\*\*\*\* All Resources are found online through [www.thinkcentral.com](http://www.thinkcentral.com) All daily demos, activities, virtual labs etc. have accompanying activity worksheets to coincide with the lesson. Some of the 8th grade science teachers have turned the powerpoints into skeleton notes for the students. We also have skeleton notes for the digital lessons if you need them.\*\*\*\*

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| **Day 1**  **Lesson: The Atom**  **Essential Question:** How do we know what parts make up the atom? | **Day 2**  **Lesson:** The Atom | **Day 3**  **Lesson:** The Atom | **Day 4**  **Lesson:** The Atom | **Day 5**  **Lesson:** The Atom |
| **Clarifying Objective:**  8.P.1.1: Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  atom, atomic number, atomic mass, electron, proton, neutron, compounds, mixtures, mass number. | **Clarifying Objective:**  P.1.1: Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  atom, atomic number, atomic mass, electron, proton, neutron, compounds, mixtures, mass number. | **Clarifying Objective:**  P.1.1: Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  atom, atomic number, atomic mass, electron, proton, neutron, compounds, mixtures, mass number. | **Clarifying Objective:**  P.1.1: Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  atom, atomic number, atomic mass, electron, proton, neutron, compounds, mixtures, mass number. | **Clarifying Objective:**  P.1.1: Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  atom, atomic number, atomic mass, electron, proton, neutron, compounds, mixtures, mass number. |
| **Bell Ringer:**  What is Matter? (Anything that has mass and volume) What is an element? (a substance made of only one type of atom)  **Instructional Tasks:**  **Use Science Fusion (Module H- Matter and Energy Unit 3 Lesson 1)**  **Pg. 201- 213 teacher pages**  **Student pages 156-167**  **Options:**  **-Read Unit 3 Lesson 1 pg. 156-167**  **-Powerpoint with skeletal notes**  **-Digital Lesson with skeletal notes**  **-Virtual Lab**  **Summarizer:**  **3-2-1 on powerpoint notes or digital lesson**  **-3 things you liked, 2 new ideas you learned, 1 question you have.**  **\*\*\*Take it home worksheet found online in Lesson Student Resources. \*\*\*** | **Bell Ringer:**  Why are atoms neutral?  **Instructional Tasks:**  **Options-**  **-Continue/finish day 1 lesson**  **-Vocabulary activity on The Atom**  **Card Sort- Found in teacher resources- vocabulary strategies.**  **Word Splash- Found in teacher resources- vocabulary strategies.**  **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)**  **Summarizer:**  **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.**  **Card Sort and Word Splash can be used as summarizer.** | **Bell Ringer:**  Use the Formative Assessment questions on pg 207 to review electrons, protons, and neutrons.  **Instructional Tasks:**  **Options:**  **-Students can take a “book walk” through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.**  **-Activity- Photographic Dots pg 202**  **~ Quick Lab- Investigate the Size of Atomic Particles- pg 203**  **Virtual Lab- How Are Atoms Structured? Pg 203**  **Summarizer:**  Think-pair-Share will work for all activities listed. | **Bell Ringer:**  Why do you think Democritus and Aristotle didn’t perform experiments to test their ideas? (They didn’t have the technology necessary to study such small particles)  **Instructional Tasks:**  **1 day Options-**  **-** **Daily Demo- Modeling an Atomic Nucleus pg 202.**  **Quick Lab- Investigate Masses of Atomic Particles**  **Students can create an atomic model of a** [**carbon atom**](http://www2.crayola.com/lesson-plans/detail/carbon-atom-mobile-lesson-plan/)**.**  **-Or choose an option from the previous three days that has not been completed.**  **Summarizer:**  **Review KWL chart from previous activity. Students should be able to fill in the learned column.** | **Bell Ringer:**  How you think chemistry affects everyday life?  **Instructional Tasks:**  **One Day Options-**  **-Lesson Review pg 25 Module D- Student Edition**  **-Traditional Test**  **~Complete the previous activity from the previous day.**  **Option 2- Two day activities-**  **Alternative Assessment- Atomic Activities pg 207**  **Write To Learn Activity-** [**Science 6 14.1 How did we learn about atoms?**](http://pearsonkt.com/cgi-bin/writeToLearn/teacher/displayText.cgi?textID=1342&classID=9685)  **Summarizer:**  **Students could present their alternative assessment.**  **You can review the Lesson review as a class.** |
