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Force and Motion

When force is applied to an object, it causes it to move. For example, when a baseball bat hits a baseball that was traveling toward the batter, it puts force on it, causing it to change direct
the bat.

Force can also change the speed
player's cleat connects with a f
makes it through the field goal.
the kick, the ball may make it o
more or less force is

Force and Motion

What is Motion?

Motion is happening all around us. Try standing on the corner of a busy city
observe what you see. Here are some things your eyes may hone in
at what's happening around them: cars driving by honking their
ng up to a bus stop to unload passengers, and people hurrying
stinations. All of these things involve motion. Motion is
something from one place to another, and it often consists

Force and Motion

Name:

6. What does the word applied mean?
   a. heard
   b. put near
   c. made
   d. placed on

7. What is the main idea of paragraph 1?
   a. things are pushed or pulled to move
   b. watching g busy city streets can help you t
   c. we can see motion happening all around us
   d. buses unload passengers, which is a type o

8. Which of the following is NOT a way that force influ
   a. change in shape
   b. change in speed
   c. ability to move
   d. ability to rest

9. What is the logical connection between motion a
   a. both are used to help an object stop
   b. motion and force both make an obje
   c. both are used while objects are m
   d. There is no logical development.

ord developed mean?

Force and Motion

Name:

1. Select the word or phrase from the paragraph that DOES NOT help the reader understand the meaning of the word observe.
   a. what you see
   b. eyes may hone in
   c. look what's happening
   d. busy city street

2. What evidence does the author provide to su
   a. force can also change the speed
   b. objects must be pushed or pulle
   c. when force is applied to an obj
   d. objects can even change shap

3. Where in the text does the author show
   speed influence the speed at which son
   a. Paragraph 2
   b. Paragraph 3
   c. Paragraph 4
   d. Paragraph 5

4. What is the main idea of paragra
   a. objects remain movin
   b. the law of inertia is
   c. the law of mass an

nd

change

Annotate the Text

1. Number the paragraphs
2. Underline important statements
3. Circle unknown words
4. Quest

This resource includes:

- Teacher Tips
- Questions to Ask Students
- Student Bookmarks:
  - Close Reading Steps
  - Annotate/Mark the Text
- 4 Informational Texts
- 40 Multiple Choice Questions - 10 questions for each text
- 7 Graphic Organizers
- Answer Key

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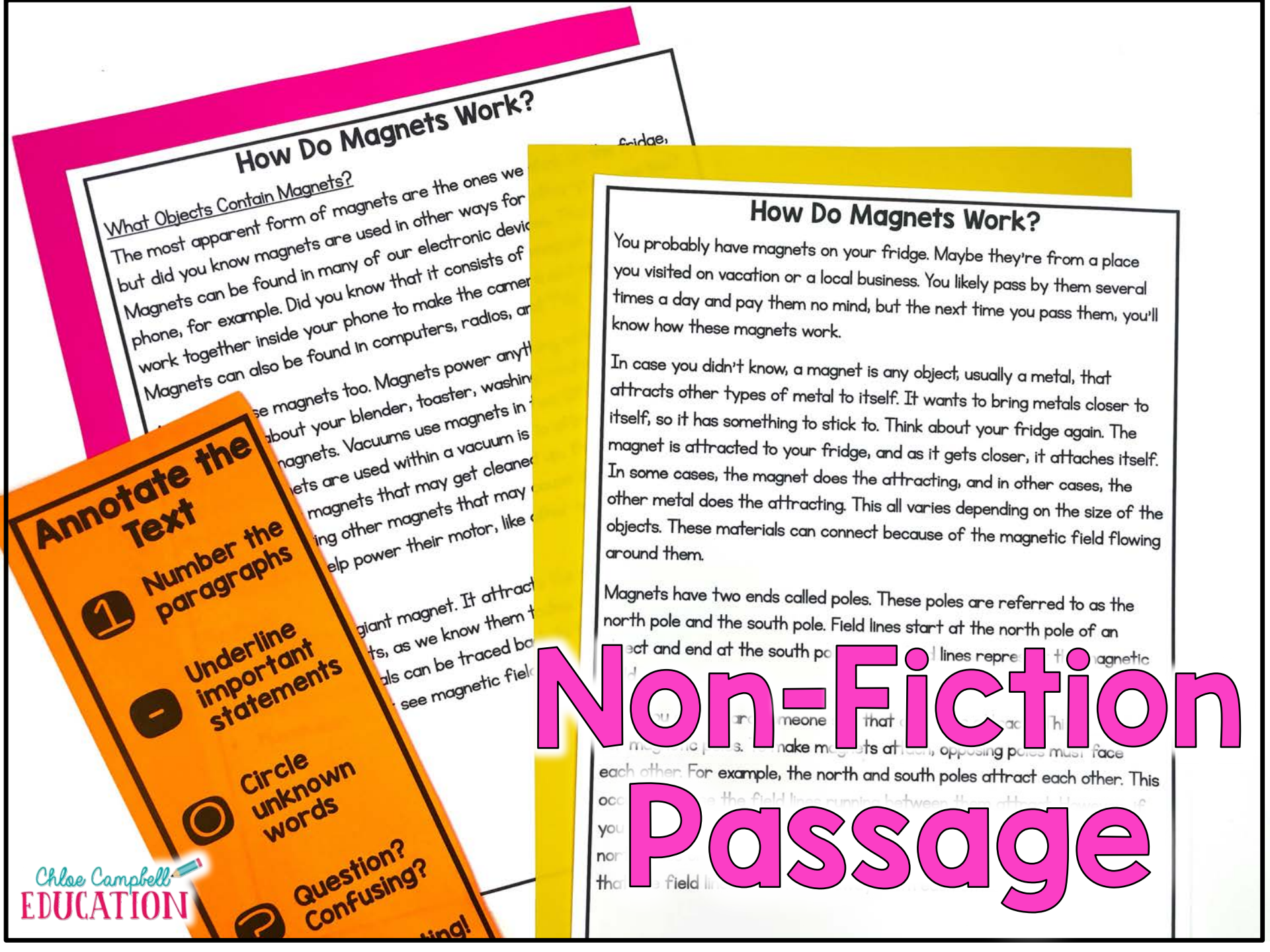
Topics Included:

