

Motion Talk Lab

Students observe a motion, share an explanation, and record an agreed-on idea.

1.3.B “communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and”

NAME _____

DATE _____

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

1 WATCH AND CIRCLE _____

a	PUSH	PULL	STOP
b	STOP	PULL	PUSH

2 PARTNER LINES _____

PUSH	•	•	STILL
PULL	•	•	PRESS
STOP	•	•	DRAW

HOW TO RUN THIS PAGE

Use a book and an unsharpened pencil on a desk. Demonstrate the exact actions below while children watch the contact with the object. A push presses against an object; a pull draws it using a grip. After the two marked examples, press the far side of the book toward a nearby child: it is still a PUSH although it moves toward that observer. Then grip the pencil and draw it away from that child: it is still a PULL although it moves away from that observer. Ask children to explain the actions, not infer the force from direction alone. Keep objects on the desk. Students record an individual choice, then take turns explaining to a partner and agree on the mechanism matches.

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

PART 1 • WATCH AND CIRCLE

SAY “Watch my hand action on each object, not only where the object travels. I will read the choices. Circle how I applied the force.”

ROW	SAY	STUDENTS CIRCLE
a	Watch me press the near edge of this book with my open hand so it slides away from me. The words are PUSH, PULL, and STOP. Which word describes my pressing action? Circle it.	PUSH
b	Watch me grip this unsharpened pencil and draw it toward me. The words are STOP, PULL, and PUSH. Which word describes my gripping-and-drawing action? Circle it.	PULL

PART 2 • PARTNER LINES

SAY “I will read every word. PRESS means apply force by pressing against an object. DRAW here means grip an object and pull it along; it does not mean make a picture. STILL describes the stopped object in our example. With your partner, take turns pointing to the action match and explain what my hand did. Draw a line after both agree. Explain why the book pushed toward a child is still a push and the pencil pulled away from a child is still a pull.”

- **PUSH** matches **PRESS**
- **PULL** matches **DRAW**
- **STOP** matches **STILL**

WHAT TO ACCEPT

Circle PUSH for the pressing book action and PULL for the gripping-and-drawing pencil action. Match PUSH to PRESS, PULL to DRAW and STOP to STILL in the stated stopped-object example. Require an individual and partner explanation based on pressing versus gripping/drawing, using words or gestures. Toward/away depends on the observer and does not by itself identify push/pull; the two counterdemonstrations should be explained on that basis.