| **Assessment:** Observation/ Summarizer | **Assessment:**  Observation | **Assessment:** summarizer, observation | **Assessment:** summarizer, observation/ | **Assessment:** Observation |

\*\*\*Great summarizer website: <http://www.cobbk12.org/CheathamHill/LFS%20Update/summarizing_strategies.htm> and <http://www.christina.k12.de.us/LiteracyLinks/elemresources/lfs_resources/summarizing_strategies.pdf> Allows you to pick many different summarizers depending on your activity. \*\*\*

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| **Day 6**  **Lesson: The Periodic Table**  **Essential Question:** How are elements arranged on the periodic table? | **Day 7**  **Lesson: The Periodic Table** | **Day 8**  **Lesson: The Periodic Table** | **Day 9**  **Lesson: The Periodic Table** | **Day 10**  **Lesson: The Periodic Table** |
| **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period | **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period | **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period | **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period | **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period |
| **Bell Ringer:**  What types of particles make up an element? (atoms) What particles make up an atom? (protons, neutrons and electrons)  **Instructional Tasks:  Use Science Fusion (Module H- Matter and Energy Unit 3 Lesson 2)**  **Pg. 214- 227 teacher pages**  **Student pages 168-179**  **Options:**  **-Read Unit 3 Lesson 2 pg. 168-179**  **-Powerpoint with skeletal notes**  **-Digital Lesson with skeletal notes**  **-Virtual Lab**  **Summarizer:**  **3-2-1 on powerpoint notes or digital lesson**  **-3 things you liked, 2 new ideas you learned, 1 question you have.**  **\*\*\*Take it home worksheet- Patterns of Symbols found online in Lesson Student Resources. \*\*\*** | **Bell Ringer:** How does atomic mass differ from atomic number? (Atomic mass is the mass of all of the particles that make up an atom, atomic number refers only to the number of protons  **Instructional Tasks:**  **Options-**  **-Continue/finish day 1 lesson**  **-Vocabulary activity on The Periodic Table**  **Card Sort- Found in teacher resources- vocabulary strategies.**  **Word Splash- Found in teacher resources- vocabulary strategies.**  **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)**  **Summarizer:**  **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.**  **Card Sort and Word Splash can be used as summarizer.** | **Bell Ringer:**  Describe the arrangement of elements in groups and periods on the periodic table. (answer found on pg 215 under supporting concepts)  **Instructional Tasks:**  **Options:**  **-Students can take a “book walk” through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.**  **-Activity- Elementary Learning pg 216**  **~ Quick Lab- A Model Atom pg 217**  **Virtual Lab- What Trends Can You See in the Periodic Table? Pg 217**  **Summarizer:**  Think-pair-Share will work for all activities listed. | **Bell Ringer:**  Create a triple Venn diagram and compare and contrast the properties of metalloids, metals, and nonmetals.  **Instructional Tasks:**  **1 day Options-**  **-** **Daily Demo- Malleable or brittle? Pg 216**  **Quick Lab- Recognizing Patterns pg 217**  **Quick Lab- Predicting Properties pg 217**  **Activity- Interpreting the Periodic Table pg 220**  **-Or choose an option from the previous three days that has not been completed.**  **Summarizer:**  **Review KWL chart from previous activity. Students should be able to fill in the learned column.** | **Bell Ringer:**  Use the Formative Assessment questions on pg 221  **Instructional Tasks:**  **One Day Options-**  **-Lesson Review pg 25 Module D- Student Edition**  **-Periodic Table** [**Practice sheets**](http://static.schoolrack.com/files/29607/229918/Periodic_Table_Worksheet.pdf)  **-**[**Blank Periodic Table**](http://www.chemicalformula.org/worksheets/Printable-Periodic-table-US.pdf) **For students to color and label**  [**Extra Worksheets**](http://bhhs.bhusd.org/ourpages/auto/2013/9/4/62453492/Periodic%20Table%20Extra%20Practice%20Worksheet%20_2013-2014_.pdf) **to practice the periodic table**  **Link to the** [**2004 K-8th Science Resources**](http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+K-8)**. There is a large amount of hands-on activities and worksheets to help with instruction.**  **Option 2- Two day activities-**  **Alternative Assessment- Atomic Activities pg 207**  **Summarizer:**  **Students could present their alternative assessment.**  **You can review the Lesson review as a class.** |
