

# Greetings, Family!

Our science class will learn about light, sound, motion, and machines in our unit on Physical Science.

You can help make science come alive for your student by having your student identify simple machines he or she uses around the house. If you have tools in your home such as a shovel or pry bar, ask your student to identify the type of simple machine the tool is. Then point out how that particular tool puts force where you want it, makes a force stronger, or makes an object move faster.

For this unit, we will be doing some hands-on activities about light and simple machines, using the materials listed below. Can you donate or loan any of these items? If so, we need to receive your items by \_\_\_\_\_.

- flashlights
- metric tape measures
- transparent tape
- masking tape
- sponge balls
- spray bottles for water
- stopwatches
- toy cars
- self-stick notes

Thank you very much for your help!



## The Georgia Performance Content Standards covered by this unit are:

**S4P1a** Identify materials that are transparent, opaque, and translucent.

**S4P1b** Investigate the reflection of light using a mirror and a light source.

**S4P1c** Identify the physical attributes of a convex lens, a concave lens, and a prism and where each is used.

**S4P2a** Investigate how a sound is produced.

**S4P2b** Recognize the conditions that cause pitch to vary.

**S4P3a** Identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle).

**S4P3b** Using different size objects, observe how force affects speed and motion.

**S4P3c** Explain what happens to the speed or direction of an object when a greater force than the initial one is applied.

**S4P3d** Demonstrate the effect of gravitational force on the motion of an object.