learned that)	<u>I learned</u> that	

Push, Pull, Play Evidence Ticket

Name:
My claim:
Draw what you learned:
Diaw what you learned.





Name:	Date:

Pushes and Pulls

We move things by pushing or pulling them!

Decide whether the pictures show a push or a pull, and place each picture in the correct space.

Push	Pull

Class Observational Data Anchor Chart Template

	Strength		Direction	
Object	Farthest	Shortest	Straight	Curvy

Student Planning Sheet

Name:	
Question	I wonder
?	
•	
Draw	
your plan	
plan	
4	

Observational Data Collection Collaboration Performance Indicator 2: Contribute to a common goal by exercising flexibility and accountability. Choose one indicator for each student below. Next to the student name circle the corresponding letter: E = Expanding, P = Proficient, D = Developing and B = Beginning. Use the column to the far right for notes of what the student said and/or did as evidence for the chosen indicator.

Е Ρ D В **Expanding:** Student **Proficient:** Student **Developing:** Student **listens** Beginning: Student promotes flexibility and to others and exchanges shares ideas related to a contributes to common accountability in others in goal by adjusting ideas related to a common common goal. opinions or ideas.For working toward a common goal. For example: shares and tries out ideas on what goal. For example: example: makes investigates the answer to adjustments to their to build in order to their wondering questions and opinions or ideas as investigate and answer the encourages peers in their necessary while wondering question. group to try different investigating. approaches to the investigation and/or to be an active group member.

Student Name	Number of Attempts	Demonst Flexibi		Adjust Plan	ts		ndic lab		or tion)	Anecdotal Evidence
		Y	N	Y	N	E	Р	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	Р	D	В	

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	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	

	Y	N	Y	N	E	P D	В	
	Y	N	Y	N	E	P D	В	
	Y	N	Y	N	E	P D	В	
	Y	N	Y	N	E	P D	В	
	Y	N	Υ	N	E	P D	В	
	Y	N	Y	N	E	P D	В	

Original Observational Data Collection Collaboration Performance Indicator 2: Contribute to a common goal by exercising flexibility and accountability. Choose one indicator for each student below. Next to the student name circle the corresponding letter: E = Expanding, P = Proficient, D = Developing and B = Beginning. Use the column to the far right for notes of what the student said and/or did as evidence for the chosen indicator.

Ε **Proficient:** Student **Expanding:** Student **Developing:** Student **Beginning:** Student promotes flexibility and contributes to the exchanges ideas about the listens to others ideas accountability in others. common goal. common goal. related to the common For example: investigates the For example: makes For example: shares and goal. answer to their wondering adjustments to their tries out ideas on what to questions and encourages opinions or ideas as build in order to investigate peers in their group to try necessary while and answer the wondering different approaches to the investigating. question. investigation and/or to be an active group member.

Student Name	Number of Attempts		strates bility	Adju Pla		ndid		or tion)	Anecdotal Evidence	
		Y	N	Y	N	E	Р	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Y	N	E	P	D	В	
		Y	N	Υ	N	E	Р	D	В	

	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	
	Y	N	Y	N	E	P	D	В	

	Y	N	Y	N	EPDB	
	Y	N	Y	N	EPDB	
	Y	N	Y	N	EPDB	
	Y	N	Y	N	EPDB	
	Y	N	Y	N	EPDB	
	Y	N	Y	N	EPDB	
	Y	N	Y	N	EPDB	
	Y	N	Y	N	EPDB	

Student Name	Indi	cato	r		Anecdotal Evidence
	E	Р	D	В	
	E	Р	D	В	

Е	Р	D	В	
Е	Р	D	В	
Е	Р	D	В	
E	Р	D	В	
E	Р	D	В	
E	Р	D	В	
E	Р	D	В	

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Е	Р	D	В	
Е	Р	D	В	
Е	Р	D	В	
Е	Р	D	В	

E	Р	D	В	
E	Р	D	В	
E	Р	D	В	