

	MONDAY	TUESDAY (A) A4 13:30-15:00	WEDNESDAY (B)	THURSDAY (A) A4 13:30-15:00	FRIDAY (B)
	<p>Mr. Pieniazek only teaches classes on A-B-day</p>	<p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>* Elaborate on how they think about temperature given what we learned about heat transfer</li> <li>* Discover condensation as well as compare and contrast with evaporation</li> <li>* Investigate changes of state as it relates to the arrangement of particles of matter and energy transfer</li> </ul>	<p>Mr. Pieniazek only teaches classes on A-B-day</p>	<p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>* Investigate properties of water such as cohesion through a mini-lab</li> <li>* Explain the differences between latent heat and specific heat</li> <li>* Work collaboratively to share concepts with other groups and create a Frayer model to showcase understanding</li> </ul>	<p>Mr. Pieniazek only teaches classes on A-B-day</p>
P		<p><b>Engage:</b> “Thinking about temperature” in the classroom. Students will make predictions about how temperature varies throughout the classroom based on what they have learned the past 2 weeks. Each student will be given a piece of paper to make a “one pager” illustration/write up while thinking and discussing with their group</p>		<p><b>Engage:</b> “Magical water” demo as small groups. Students will gather 2 halfway full cups of water, paperclips, and pour water from one cup to the other to top it off (each student in the group will choose a role). Students will see how many paperclips they can fit in the cup before spill-over occurs. One member will be in charge of facilitating the discussion of two questions concerning water molecules and answers will be written down on a note card</p>	
L		<p><b>Explore:</b> Condensation lab where each table small-group will work together. Students will have roles and will make connections to the short evaporation lab they completed together on Friday as well as complete discussion questions.</p> <p><b>!Science Pictionary Brain-Break!</b></p> <p><b>Explain:</b> CK12 Phage changes simulation (teacher-led) guiding students through the phase changes with Peardeck questions. What is happening in each part of the diagram?</p> <p><b>Elaborate:</b> “Why do wet clothes make us cold?” extension video</p>		<p><b>!Charades Brain-Break!</b></p> <p><b>Explore:</b> The reading “Weather’s central actor: water” was broken up into four sections. Each student at the table will have a different a different section to read along with a question to think about.</p> <p><b>Explain:</b> Students will then relocate to prime a jigsaw. They will talk with members that read the same passage as them and answer an essential question together. Students will then return to their original table and create a Frayer model on their topic.</p> <p><b>Elaborate:</b> Finally, students will share and discuss their Frayer models with others at their table.</p>	
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				<p>If time: Water strider cohesion/surface tension extension video</p>	
<h1>N</h1>		<p><b>Evaluate:</b>          -Thinking about temperature          -Follow up questions on condensation lab          -Questions throughout the phase changes diagram          - Follow along questions for simulation</p> <p><b>Summary:</b>          Students will think back to what they learned two weeks ago about energy transfer and how it differs across the classroom. This will give the teacher an understanding about where students are standing in how they think about this concept after learning about it two weeks ago. Condensation will be explored via a lab and tied back to the evaporation lab last class. The phase changes diagram will be explored while also leaving room to elaborate on adiabatic cooling and cloud formation.</p> <p><b>Assessment(s):</b>          -Thinking about temperature          -Condensation lab questions</p>		<p><b>Evaluate</b>          - Phase changes exit ticket</p> <p><b>Summary</b>          Students will discover properties of water with more “hands on” activities during this class. Cohesion will be explored with a short mini-lab. Students will then learn about hydrogen bonds, latent heat, specific heat, and phase changes through a “chunked” reading. A jigsaw will then occur to discuss the topics and students will then independently create a Frayer model on their concept to share with their table.</p> <p><b>Assessment(s):</b>          -Notecard answering 2 questions on magical water          -Frayer model          -Phase changes exit ticket</p>	
<p><b>Resources:</b></p>		<p><b>Resource Requirements:</b>          -Chromebook/computer          -Paper          -blue food coloring          -beakers          -ice          -thermometer</p>		<p><b>Resource Requirements:</b>          - plastic bottle          -matches          -water          - plastic cups          -water          -jumbo paperclips          -Chromebook/computer</p>	