4 Informational Texts:

- Force and Motion
- Push and Pulls
- Magnetism
- Balanced and Unbalanced Forces


How Do Magnets Work?
What Objects Contain Magnets?
How Do Magnets Work?
You probably have magnets on your fridge. Maybe they're from a place you visited on vacation or a local business. You likely pass by them several times a day and pay them no mind, but the next time you pass them, you'll know how these magnets work.
In case you didn't know, a magnet is any object, usually a metal, that attracts other types of metal to itself. It wants to bring metals closer to itself, so it has something to stick to. Think about your fridge again. The magnet is attracted to your fridge, and as it gets closer, it attaches itself. In some cases, the magnet does the attracting, and in other cases, the other metal does the attracting. This all varies depending on the size of the objects. These materials can connect because of the magnetic field flowing around them.
Magnets have two ends called poles. These poles are referred to as the north pole and the south pole. Field lines start at the north pole of an
each other. For example, the north and south poles attract each other. This
Annotate the Text
1 Number the paragraphs
Underline important statements
Circle unknown words
Question? Confusing?
Non-Fiction
Passage
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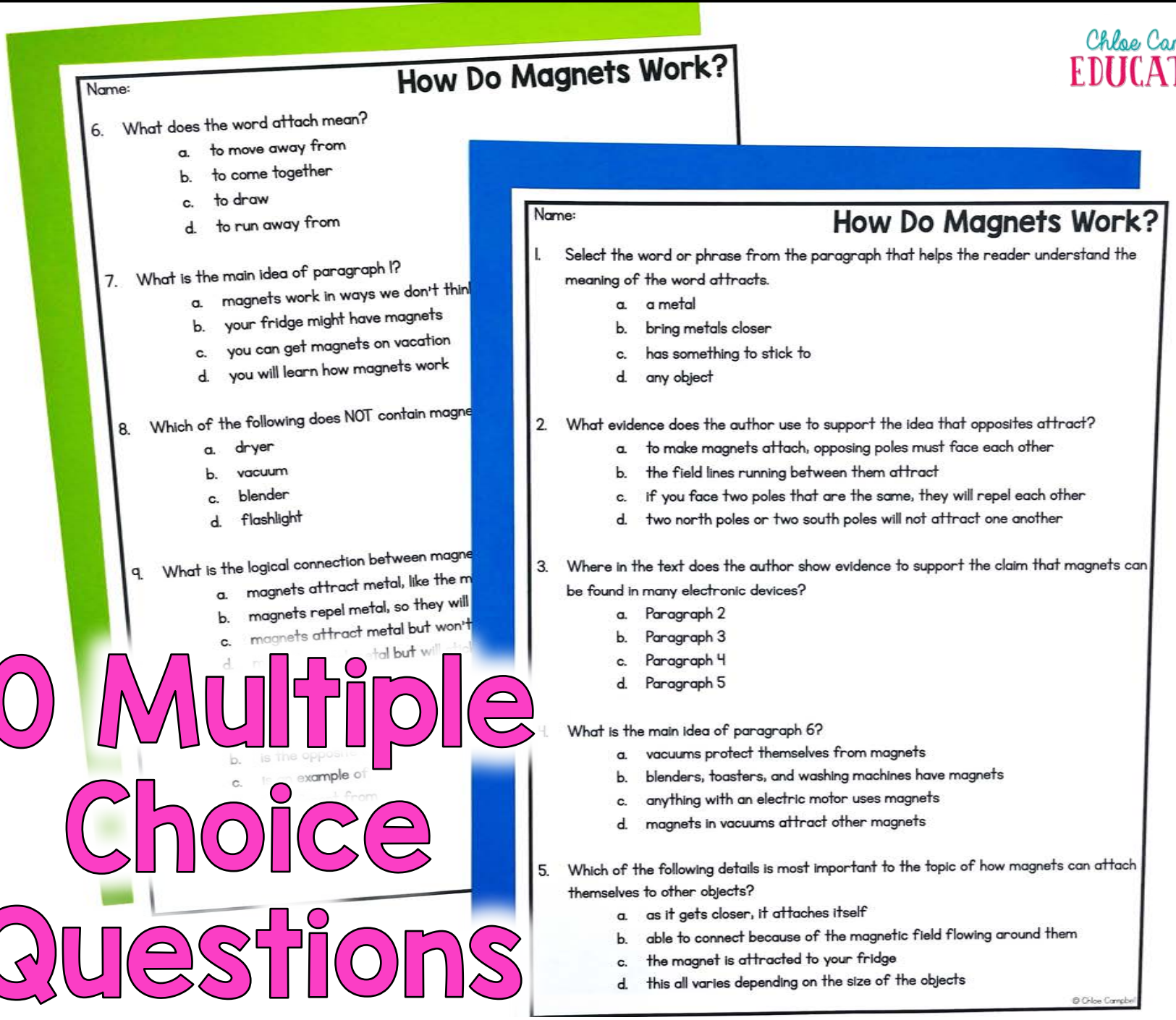
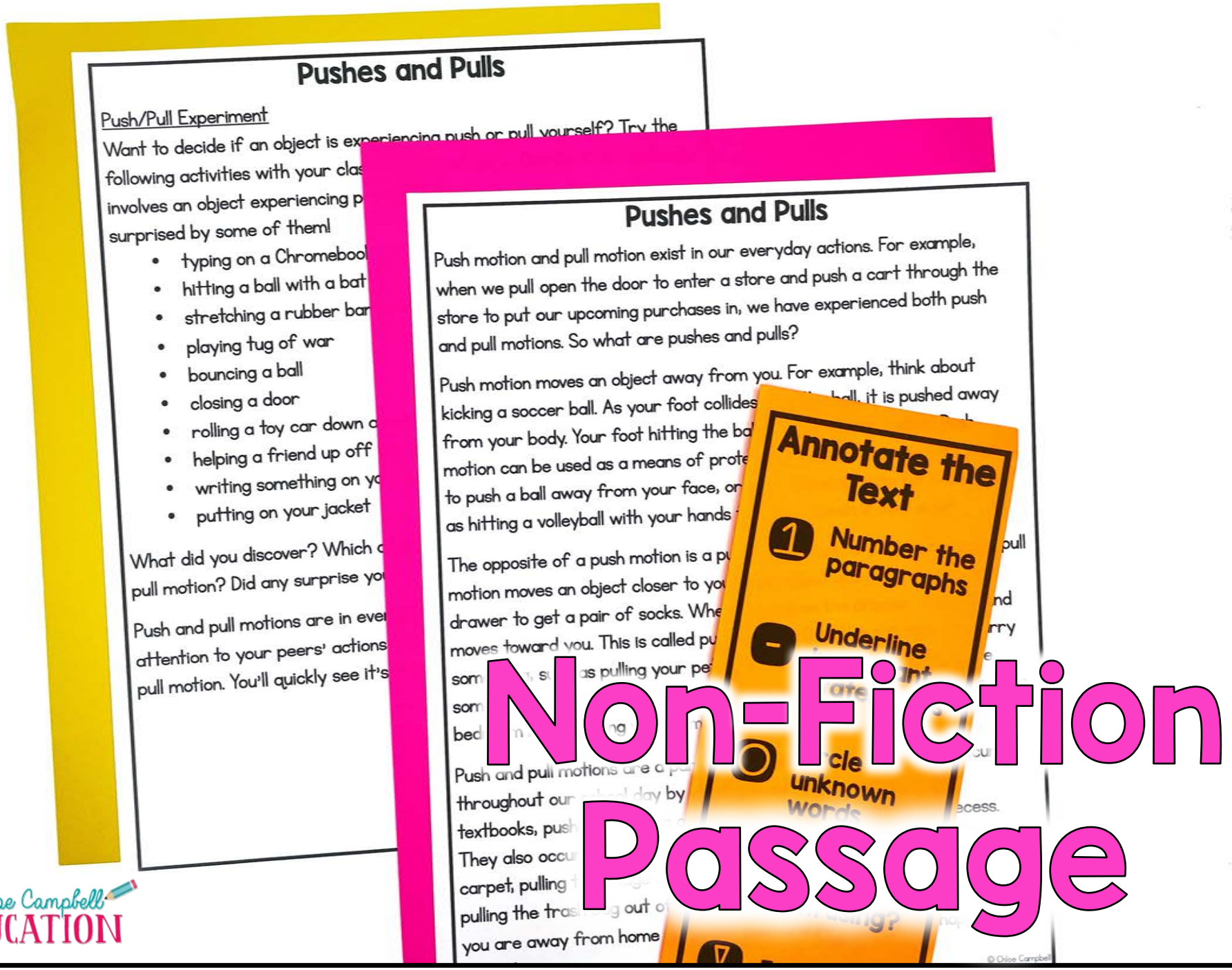


