<table>
<tr><td colspan="3">Name:
Reynolds, Moon</td><td>Grading Quarter:
1</td><td colspan="2">Week Beginning: Week 6
9/9/24-9/13/24</td></tr>
<tr><td colspan="3">School Year: 2024-2025</td><td colspan="3">Subject: Science</td></tr>
<tr><td>Monday</td><td>Notes:
Grade 5
Unit 1:
Investigate Matter
Lesson 3:
Physical and Chemical Changes
Essential Question:
How does matter change when it interacts with other matter?</td><td colspan="3">Objective:
Students will plan and carry out investigations to determine if mass is conserved after matter undergoes a chemical or physical change.
Lesson Overview:
Assess Prior Knowledge
Page 33- Page Keeley Science Probe: Chemical Change
Engage
Page 34-35- Encounter the Phenomenon: What is causing the banana to change?
Video: Browning Bananas (23 seconds)
Sample Questions for page 35
What is causing the banana to change?
Can the changes be reversed or slowed down?
Are the changes affecting any properties other than its exterior color?
Does the mass of the banana change as it rots?</td><td>Academic Standards:
5. P1U1.2
Plan and carry out investigations to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties.</td></tr>
</table>

Tuesday	Notes:
	Grade 5
	Unit 1:
	Investigate Matter
	Lesson 3:
	Physical and Chemical Changes
	Essential Question:
	How does matter change when it interacts with other matter?
		Objective:
		• Students will plan and carry out investigations to determine if mass is conserved after matter undergoes a chemical or physical change.
		
		Lesson Overview:
		• Explain
		    o Page 40- Changes in Matter
		        ▪ Academic Vocabulary:
		            • Physical change- a change of matter in size, shape, or state that does not change the type of matter.
		            • Chemical change- a change that produces new matter with different properties from the original matter.
		            • Conservation of mass- a physical law that states that matter is neither created nor destroyed during a physical or chemical change.
		        ▪ Students take turns reading the information to the class.
		        ▪ Students discuss the definitions of each term and give examples they have learned or observed previously.
			Academic Standards:
			5. P1U1.2
			Plan and carry out investigations to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties.

<table>
<tr>
<td>Wednesday</td>
<td>Notes:
Grade 5
Unit 1:
Investigate Matter
Lesson 3:
Physical and Chemical Changes
Essential Question:
How does matter change when it interacts with other matter?</td>
<td>Objective:
Students will plan and carry out investigations to determine if mass is conserved after matter undergoes a chemical or physical change.
Lesson Overview:
Explain
Page 42-43- Close Reading: Signs of a Chemical Change

Signs of a Chemical Change:
Change in color
Change in odor
Temperature change
Formation of a gas
Formation of a solid
Describe the cause and effect of one of the examples of a chemical change you have read about.
Find Evidence
Reread: Why is soap scum considered a chemical change?
Make Connections
Why is a color change such as rust on a shiny metal considered a chemical change while painting a wooden fence is not?
Students share their answers with the class to discuss and explain their reasonings.
</td>
<td>Academic Standards:
5. P1U1.2
Plan and carry out investigations to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties.</td>
</tr>
</table>

Thursday	Notes:
	Grade 5
	Unit 1:
	Investigate Matter
	Lesson 3:
	Physical and Chemical Changes
	Essential Question:
	How does matter change when it interacts with other matter?
		Objective:
		• Students will plan and carry out investigations to determine if mass is conserved after matter undergoes a chemical or physical change.
		
		Lesson Overview:
		• Explain
		  o Examples of Chemical and Physical Changes
		    ▪ Video: *Identifying Chemical Changes*
		    ▪ Video: *Property Changes*
		    ▪ Students will work in small groups to discuss and list different chemical and physical changes observed in their lives.
		    ▪ Chemical Changes:
		      • Baked bread
		      • Leaves changing colors
		      • Rust
		      • Baking soda and vinegar
		      • Fireworks
		      • Table salt
		      • Digestion
		    ▪ Physical Changes:
		      • Smashed watermelon
		      • Melted ice cream
		      • Cracks in cement
		      • Frozen water
		      • Bite
		      • Origami
		      • Painting a fence
			Academic Standards:
			5. P1U1.2
			Plan and carry out investigations to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties.

Friday

Notes:

Grade 5

Unit 1:

Investigate Matter

Lesson 3:

Physical and Chemical Changes

Essential Question:

How does matter change when it interacts with other matter?

Objective:

- Students will plan and carry out investigations to determine if mass is conserved after matter undergoes a chemical or physical change.

Lesson Overview:

- Explore
  - p. 36- Inquiry Activity: *Conservation of Mass*
    - Materials:
      - Safety goggles
      - 2 plastic cups
      - Warm water
      - Borax
      - Spoon
      - Pan balance
      - Liquid school glue
    - Make a Prediction: Is mass conserved when matter combines with other matter?
    - Carry Out an Investigation
      - Fill one cup less than halfway with water. Put an equal amount of liquid school glue into the second cup.
      - Measure the mass of both cups separately and together.
      - Pour the water into the glue and mix them with a spoon.
      - The teacher will add a spoonful of borax solution (about 5 grams) to your cup. Stir well with a spoon and observe.
      - Place both the empty cup and the cup with the mixture on the pan balance together. Record your result in the last column of the table.
    - Record Data
      - Students will fill out the table with:
        - the mass of the cup with water
        - mass of the cup with glue
        - mass of cups before reaction
        - mass of cups after reaction.
    - Communicate Information
      - What did you observe when materials from the two cups were mixed?

Academic Standards: