

Subject :	Science (Lesson 9 – Friction)	Duration:	80 mins
Materials	Answer keys, Science Probe 5 p. 10-13, toy car, box filled with books, skateboard		
Time (min)	Teacher	Students	
20	<p>Introduction:</p> <ul style="list-style-type: none"> Mark homework from previous classes. 	<ul style="list-style-type: none"> Students mark homework with red pen. They fill in the correct answers where necessary. 	
5	<p>Activity:</p> <ul style="list-style-type: none"> Pull out a plastic box with lots of books in it. Ask students if they think it is going to be easy or difficult to move. Ask why they think this. What do they think is making it hard to move? Ask for a volunteer to come and pull the box across the floor for a bit. Ask them if it was easy or difficult to move. Bring out the skateboard. Put the box on the board. Ask students if they think it is going to be easy or difficult now. Ask them why they think that. Push the skateboard forward and see how easily it moves. Ask them what they think makes it move forward easily. (Wheels reduce friction) 	<ul style="list-style-type: none"> Suggest reasons for why a box full of books might be hard to move across the floor. One student pulls the box across the floor for a bit and says whether they found it easy or difficult to move Suggest reasons for why it moves easier when on the skateboard. 	
15	<ul style="list-style-type: none"> Distribute textbooks. Ask students to follow along while I read. Read the first section. Ask students to talk in their groups and come up with 4 important facts from that paragraph and 2 examples. Write notes on board. 	<ul style="list-style-type: none"> Open books to p. 10 and follow along as I read the paragraphs. Brainstorm ideas in groups and write them on their note paper. 	
20	<ul style="list-style-type: none"> Read the following sections and repeat previous activity. 	<ul style="list-style-type: none"> Share notes with class and write them in their notes. Repeat steps. 	
5	<p>Conclusion:</p> <ul style="list-style-type: none"> Pull back on car. Ask students, if I released it, what surfaces would allow it to move the furthest and what would not let it travel far. What types of surfaces would change the distance? Why? Tell students that we will be having a lab to investigate this in the following class. Explain homework to the class. 	<ul style="list-style-type: none"> Students predict which surfaces would allow the car to move the furthest. Answer why they think this is the case. Students work on homework questions. 	