10 Multiple Choice Questions


Pushes and Pulls
Push/Pull Experiment
Want to decide if an object is experiencing push or pull yourself? Try the
following activities with your cla
involves an object experiencing p
surprised by some of them!
typing on a Chromeboo
hitting a ball with a bat
stretching a rubber ban
playing tug of war
bouncing a ball
closing a door
rolling a toy car down a
helping a friend up off
writing something on yo
putting on your jacket
What did you discover? Which
pull motion? Did any surprise yo
Push and pull motions are in eve
attention to your peers' actions
pull motion. You'll quickly see it's
Pushes and Pulls
Push motion and pull motion exist in our everyday actions. For example,
when we pull open the door to enter a store and push a cart through the
store to put our upcoming purchases in, we have experienced both push
and pull motions. So what are pushes and pulls?
Push motion moves an object away from you. For example, think about
kicking a soccer ball. As your foot collides
from your body. Your foot hitting the ba
motion can be used as a means of prote
to push a ball away from your face, or
as hitting a volleyball with your hands
The opposite of a push motion is a pu
motion moves an object closer to yo
drawer to get a pair of socks. Whe
moves toward you. This is called pu
som
som
bed
Push and pull motions are a pu
throughout our
textbooks, push
They also occu
carpet, pulling
pulling the tras
you are away from home
Annotate the Text
1 Number the paragraphs
Underline
unknown words
Non-Fiction
Passage
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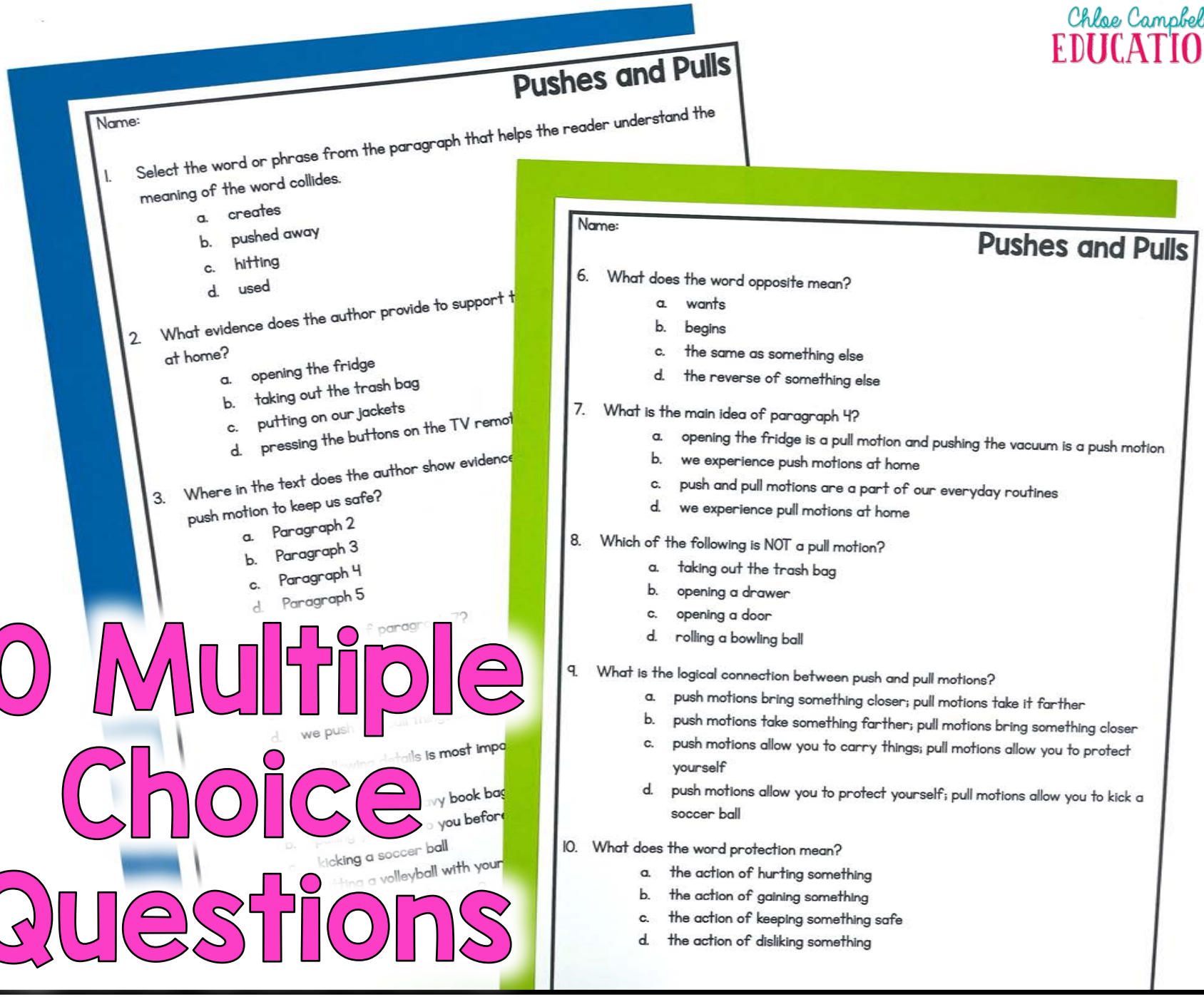
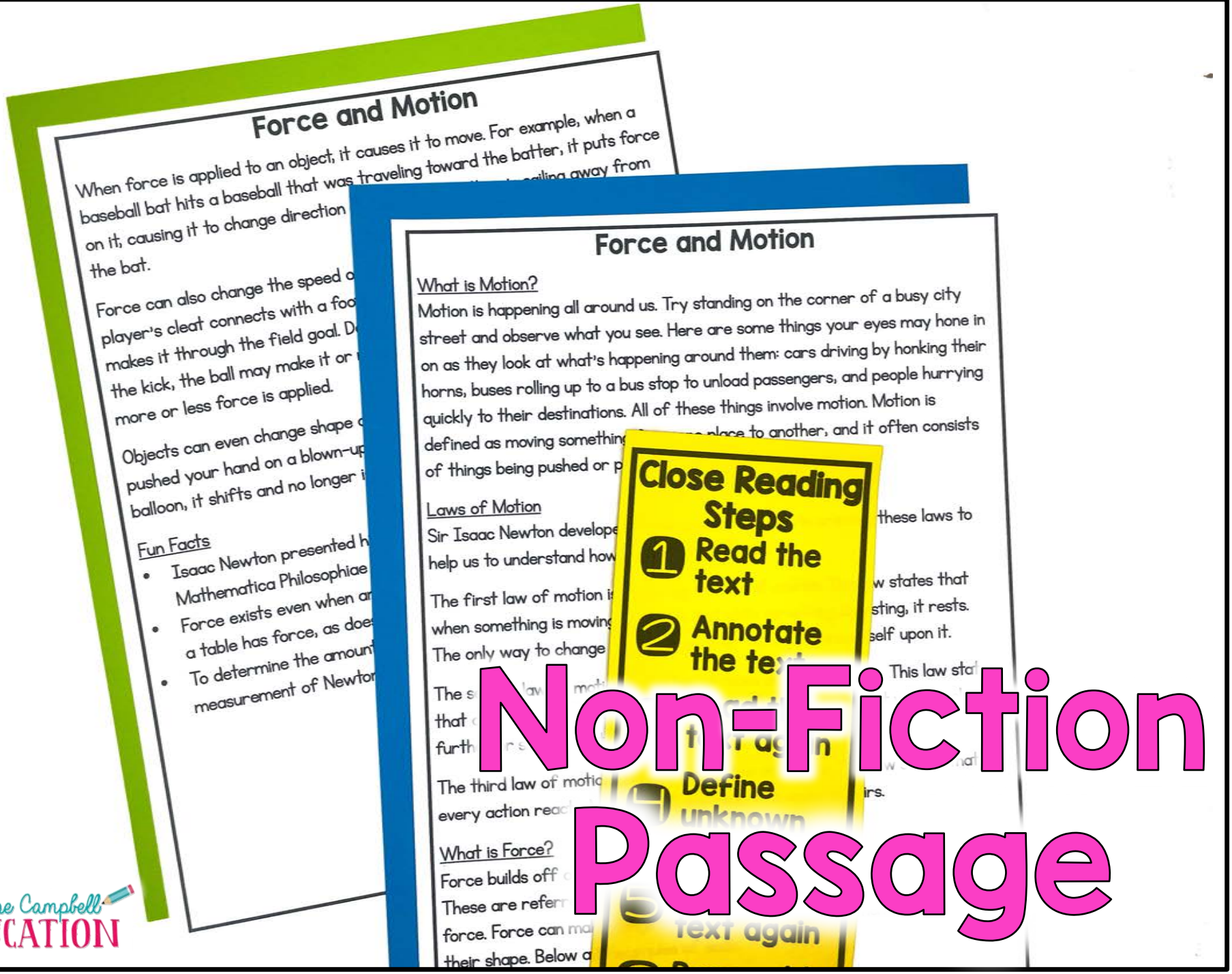

