**MATH**
• Small groups work to create individual two digit addition word problems based on data.
(see how complex you can make it!)
• differentiate by creating more complex two-step comparison word problems
• share / exchange within table group
• solve in teams as a game
• use a ruler to accurately measure
the results of experiment

**READING**
• Bibliography
read short stories

**SCIENCE** – Inquiry
• Predict, create and test 3 Wedge, Screw and Incline Plane experiments
• Record data on
Tables and Graphs for numerous objects
• analyze/compare results
• guided questioning

**What makes everyday objects move?**

***Are we being invaded by machines ?***

How many machines do we use on a daily basis that we take for granted?

What are the definitions of force
and motion?

What is the difference between a simple and a compound machine?

Does an object in motion stay in motion?

What are the effects of force on an object?

Who is Sir Isaac Newton?

**WORKSHEET** – (We do)
• Complete worksheet Q/A whole group instruction
on Active Board
• Small Group everyday examples chart (use with above final analysis)
Fork, bicycle, stapler, bathtub, swivel chair, blinds, teeter-totter, slide

**ART**
• Invent a simple machine:
• Draw and label a plan.
• Wheel, Fulcrum, Pulley, Lever, Screw, Wedge, Inclined Plane
• Rube Goldberg Complex Machine Videos
<http://www.youtube.com/watch?v=qybUFnY7Y8w>

[http://video.google.com/videoplay?docid=-2367646121273499414#](http://video.google.com/videoplay?docid=-2367646121273499414)

**TECHNOLOGY** – Concept Lesson
• Review online resource interactive animation for simple and compound machines.
<http://www.edheads.org/activities/simple-machines/>
<http://www.edheads.org/activities/odd_machine/>
• Post-Assessment worksheet
• Hand out everyday objects (5 per table)
• Simple/Compound machines chart

**LA** – **Activity Journal**
• Draw, write, and record experiment results
• Tell a personal story of how you used a simple machine in your life.

Did it make anything easier?
How did it work? What was the motion you observed? In what direction was force applied? Can you explain the cause/effect relationship? What new vocabulary words
have you learned?