

## **Making Movements with Bloom's Revised Taxonomy**

### ***Remembering***

List as many ways that objects can move.  
List as many directions that objects can move.  
List as many things that can make objects move.  
Write the places where objects could move.  
Write the time of day we could see objects moving.

### ***Understanding***

Describe how you made the pin move in a line with the use of a magnet.  
Draw and label the parts of a pinwheel, showing what parts moved, in what direction and why.  
Describe how you made hair stand up.  
Use a diagram to describe how you made the balloon move along the string.  
Describe how the boat moved.  
Draw and label the parts of a paddlewheel describing what parts moved, in what direction and why.

### ***Applying***

Compile sources of energy that have powered the moving objects we have studied.

### ***Analysing***

Determine a list of objects that could easily move and the sources of energy that could make them move.

### ***Evaluating***

What criteria would you use to evaluate if an object has moved?

### ***Creating***

Make an object move without touching it. You will need to create a plan, identifying the source of energy that will create the movement, the way and direction the object will move and if it needs to be observed at a particular time of day.

### ***Remembering***

<b><i>Ways that objects move</i></b>	<b><i>Directions that objects move</i></b>	<b><i>Things that make objects move</i></b>
<b><i>Places where objects could move</i></b>	<b><i>Times when we could see objects moving.</i></b>	

### ***Understanding***

Describe how you made the pin move in a line with the use of a magnet.

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### ***Understanding***

Draw and label the parts of a pinwheel, showing what parts moved, in what direction and why.



### ***Understanding***

Draw and label the parts of a paddlewheel describing what parts moved, in what direction and why.

### ***Applying***

Compile sources of energy that have powered the moving objects we have studied.

<b><i>Object</i></b>	<b><i>Energy source</i></b>

### ***Analysing***

Determine a list of objects that could easily move and the sources of energy that could make them move.

<b><i>Object</i></b>	<b><i>Energy source</i></b>

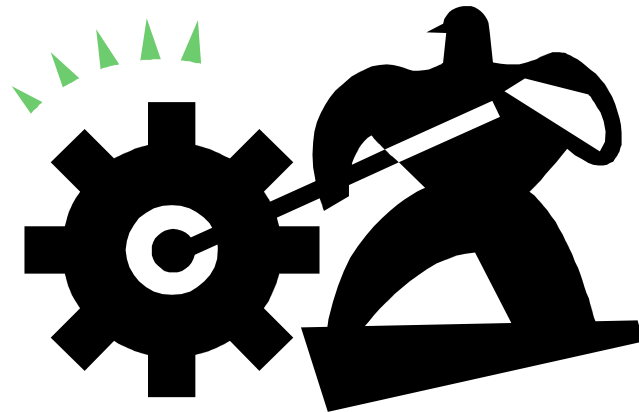
### ***Evaluating***

What criteria would you use to evaluate if an object has moved?

### ***Creating***

Make an object move without touching it. You will need to create a plan, identifying the source of energy that will create the movement, the way and direction the object will move and if it needs to be observed at a particular time of day.

# *Making Movements*



**Name:** \_\_\_\_\_

# ACTIVITIES

## Remembering Activities

- Hot Potato
  - Ways that objects can move eg slide
  - Directions that objects can move eg down
  - Things that can make objects move eg wind
  - Places where objects could move
  - Time of day we can see objects moving

## Understanding Activities

- Magnet exploration – using a magnet to make a pin move in a straight & curved line
- Making a pinwheel to move with wind
- Making static electricity to make hair on someone's head stand up
- Attaching a straw to a balloon, threading fishing line through the straw & attaching the ends to chairs spaced out. Blow up the balloon, hold onto the neck of the balloon with the balloon at one end of the line. Release the neck & watch it move.
- Use a blown egg with one end covered, then filled with water or a metal cigar case. Wrap wire around the egg & attach to a balsa wood platform so that it sits above the platform with the hole facing backwards. Place a tea candle under the egg, place the boat into water & light the tea candle. As the water heats the boat should move as the steam is expelled.
- Cut pieces of plastic ice cream lid into paddle shapes. Cut slits in a cork & insert the plastic paddles. Push pins into the ends of the cork & rest onto the sides of a waterproof container. Gently pour water onto the paddles to make the cork spin.

## Applying Activities

Complete the table in the workbook

## Analysing Activities

Complete the table in the workbook

## Evaluating Activities

Brainstorm how we would justify that an object had moved without being touched, identifying direction, length of movement & energy

## Creating Activities

Complete design & model making