Pushes and Pulls
Name:
1. Select the word or phrase from the paragraph that helps the reader understand the meaning of the word collides.
a. creates
b. pushed away
c. hitting
d. used
2. What evidence does the author provide to support t
at home?
a. opening the fridge
b. taking out the trash bag
c. putting on our jackets
d. pressing the buttons on the TV remot
3. Where in the text does the author show evidence
push motion to keep us safe?
a. Paragraph 2
b. Paragraph 3
c. Paragraph 4
d. Paragraph 5
Name:
Pushes and Pulls
6. What does the word opposite mean?
a. wants
b. begins
c. the same as something else
d. the reverse of something else
7. What is the main idea of paragraph 4?
a. opening the fridge is a pull motion and pushing the vacuum is a push motion
b. we experience push motions at home
c. push and pull motions are a part of our everyday routines
d. we experience pull motions at home
8. Which of the following is NOT a pull motion?
a. taking out the trash bag
b. opening a drawer
c. opening a door
d. rolling a bowling ball
9. What is the logical connection between push and pull motions?
a. push motions bring something closer; pull motions take it farther
b. push motions take something farther; pull motions bring something closer
c. push motions allow you to carry things; pull motions allow you to protect yourself
d. push motions allow you to protect yourself; pull motions allow you to kick a soccer ball
10. What does the word protection mean?
a. the action of hurting something
b. the action of gaining something
c. the action of keeping something safe
d. the action of disliking something
10 Multiple Choice Questions


