Motion (K-2) Program of Study Timeline

This document is part of an
Inquiry-based Science Curriculum from
The *Guided Inquiry supporting Multiple Literacies* Project
at the *University of Michigan*

Project Co-Directors:

Annemarie Sullivan Palincsar, Ph.D
Literacy and Special Education

Shirley Magnusson, Ph.D
Science Education

This project was supported by the following funder:

Center for the Improvement of Early Reading Achievement

The study described herein was funded under the Educational Research and Development Centers Program, PR/Award Number R305R70004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. However, the contents of the described report do not necessarily represent the positions or policies of the National Institute on Student Achievement, Curriculum, and Assessment; the National Institute on Early Childhood Development; or the U.S. Department of Education. You should not assume endorsement by the Federal government.

Motion (K-2) Program of Study Timeline

Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Day 8**	**Day 9**	**Day 10**	**Day 11**	**Day 12**
Question #1: Will something heavy and something light <u>always</u> get to the bottom of a hill in the same amount of time?			*Question #2*: What would happen if a ball went down the same ramp but we changed the height?		*Question #3*: Would the height of the ramp make any difference in how far a ball would push a can that's on the floor?				*Question #4*: Does the mass of a ball make a difference in how far an object that it hits moves?		
2nd Hand: Big Book 1 (BB1): *Sledding Down a Hill, Rolling Down a Ramp* (1) mass-speed (2) ramp height & speed			**1st Hand**: ramp height - speed		**1st Hand**: speed - momentum				**2nd Hand**: Big Book 2: *Clowning Under the Big Top, Moving Energy form Here to There*		
Student writing about data table	Student writing about data table	Student writing about claims		Student writing about claims		Student writing about claims		Student writing about claims	Student writing about Q. #4	Student writing graph	Student writing about claims

 U of Michigan