

Crazy Floors

Class: _____

Date: _____

Performance and Learning Targets Linked to the Activity and the Eight Next Generation Science Practices Observe the suggested student behaviors while working with the activity. Either use the suggested Emerging (E), Developing (D), Proficient (P), Accomplished (A) proficiency level descriptions or use one relevant to your context.	Name(s)												
Student Performance Targets Linked to the Activity To what degree can the student...?													
Adequately build or expand the Crazy Floors model(s) with help or independently using the Building Instruction (1, 2, 3, 6)													
Use the model to demonstrate and share understanding of science terms and make predictions about the use of pulleys (E.g. speed and rotation relationships) (1, 3, 4, 5, 8)													
Use prior knowledge of machines to describe orally or in writing scientific problems that can be solved using pulley systems (1, 6, 8)													
Make changes or create a new model design in order to create a more advanced model based on tests and data (2, 3, 4, 6)													
Use Crazy Floors worksheets to record and analyze data collected from the model investigation (3, 4, 5)													
Selected Student Learning Targets Linked to the Practices To what degree can the student...?													
Ask questions and make observations about what would happen if a variable is changed (1, 3)													
Demonstrate ability to use fair testing of models and make adjustments based upon test data and measurements (3, 4, 6)													
Test different model designs of the same object to determine which one better meets the criteria (3)													
Estimate, collect, measure, describe and/or graph quantities to make comparisons across teams and listen to the ideas of others (4, 5, 6, 7, 8)													
Communicate the meaning of the findings with others (E.g. orally, in drawing or writing) (4, 8)													
Optional Student Learning Targets													
Lesson Observational Notes:													