|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**(R) - Readiness Standard(S) -Supporting Standard | LABOR DAYNP SCHOOL!  | **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.6.5C** Differentiate between elements and compounds on the most basic level. | **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.6.5C** Differentiate between elements and compounds on the most basic level. | . **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.6.5C** Differentiate between elements and compounds on the most basic level. | **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.6.5C** Differentiate between elements and compounds on the most basic level. |
| **Verb(s)**- What verbs define the actions students will need to take when mastering this objective? |  | * Differentiate
* Know
* Recognize
 | * Differentiate
* Know
* Recognize
 | * Differentiate
* Know
* Recognize
 | * Differentiate
* Know
* Recognize
 |
| **Concept** -What am I teaching? -What do the students need to know? |  | Difference between elements, compounds, and mixture. | Difference between elements, compounds, and mixture. | Difference between elements, compounds, and mixture. | Test  |
| **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
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* identified physical changes in solutions
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 |
| **I will know my students have mastered this standard when they can….** |  | Know the difference between elements, compounds, and mixture. | Know the difference between elements, compounds, and mixture. | Know the difference between elements, compounds, and mixture. | Know the difference between elements, compounds, and mixture. |
| **I will assess the standard by…..** |  | Check for understanding techniques, exit tickets, test on Friday  | Check for understanding techniques, exit tickets, test on Friday | Check for understanding techniques, exit tickets, test on Friday | Test  |
| **Vocabulary**(Academic and Content) |  | Matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory, pure substance, chemical symbols | Matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory, pure substance, chemical symbols | Matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory, pure substance, chemical symbols | Matter, compound, element, heterogeneous, molecule, periodic table of elements, symbol, homogeneous, substance, mixture, atom, theory, pure substance, chemical symbols |
| **Lesson Topic** (Content Objective) |  | Differentiate between elements, compounds, mixtures | Differentiate between elements, compounds, mixtures | Differentiate between elements, compounds, mixtures | Differentiate between elements, compounds, 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.

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| **Lesson Cycle** | **Engage:** **Warm-Up/Opening** **(5 min)** |  | Is it Pure? Pg. 40 | Crude Oil (pg. 61) students read first then whole class listens and reads again. | EduSmart:  |  |
| **Explore:****INM/Review (0 min):** |   | Difference between elements, compounds, and mixture.Page 40 Mini Lab |  |  |  |
| **Explain:****Guided Practice**  |  | Explain relationship among atoms, elements, and compounds (pgs. 42-46)Use Edu-Smart:Introducing ElementsGrade 6 |  | Classifying Matter Foldable (pg. 47)Explain what elements comprise Earth’s surface, oceans, atmosphere, and living matter. Elements of Earth: pages 48-51 |  |
| **Elaborate:****Independent Practice (20 min):** |  |  |  |  |  |
| **Evaluate:****Closing (5 min.):** |  | Exit Ticket | Exit Ticket | Exit Ticket | 10-question test.  |
| **Reinforcement** | **Materials/ Resources:** |  | Materials for mini lab, textbooks | Textbooks, paper for foldable |  |  |
| **Homework** |  |  |  |  |  |
| **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.**