| Name: Reynolds, Moon | Grading Quarter: 1 | Week Beginning: Week 2 8/12/24-8/16/24 |
|---|---|---|
| School Year: 2025-2025 | Subject: Science | |

| | | | |
|---|---|---|---|
| Monday | Notes:<br>Students spent the first week of school learning about the science safety procedures, expectations, and lab equipment. | Objective:<br>• I can acknowledge and recall important safety procedures, science expectations, and lab equipment.<br><br>Lesson Overview:<br>• Students will take a Science Safety Test. Students will need to score 70% or better to pass and participate in science experiments/labs during the school year. | Academic Standards: |
| Tuesday | Notes:<br>Students take 3 benchmark tests throughout the year to track growth of students' Science academic standards understanding. This is the first benchmark test of the three. | Objective:<br>• I can test my current understanding of Science academic standards that I will be expected to know by the end of 5th Grade.<br><br>Lesson Overview:<br>• Students will take the Beginning of Year Mimic Science test to see their initial understandings of Science academic standards up to and including 5th Grade. | Academic Standards: |
| Wednesday | Notes:<br>**Grade 5**<br>**Unit 1:**<br>Investigate Matter<br>**Lesson 1:**<br>Identify Properties of Materials<br>**Essential Question:**<br>What are the properties of matter? | Objective:<br>• I can observe and produce data to identify materials based on their properties.<br><br>Lesson Overview:<br>• Access Prior Knowledge<br>  ○ Page 5- Page Keeley Science Probe: *Is It Matter?*<br>• Engage<br>  ○ Academic Vocabulary<br>  ▪ Phenomenon- an event or situation that is observed or can be studied<br>  ▪ Identify- to recognize or provide identification of something<br>  ○ Page 6-7- Encounter the Phenomenon: What are the properties of eggs?<br>  ○ *Video: Egg Cracking* (23 seconds)<br>  ○ Sample Questions for page 7<br>  ▪ Are all eggs the same size, color, and texture?<br>  ▪ What properties of eggs are essential for food preparation?<br>  ▪ Can a different material besides eggs be used without affecting the food product? | Academic Standards:<br>**5. P1U1.1**<br>Analyze and interpret data to explain that matter of any type can be subdivided into particles too small to see and, in a closed system, if properties change or chemical reactions occur, the amount of matter stays the same. |

| | | | |
|---|---|---|---|
| Thursday | Notes:<br>**Grade 5**<br>**Unit 1:**<br>Investigate Matter<br>**Lesson 1:**<br>Identify Properties of Materials<br>**Essential Question:**<br>What are the properties of matter? | Objective:<br>• I can observe and produce data to identify materials based on their properties.<br>• I can measure and describe physical attributes.<br>• I can make observations to classify materials based on their properties.<br><br>Lesson Overview:<br>• Explore<br>○ Page 8-9- Inquiry Activity: Test Matter's Properties<br>▪ Small groups<br>▪ Materials:<br>• Safety goggles, acrylic rod, paperclip, rubber eraser, aluminum foil, copper wire, wooden toothpicks, magnet, plastic bowl, ice cubes, water<br>▪ Make a Prediction: How can we test the properties of matter?<br>▪ Investigation<br>• Test the acrylic rod, paper clip, rubber eraser, aluminum foil, copper wire, and wooden toothpick.<br>• Test for: Did it get cold? Could you bend it? Did the magnet stick to it? Is it shiny?<br>▪ Record Data<br>• Record results of the testing into a grid.<br>• Identify the physical property of each item: *reflectivity, magnetism, flexibility, conductivity,* or *other*.<br>▪ Communicate Information<br>• Have students share and reflect their findings with other groups. | Academic Standards:<br>**5. P1U1.1**<br>Analyze and interpret data to explain that matter of any type can be subdivided into particles too small to see and, in a closed system, if properties change or chemical reactions occur, the amount of matter stays the same. |

| | | | |
|---|---|---|---|
| Friday | Notes:<br>**Grade 5**<br>**Unit 1:**<br>Investigate Matter<br>**Lesson 1:**<br>Identify Properties of Materials<br>**Essential Question:**<br>What are the properties of matter? | Objective:<br>• I can observe and produce data to identify materials based on their properties.<br><br>Lesson Overview:<br>• Explain<br>○ Page 10- Matter<br>▪ Academic Vocabulary<br>• Matter- anything that has mass and takes up space.<br>• Mass- a measure of the amount of matter in an object.<br>• Volume- the amount of space an object takes up.<br>○ Page 11- Physical Properties<br>▪ Academic Vocabulary:<br>• Physical Property- a characteristic of matter that can be observed and/or measured.<br>• Magnetism- the ability of a material to be attracted to a magnet.<br>• Conductivity- describes how energy, such as electricity or heat, can move through material.<br>• Reflectivity- the way light reflects, or bounces off, an object.<br>• Solubility- the ability of matter to dissolve in a liquid.<br>○ *Video: Using Properties of Matter*<br>○ Return to Page 5 to see if students' thinking may have changed between then and now. | Academic Standards:<br>**5. P1U1.1**<br>Analyze and interpret data to explain that matter of any type can be subdivided into particles too small to see and, in a closed system, if properties change or chemical reactions occur, the amount of matter stays the same. |