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|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | * **SCI.6.1A** Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. * **SCI.6.4A** Use appropriate tools to collect, record, and analyze information including: journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum. | * **SCI.6.1A** Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. * **SCI.6.4A** Use appropriate tools to collect, record, and analyze information including: journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum. | * **SCI.6.1A** Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards. * **SCI.6.4A** Use appropriate tools to collect, record, and analyze information including: journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum. | * **SCI.6.4A** Use appropriate tools to collect, record, and analyze information including: journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum.   **ⓈSCI.6.6A** Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability  **SCI.6.5A** Know that an element is a pure substance represented by chemical symbols.  **SCI.6.5B** Recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere. | **ⓈSCI.6.6A** Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability.  **SCI.6.5A** Know that an element is a pure substance represented by chemical symbols.  **SCI.6.5B** Recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere. |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | * Demonstrate | * Demonstrate | * Demonstrate | * Recognize * Know * Differentiate * Compare | * Recognize * Know * Differentiate * Compare |
| **Concept**  -What am I teaching?  -What do the students need to know? | How safe practices and safety rules are required during a scientific investigation. | How safe practices and safety rules are required during a scientific investigation. | How safe practices and safety rules are required during a scientific investigation. | That an element is a pure substance represented by chemical symbols and that metals, nonmetals, and metalloids have physical properties. | That an element is a pure substance represented by chemical symbols and that metals, nonmetals, and metalloids have physical properties. |
| **Context**  ***Readiness:***   * Connections from previous grade level. * To what degree will this impact learning two years down the road?   ***Supporting:***   * What Readiness Standards or concepts from the Readiness Standards does it support? * How does it support the Readiness Standards? | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances |
| **I will know my students have mastered this standard when they can….** | Demonstrate safety rules and safe practices during a scientific investigation. | Demonstrate safety rules and safe practices during a scientific investigation. | Demonstrate safety rules and safe practices during a scientific investigation. | Students can distinguish between atoms, elements, and compounds. | Students can distinguish between atoms, elements, and compounds. |
| **I will assess the standard by…..** | Safety Quiz | Safety Quiz | Safety Quiz | Check for understanding, cold calls, and exit tickets. | Check for understanding, cold calls, and exit tickets. |
| **Vocabulary**  (Academic and Content) | Matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory | Matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory | Matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory | Metal, Nonmetal, Metalloids, physical property, luster, conductivity, malleability, matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory | Metal, Nonmetal, Metalloids, physical property, luster, conductivity, malleability, matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory |
| **Lesson Topic** (Content Objective) | Rules of safety and safe practices in the lab. | Rules of safety and safe practices in the lab. | Rules of safety and safe practices in the lab. | Metals, Nonmetals, and Metalloids, Substance and mixtures | Metals, Nonmetals, and Metalloids, Substance and mixtures |
| **ELPS** (Language Objective) | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening**  **(5 min)** | Student Survey | Ice Breakers/5 things of change | Quizlet Vocabulary Review-Safety Terms | Students are given a sealed box containing multiple items. | Students will observe the periodic table to find if they have elements, atoms and compounds. |
| **Explore:**  **INM/Review (0 min):** |  |  |  | Students will observe and infer what’s inside the box and come up with vocabulary words while inferring terms like matter, substance, etc. |  |
| **Explain:**  **Guided Practice** | Teacher will explain classroom procedures, rules, expectations, syllabus | Teacher will explain classroom procedures, rules, expectations, syllabus | 1.The Scientific Method, 2. Safety Test | Teacher explains that everything is made up of matter and occupies space. What is matter made up of and how do we classify it? | Teacher will explain that elements are a pure substance and are made up of only one atom—which is what we see in the periodic table. |
| **Elaborate:**  **Independent Practice (20 min):** | \*\*Students will be given a class materials lists and syllabus. | Safety, Search and Rescue Scavenger Hunt | Students will take Safety Test. | Students will watch and interact using EduSmart to learn the introduction of the periodic table and focusing on the elements and their symbols. Students will color code a periodic table to differentiate between metals, nonmetals and metalloids. | Students will watch and interact using EduSmart to learn the introduction of the periodic table and focusing on the elements and their symbols. Students will color code a periodic table to differentiate between metals, nonmetals and metalloids. |
| **Evaluate:**  **Closing (5 min.):** |  |  | Safety Test |  | 5 questions exit ticket |
| **Reinforcement** | **Materials/ Resources:** | Power Point, Syllabus, student survey, | Safety Search and Rescue, safety contract, safety rules for lab, | Science Safety Test, Quizlet Safety Terms | Sealed box of materials, Edu-Smart, copies of periodic table for each student (to be taped in their ISN) |  |
| **Homework** | Bring Composition Book (ISN) | Safety Contract |  |  |  |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student |

**\*All lesson plans are subject to revisions and addendums by teacher.** 