Force and Motion
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player's cleat connects with a foo
makes it through the field goal. D
the kick, the ball may make it or
more or less force is applied.
Objects can even change shape
pushed your hand on a blown-up
balloon, it shifts and no longer i
Fun Facts
Isaac Newton presented h
Mathematica Philosophiae
Force exists even when ar
a table has force, as doe
To determine the amount
measurement of Newton
Force and Motion
What is Motion?
Motion is happening all around us. Try standing on the corner of a busy city street and observe what you see. Here are some things your eyes may hone in on as they look at what's happening around them: cars driving by honking their horns, buses rolling up to a bus stop to unload passengers, and people hurrying quickly to their destinations. All of these things involve motion. Motion is defined as moving something
to another, and it often consists of things being pushed or p
Laws of Motion
Sir Isaac Newton develope
these laws to help us to understand how
The first law of motion i
w states that
when something is moving
sting, it rests.
The only way to change
self upon it.
The s
This law sta
that
furth
The third law of motio
irs.
every action reac
What is Force?
Force builds off
These are refer
force. Force can ma
their shape. Below a
Close Reading Steps
1 Read the text
2 Annotate the te
Define unknown
text again
Non-Fiction Passage
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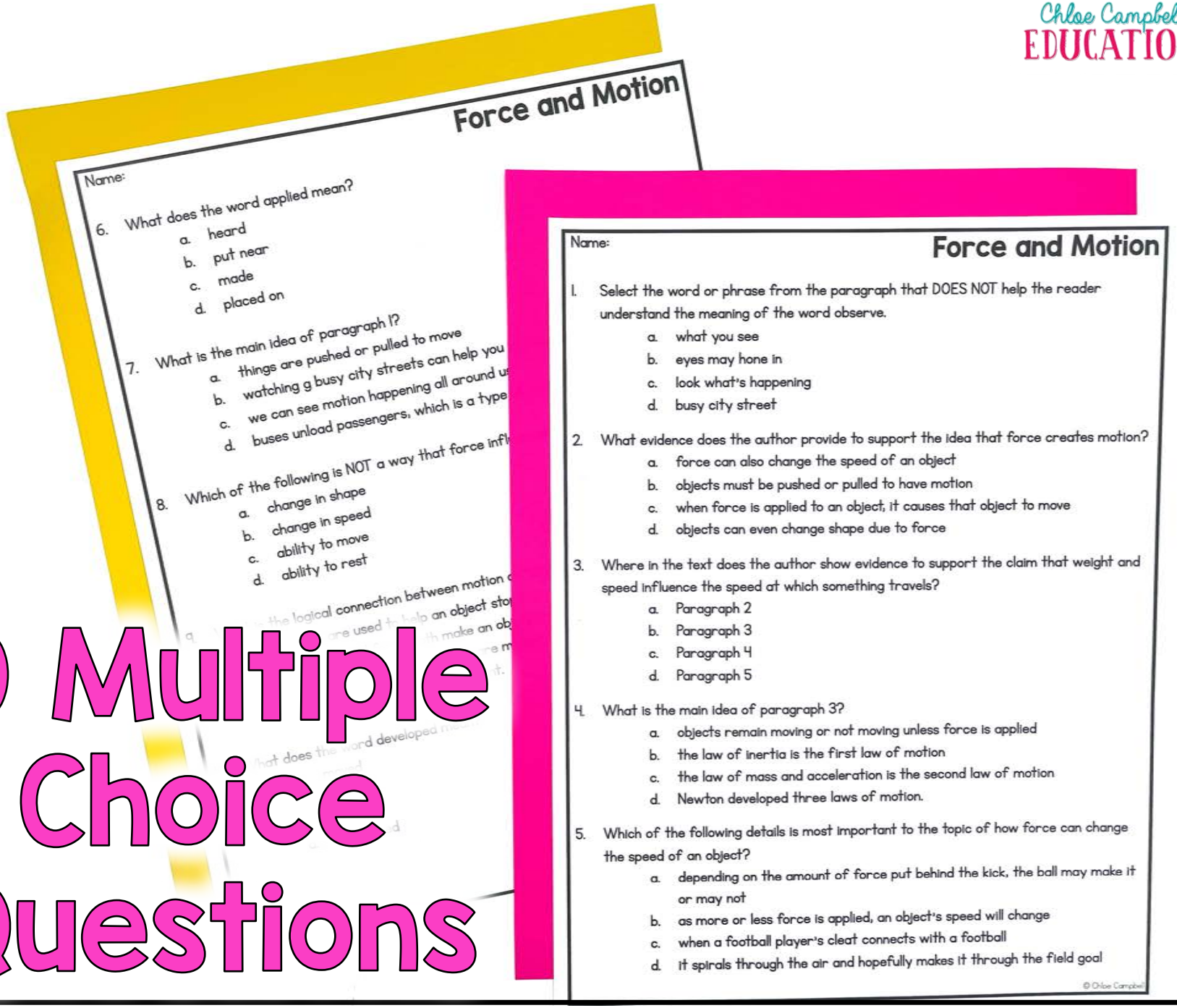
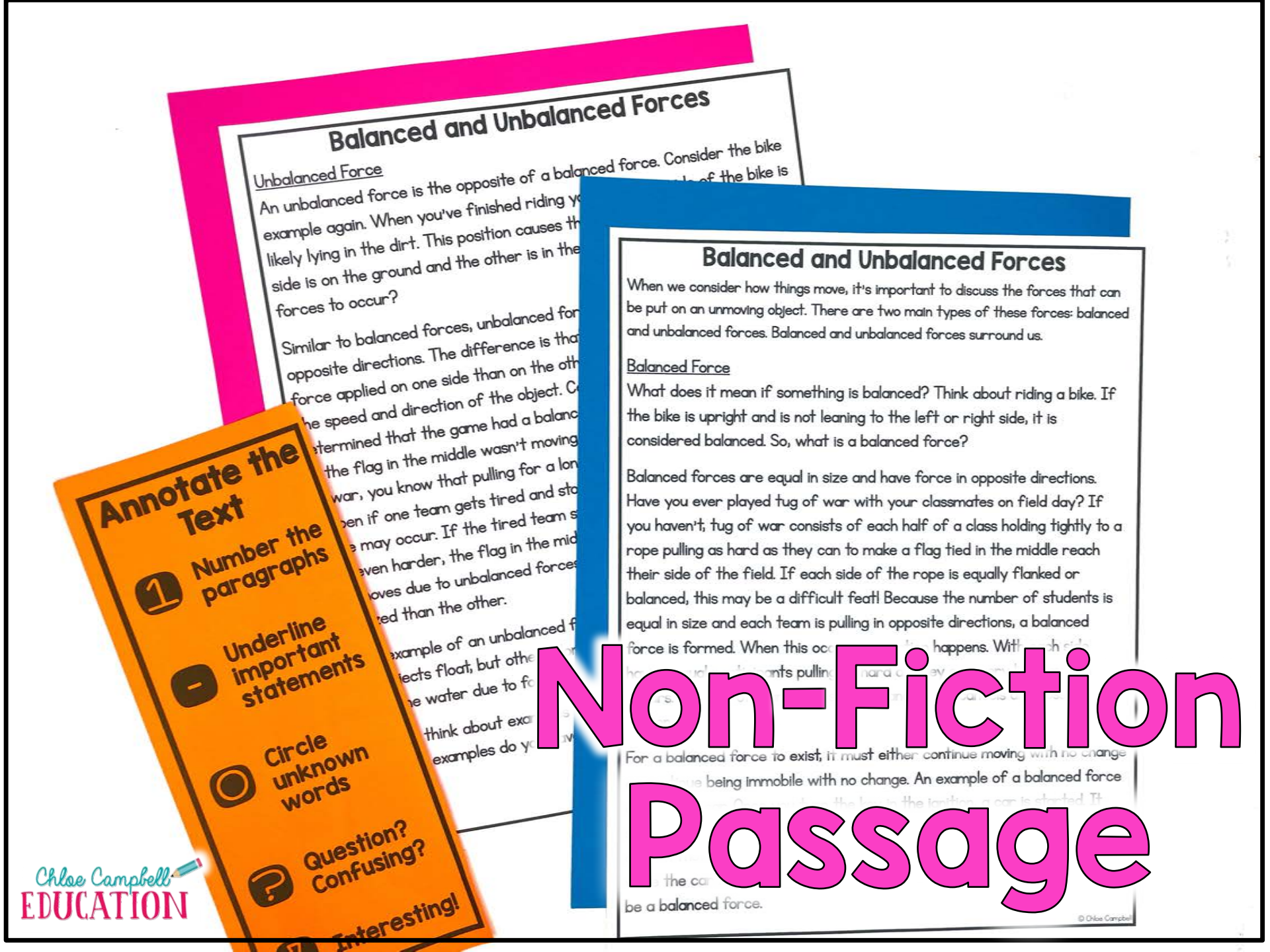