| **Assessment:** Observation/ Summarizer | **Assessment:**  Observation | **Assessment:** summarizer, observation | **Assessment:** summarizer, observation/ | **Assessment:** Observation |

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| **Day 11**  **Lesson: The Periodic Table** | **Day 12**  **Lesson: The Periodic Table** | **Day 13**  **Lesson: The Periodic Table** | **Day 14**  **Lesson: Physical and Chemical properties/ Changes**  **Essential Question:** What are physical and chemical changes of matter? | **Day 15**  **Lesson: Physical and Chemical properties/ Changes** |
| **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period, reactivity | **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period, reactivity | **Clarifying Objective:**  **8.P.1.2:** Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic  Table of elements.  **Academic Vocabulary:**  Periodic table, atomic mass, metalloid, chemical symbol, metal group, nonmetal, period, reactivity | **Clarifying Objective:**  8.P.1.3 Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.  **Academic Vocabulary:**  Physical change, chemical change, law of conservation of mass | **Clarifying Objective:**  8.P.1.3 Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.  **Academic Vocabulary:**  Physical change, chemical change, law of conservation of mass |
| **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Some may take longer to teach the periodic table or the structure of an atom.**  [**Science 6 14.2 How are elements grouped?**](http://pearsonkt.com/cgi-bin/writeToLearn/teacher/displayText.cgi?textID=1343&classID=9685)  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** | **Bell Ringer:**  List some characteristics of a piece of paper. Is this a physical or chemical property?  **Instructional Tasks:**  **Use Science Fusion (Module H- Matter and Energy Unit 1 Lesson 3)**  **Pg. 50- 63 teacher pages**  **Student pages 34-45**  **Options:**  **-Read Unit 1 Lesson 3 pg. 34-45**  **-Powerpoint with skeletal notes**  **-Digital Lesson with skeletal notes**  **-Virtual Lab**  **Summarizer:**  **3-2-1 on powerpoint notes or digital lesson**  **-3 things you liked, 2 new ideas you learned, 1 question you have.** | **Bell Ringer:**  How does atomic mass differ from atomic number? (Atomic mass is the mass of all of the particles that make up an atom, atomic number refers only to the number of protons  **Instructional Tasks:**  **Options-**  **-Continue/finish day 1 lesson**  **-Vocabulary activity on Physical and Chemical Changes**  **Card Sort- Found in teacher resources- vocabulary strategies.**  **Word Splash- Found in teacher resources- vocabulary strategies.**  **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)**  **Summarizer:**  **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.**  **Card Sort and Word Splash can be used as summarizer.** |
| **Assessment:** Observation/ Summarizer | **Assessment:**  Observation | **Assessment:** summarizer, observation | **Assessment:** Observation/ Summarizer | **Assessment:**  Observation |

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| **Day 16**  **Lesson: Physical and Chemical properties/ Changes** | **Day 17**  **Lesson: Physical and Chemical properties/ Changes** | **Day 18**  **Lesson: Physical and Chemical properties/ Changes** | **Day 19**  **Lesson:** Chemical Reactions  **Essential Question**: How are chemical reactions modeled? | **Day 20**  **Lesson:** Chemical Reactions |
| **Clarifying Objective:**  8.P.1.3 Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.  **Academic Vocabulary:**  Physical change, chemical change, law of conservation of mass | **Clarifying Objective:**  8.P.1.3 Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.  **Academic Vocabulary:**  Physical change, chemical change, law of conservation of mass | **Clarifying Objective:**  8.P.1.3 Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.  **Academic Vocabulary:**  Physical change, chemical change, law of conservation of mass | **Clarifying Objective:**  **8.P.1.4** Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.  **Academic Vocabulary:**  Chemical reaction, exothermic reaction, endothermic reaction, law of conservation of mass, chemical formula, chemical equation, reactant, product | **Clarifying Objective:**  **8.P.1.4** Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.  **Academic Vocabulary:**  Chemical reaction, exothermic reaction, endothermic reaction, law of conservation of mass, chemical formula, chemical equation, reactant, product |
