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Physical Science

Simple Machines
Some things move.
Some things don’t move.
Some things you can pull
Some things you can pull
Some things you can push.
Some things you can push.
Push and Pull are forces.
The End
Domain: Physical Science

PS 3.1.1 Recognize the relationship between force and motion
- PS 3.1.1a Recognize something as moving or not moving.
- PS 3.1.1b Identify something as moving or not moving.
- PS 3.1.1c Make something move by pushing or pulling (applying force).
- PS 3.1.1d Identify the initial and final positions of an object that moves.
- PS 3.1.1e Recognize that objects can move in different directions (e.g. horizontally, vertically, forward, backward).
- PS 3.1.1f Recognize an object changing direction.
- PS 3.1.1g Recognize one object moving faster/slower (speed) than another object.
- PS 3.1.1h Recognize that a different amount of force on the same object causes different amounts or speeds of movement (e.g. a harder push or pull).

A Science Investigation includes 4 components:
- Observing/questioning
- Planning
- Conducting
- Analyzing

OBSERVING/QUESTIONING
Ideas on how students may be involved in the observing/questioning component of the science investigation:
- Read a book about simple machines and discuss the observations.
- Take a walk around the school and observe things that move/don’t move.
- Make a prediction about the observations.

Examples of predictions:
I predict that _________ things move. (small, red, soft)
I predict that _________ things move. (all, some, no)
I predict that I can ________ heavy things. (push, pull) (move, not move)
I predict that I can ________ light things. (push, pull) (move, not move)

For students using symbols, sentence strips can be used for predictions.
Domain: Physical Science

PLANNING
Ideas on how students may be involved in planning the science investigation:
- Collect and put on the LAB coats.
- Based on predictions, identify the things needed for the experiment (small things, heavy things, red things).
- Identify the tools needed to collect the things (boxes, bins, labels for different things).
- Identify the data chart (tool) needed for the experiment.
- Plan the places to visit to collect the things.
- Take a walk around the school and collect things.

CONDUCTING
Ideas on how students may be involved in conducting the science investigation:
- Use a three step process to conduct the experiment such as
  1. Choose object
  2. Try to move object (Did it move?)
  3. Mark the data chart (move/did not move)
- Data chart might look like:

<table>
<thead>
<tr>
<th>Things</th>
<th>move</th>
<th>don't move</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Blue Object" /></td>
<td><img src="image2.png" alt="X" /></td>
<td><img src="image3.png" alt="X" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Pencil" /></td>
<td><img src="image5.png" alt="X" /></td>
<td><img src="image6.png" alt="X" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Dumbbells" /></td>
<td><img src="image8.png" alt="X" /></td>
<td><img src="image9.png" alt="X" /></td>
</tr>
<tr>
<td><img src="image10.png" alt="Paperclip" /></td>
<td><img src="image11.png" alt="X" /></td>
<td><img src="image12.png" alt="X" /></td>
</tr>
</tbody>
</table>
Domain: Physical Science

ANALYZING
Ideas on how students may be involved in analyzing the science investigation:

- See if any trends exist in data (“small things moved”).
- Retell the data (e.g., “the paperclip moved”, touching a representational object that means “move” or “don’t move” for each object, moving the things).
- See if the prediction was correct (e.g. “small things move”).