10 Multiple Choice Questions


Balanced and Unbalanced Forces
Unbalanced Force
Balanced and Unbalanced Forces
When we consider how things move, it's important to discuss the forces that can be put on an unmoving object. There are two main types of these forces: balanced and unbalanced forces. Balanced and unbalanced forces surround us.
Balanced Force
What does it mean if something is balanced? Think about riding a bike. If the bike is upright and is not leaning to the left or right side, it is considered balanced. So, what is a balanced force?
Balanced forces are equal in size and have force in opposite directions. Have you ever played tug of war with your classmates on field day? If you haven't, tug of war consists of each half of a class holding tightly to a rope pulling as hard as they can to make a flag tied in the middle reach their side of the field. If each side of the rope is equally flanked or balanced, this may be a difficult feat! Because the number of students is equal in size and each team is pulling in opposite directions, a balanced force is formed. When this oc happens. Wit
nts pulli
For a balanced force to exist, it must either continue moving
being immobile with no change. An example of a balanced force
the ca
be a balanced force.
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Annotate the Text
1 Number the paragraphs
Underline important statements
Circle unknown words
? Question? Confusing?
Interesting!
Non-Fiction
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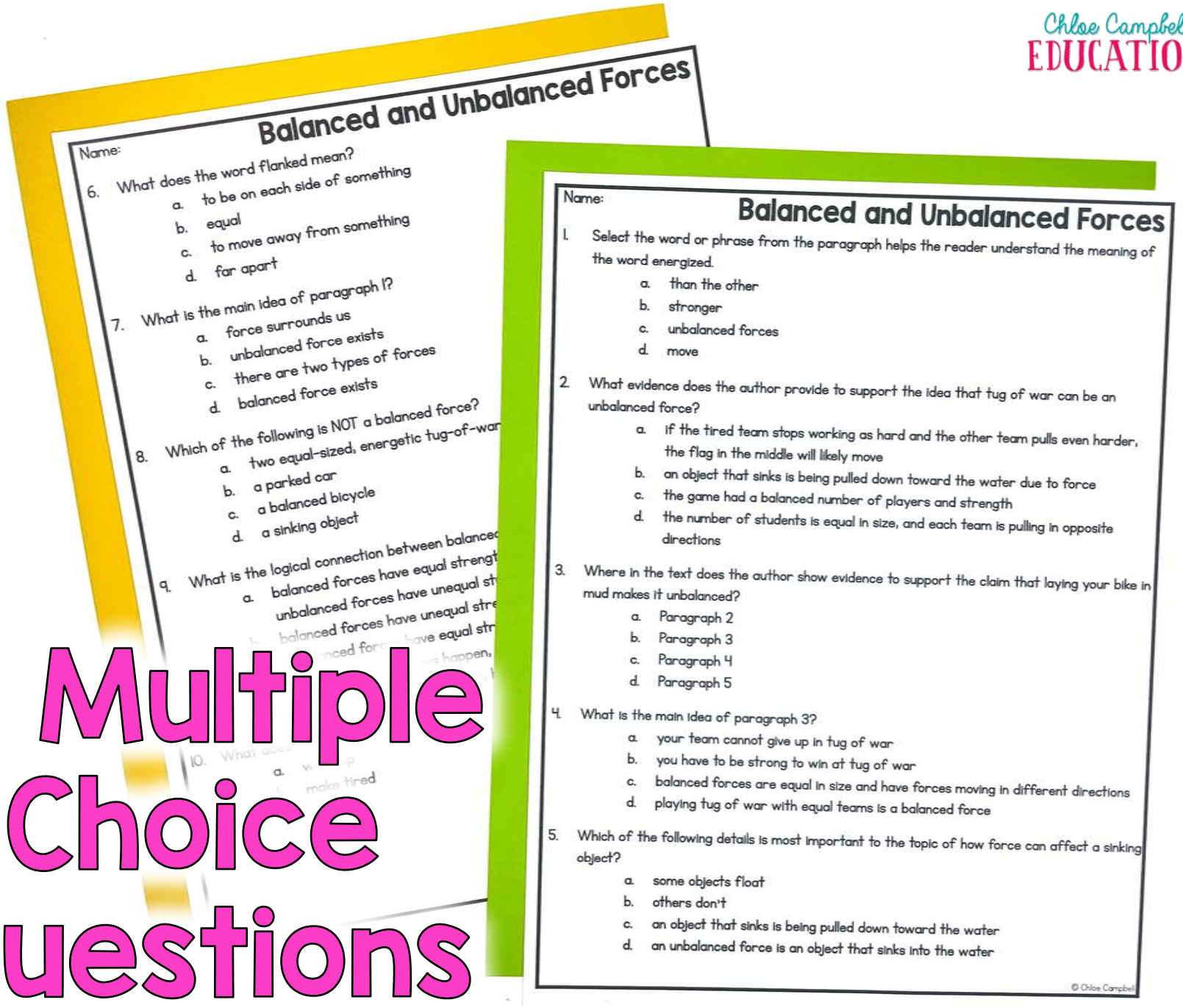

