Weekly Lessons/Overview and Goals: Students will establish routines including: science notebooks, class expectations and ways we collaborate with others. Students will begin exploring properties of matter and science safety

TEKS:
For Unit 1:
Properties of Matter

4.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

4.5A Measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, gas), temperature,magnetism, and the ability to sink or float.
4.5B Compare and contrast a variety of mixtures including solutions.

Scientific Investigation and Reasoning

4.1A Demonstrate safe practices and the use of safety equipment

Unit 1 Vocabulary
4.1A
safety
safe practices
safety procedures
safety equipment
goggles
gloves

4.5A
physical properties
matter
size
mass
states of matter
volume
magnetism
solid
liquid
gas
temperature
sink
float
buoyancy

4.5B
mixture
solution

Generalizations:
Matter has measurable physical properties that determine how it's classified, changed, and used.

Materials can be combined and separated for different purposes

Essential Questions:

What are the physical properties of matter and how can they be measured?

How can we compare and contrast matter?

What are the similarities and differences among mixtures and how can they be separated?

Monday: Labor Day - Student and Staff Holiday

Tuesday: I Can Statement: I can compare and contrast mixtures and solutions. **Review condensation and evaporation**

Explain

Question Prompts from Explain

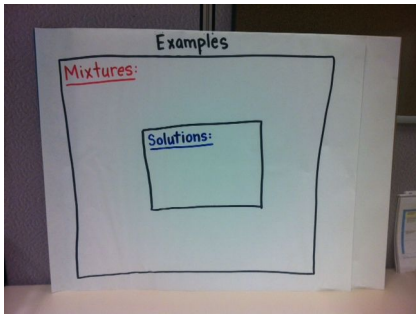
- What makes something a mixture?
- What makes a solution a special type of mixture?
- Which properties help us separate mixtures and solutions?
- How is separating a mixture similar to/different than separating a solution?

Wednesday: I Can Statement: I can compare and contrast mixtures and solutions.

Elaborate

1. Students (individually or in partners) think of another mixture and write a plan to separate it. Write the mixture with the plan to separate it on a sticky note.
2. *Gather the class around the box in box chart and decide whether their mixture goes inside the large mixture box or the small solutions box.*

Allow students an opportunity to measure/ read, and compare various amounts of liquids in beakers and/or measuring cups.
Allow students an opportunity to practice reading real thermometers or using a virtual thermometer



Science, Week of 9-3 Kathy Caraway/RRISD

Videos for review: Condensation Evaporation of water Evaporation of salt water
Thursday: Review Activity - Sub Day Students will complete the Cloze activity from STEM scopes and complete a question prompt in their notebooks.
Friday: DCA, Unit 1

Differentiation: A variety of activities (application, concrete, and kinesthetic) will be incorporated into both days to engage all learners. Kagan structures will be introduced the first week.