| **Bell Ringer:**  Describe how temperature influences chemical changes.  **Instructional Tasks:**  **Options:**  **-Students can take a “book walk” through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.**  **-Discussion- What New? Pg 52**  **Activity- Changes in Matter pg 56**  **Summarizer:**  Think-pair-Share will work for all activities listed. | **Bell Ringer:**  Probing Questions- Why does Mass Seem to Change? pg 52.  **Instructional Tasks:**  **1 day Options-**  **-** **Quick Lab- Properties of Combined Substances pg 52**  **Daily Demo- Mass Doesn’t Change pg 53**  **Quick Lab- Physical or Chemical Change pg 53**  **-Or choose an option from the previous three days that has not been completed.**  **Summarizer:**  **Review KWL chart from previous activity. Students should be able to fill in the learned column.** | **Bellringer:**  Describe the Law of Conservation of Mass.  **Instructional Tasks:**  **One Day Options-**  **-Lesson Review pg 45 Module H- Matter and Energy- Student Edition**  **-Traditional Test**  **~Complete the previous activity from the previous day.**  **Option 2- Two day activities-**  **Alternative Assessment- What a Change pg 57**  **\*\*\*Stem Activity Building an Insulated Cooler pg 64-56\*\*\***  **Summarizer:**  **Students could present their alternative assessment.**  **You can review the Lesson review as a class.** | **Bell Ringer:**  What is an atom? (the smallest unit of an element, having a dense, positively charged nucleus surrounded by electrons)  **Instructional Tasks:**  **Use Science Fusion (Module H- Matter and Energy Unit 3 Lesson 1)**  **Pg. 272- 285 teacher pages**  **Student pages 212-223**  **Options:**  **-Read Unit 3 Lesson 1 pg. 212-223**  **-Powerpoint with skeletal notes**  **-Digital Lesson with skeletal notes**  **Summarizer:**  **3-2-1 on powerpoint notes or digital lesson**  **-3 things you liked, 2 new ideas you learned, 1 question you have.**  **\*\*\*Take it home worksheet- Chemical Rection at Home found online in Lesson Student Resources. \*\*\*** | **Bell Ringer:**  Compare exothermic and endothermic reactions.  **Instructional Tasks:**  **-Continue/finish day 1 lesson**  **-Vocabulary activity on Chemical Reaction**  **Card Sort- Found in teacher resources- vocabulary strategies.**  **Word Splash- Found in teacher resources- vocabulary strategies.**  **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)**  **Summarizer:**  **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.**  **Card Sort and Word Splash can be used as summarizer.** |
| **Assessment:** Observation/ Summarizer | **Assessment:**  Observation | **Assessment:** summarizer, observation | **Assessment:** Observation/ Summarizer | **Assessment:**  Observation |

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| **Day 21**  **Lesson:** Chemical Reactions | **Day 22**  **Lesson:** Chemical Reactions | **Day 23**  **Lesson:** Chemical Reactions | **Day 24**  **Lesson:** Pure Substances and Mixtures  **Essential Questions:** How do pure substances and mixtures compare? | **Day 25**  **Lesson:** Pure Substances and Mixtures |
| **Clarifying Objective:**  **8.P.1.4** Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.  **Academic Vocabulary:**  Chemical reaction, exothermic reaction, endothermic reaction, law of conservation of mass, chemical formula, chemical equation, reactant, product | **Clarifying Objective:**  **8.P.1.4** Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.  **Academic Vocabulary:**  Chemical reaction, exothermic reaction, endothermic reaction, law of conservation of mass, chemical formula, chemical equation, reactant, product | **Clarifying Objective:**  **8.P.1.4** Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.  **Academic Vocabulary:**  Chemical reaction, exothermic reaction, endothermic reaction, law of conservation of mass, chemical formula, chemical equation, reactant, product | **Clarifying Objective:**  8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  Mixture, compound, pure substance, heterogeneous, homogenous | **Clarifying Objective:**  8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  Mixture, compound, pure substance, heterogeneous, homogenous |