10 Multiple Choice Questions

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Close Reading

Close Reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

Steps for Close Reading:

1. Read the Text
2. Mark Up the Text or Annotate the Text
3. Read the Text Again
4. Define Unknown Words
5. Read the Text Again
6. Respond to Reading

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Teacher Tips & Suggestions

Includes:

- Teacher Tips
- Questions to Ask Students
- Close Reading Steps - Bookmark
  - Version with "Mark the text"
  - Version with "Annotate the text"
- Steps to "Mark the Text" Bookmark
- Steps to "Annotate the Text" Bookmark
- Informational Text: The
- 10 Multiple Choice Questi
- 7 Graphic Organizers

Questions to Ask Students

- What is the text mostly about?
- Who is the audience for this text?
- What's is the writer's purpose of this text?
- What's your favorite part of the passage?
- What words are new to you? What do you think the words mean?
- What detail stands out to you?
- What questions do you now have about the topic?
- If you can ask the author 2 questions, what would yo ask them?
- In this paragraph, what is the author saying?
- What is the structure of the text? How does it help

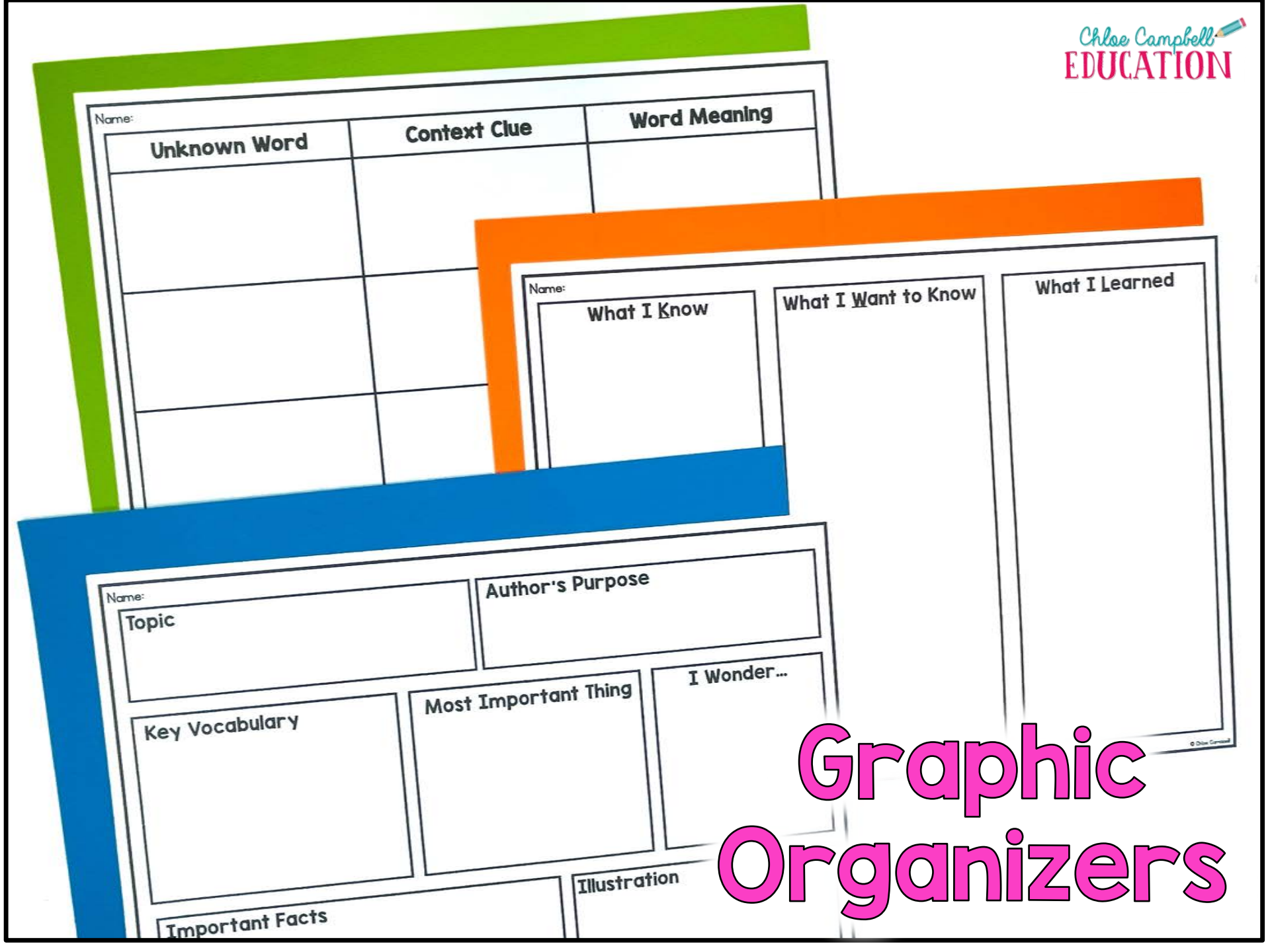
Teacher Tips

Close reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

1. Read the Text: When students read the text for the first time, they are reading just to identify what the passage is mostly about. The first read is surface level and allows the students to understand the gist of the text.
2. Mark Up the Text or Annotate the Text: Encourage students to use their annotation bookmarks (provided below) to make notes directly on the text. Students can write in the margins, use sticky notes to make notes, use color coding. You can even slip the text inside a dry-erase pocket and encourage students to use dry-erase markers to mark up the text.
