

Move It!

Teacher-led force activity with simple marks for motion changes.

1.7.A “explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion; and”

NAME _____

DATE _____

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

1 WHAT CHANGED? _____

a	STOP	START	TURN
b	FASTER	TURN	STOP
c	SLOWER	STOP	FASTER

2 PUSH OR PULL? _____

START	
STOP	
SLOWER	

HOW TO RUN THIS PAGE

Read each prompt as you demonstrate the action with a book on a desk. Students show what happened by circling a motion word, then record whether they saw a push or a pull with one letter.

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

PART 1 • WHAT CHANGED?

SAY “Watch the book as I do each action. Listen to the three words in each row, then circle the word that tells what happened to the book.”

ROW	SAY	STUDENTS CIRCLE
a	The book is still. I push it so it begins to move. Did it stop, start, or turn? Circle your answer.	START
b	The book is sliding. I push gently against it until it does not move. Did it go faster, turn, or stop? Circle your answer.	STOP
c	The book is sliding. I pull gently against its motion so it moves more slowly. Did it go slower, stop, or faster? Circle your answer.	SLOWER

PART 2 • PUSH OR PULL?

SAY “For each action, watch me and decide if I use a push or a pull. Write P for push or L for pull in the box beside the word.”

- Box 1 (beside START): **P**
- Box 2 (beside STOP): **P**
- Box 3 (beside SLOWER): **L**

WHAT TO ACCEPT

Circle-row answers are START, STOP, and SLOWER. For the boxes, demonstrate a push to start the book, a push against the moving book to stop it, and a pull against the moving book to make it slower. Accept uppercase or lowercase P and L.