

Push Test Plan

Students plan a fair strength test, conduct two pushes, and record where each stops.

K-PS2-1 "Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MAKE A PLAN _____

a	same	turn	stop
b	strength	direction	both

2 OUR RESULTS _____

Soft	
Hard	

HOW TO RUN THIS PAGE

Before the sheet, set one object at a taped start line with numbered floor markers 1 through 5 in one straight direction. Students use Part 1 to plan a test that changes push strength only, then students conduct a soft push and a hard push from the same start line and record the numbered marker where the object stops. Do not supply predicted results, because the recorded numbers must come from the trials.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MAKE A PLAN

SAY “We will compare a soft push and a hard push. Listen to each question, then circle one word in each row.”

ROW	SAY	STUDENTS CIRCLE
a	To compare a soft push and a hard push, should both pushes go the same way, turn, or stop? Circle the word you choose.	same
b	When we try a soft push and a hard push, what are we changing: strength, direction, or both? Circle the word you choose.	strength

PART 2 • OUR RESULTS

SAY “Now students will do the two pushes from the same start line, going the same way. After each test, which numbered marker did the object reach? Write that number in the matching box.”

- Box 1 (beside Soft): **the numbered marker where the object stopped after the soft-push trial**
- Box 2 (beside Hard): **the numbered marker where the object stopped after the hard-push trial**

WHAT TO ACCEPT

Part 1 answers are same and strength. In Part 2, accept the numeral students observed at the numbered marker for each trial. Results may differ by investigation.