3. Read the Text Again: If the teacher is working with the students for this, the teacher can read the text aloud this time. Model think-alouds and use expression while you read. If students are working with partners in a station, encourage them to each read a paragraph then switch readers.
4. Define Unknown Words: During this step, invite students to circle any unknown or unfamiliar words. Use the provided graphic organizer to select 4-5 unknown words and work to identify the meaning of each word.
5. Read the Text Again: With this third time reading the text, encourage the students to read the passage independently.
6. Respond to Reading: Students will now use the text to answer the 10

Graphic Organizers

- Main Ideas with Text Evidence
- Central Ideas with Text Evidence
- Central Ideas with Details
- Main Idea, Details, Conclusion
- KWL: What I Know, What I Want to Know, What I Learned
- Overview: Topic, Author's Purpose, Key Vocabulary, Most Important Thing, I Wonder, Important Facts, Illustration
- Context Clues (3 Versions: 3 words, 4 words, 5 words)
- Arthropods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Name:
Unknown Word
Context Clue
Word Meaning
Name:
What I Know
What I Want to Know
What I Learned
Name:
Topic
Author's Purpose
Key Vocabulary
Most Important Thing
I Wonder...
Important Facts
Illustration
Graphic Organizers

Ideas for Use

- Science or ELA Stations
- Whole Group Instruction
- Partner Practice
- Guided Reading Groups
- Substitute Plans
- Send home to practice
- ELA Work Stations or Centers
- Assessment

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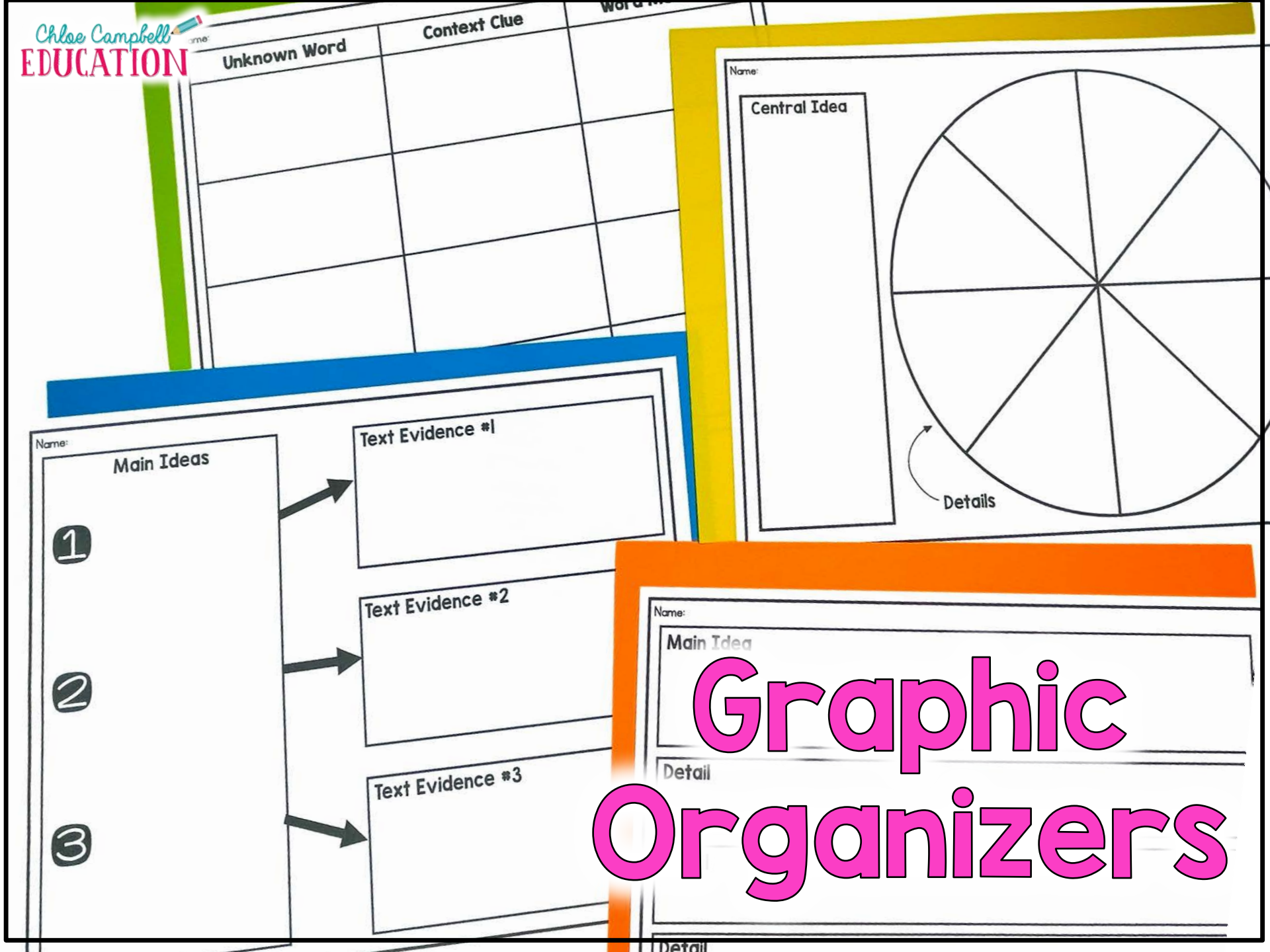

Graphic Organizers

Purchase now to connect science and literacy in your classroom!

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