| **Bell Ringer:**  Are all changes in properties an indication that a chemical reaction has occurred? Explain. (No, changes in physical properties are not the result of a chemical change.)  **Instructional Tasks:**  **Options:**  **-Students can take a “book walk” through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.**  **-Activity- In ‘n Out pg 274**  **- Activity- What Are Chemical Equations? Pg 274**  **Summarizer:**  Think-pair-Share will work for all activities listed. | **Bell Ringer:**  Formative Assessment questions on pg 279  **Instructional Tasks:**  **Options-**  **1 day to complete-**  **Daily Demo- Chemical Changes in Aplles pg 274**  **Quick Lab- Catalyst and Chemical Reactions**  **Activity- Surface Water and Ground Water pg 50**  **Activity- Carousel Review pg 278**  **2 or more days to complete-**  **Virtual Lab- What Factors Affect the Rate of a Chemical Reaction? Pg 275**  **Or choose an option from the previous three days that has not been completed.**  **Summarizer:**  **Review KWL chart from previous activity. Students should be able to fill in the learned column.** | **Bell Ringer:**  Formative Assessment questions on pg 281  **Instructional Tasks:**  **One Day Options-**  **-Lesson Review pg 223 Module F- Matter and Energy- Student Edition**  **-Traditional Quiz/ Test**  **-**[**Chemical Equations practice sheets**](http://chemistry.about.com/od/chemicalequations/a/How-To-Balance-Equations.htm)  **-**[**Chemical Equation Online Game for students**](http://funbasedlearning.com/chemistry/chemBalancer/ques5.htm)  **~Complete the previous activity from the previous day.**  **Option 2- Two day activities-**  **Alternative Assessment- Looking at a Chemical Reaction pg 279**  **Summarizer:**  **Students could present their alternative assessment.**  **You can review the Lesson review as a class.** | **Bell Ringer:**  What happens to substances that undergo a chemical change? (They change to form a new substances with new properties)  What are some examples of physical properties of matter? (mass, density, color, shape, texture, boiling point, state)  **Instructional Tasks:**  **Use Science Fusion (Module H- Matter and Energy Unit 1 Lesson 4)**  **Pg. 68- 82 teacher pages**  **Student pages 50-62**  **Options:**  **-Read Unit 1 Lesson 4 pg. 50-62**  **-Powerpoint with skeletal notes**  **-Digital Lesson with skeletal notes**  **-Virtual Lab**  **Summarizer:**  **3-2-1 on powerpoint notes or digital lesson**  **-3 things you liked, 2 new ideas you learned, 1 question you have.** | **Bell Ringer:**  Why are atoms neutral?  **Instructional Tasks:**  **Options-**  **-Continue/finish day 1 lesson**  **-Vocabulary activity on Pure Substance and Mixtures**  **Card Sort- Found in teacher resources- vocabulary strategies.**  **Word Splash- Found in teacher resources- vocabulary strategies.**  **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)**  **Summarizer:**  **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.**  **Card Sort and Word Splash can be used as summarizer.** |
| **Assessment:** summarizer, observation | **Assessment:** summarizer, observation/ | **Assessment:** Observation | **Assessment:** summarizer, observation/ | **Assessment:** Observation |

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| **Day 26**  **Lesson:** Pure Substances and Mixtures | **Day 27**  **Lesson:** Pure Substances and Mixtures | **Day 28**  **Lesson:** Pure Substances and Mixtures | **Day 29**  **Lesson:** Solutions  **Essential Questions**: What is a solution? | **Day 30**  **Lesson:** Solutions |
| **Clarifying Objective:**  8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  Mixture, compound, pure substance, heterogeneous, homogenous | **Clarifying Objective:**  8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  Mixture, compound, pure substance, heterogeneous, homogenous | **Clarifying Objective:**  8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.  **Academic Vocabulary:**  Mixture, compound, pure substance, heterogeneous, homogenous | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent |
| **Bell Ringer:**  Use a Venn Diagram to compare and contrast pure substances and mixtures.  **Instructional Tasks:**  **Options:**  **-Students can take a “book walk” through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.**  **-Discussion- Edible Mixtures pg 70**  **Activity- Elements vs. Compounds pg 70**  **Summarizer:**  Think-pair-Share will work for all activities listed.  **\*\*\*Take it home worksheet- Mix It Up found online in Lesson Student Resources. \*\*\*** | **Bell Ringer:**  Formative Assessments on pg 75  **Instructional Tasks:**  **1 day Options-**  **Daily Demo- Modeling Pure Substances pg 71**  **Quick Lab- Physical or Chemical Change pg 53**  **Activity- Classifying Matter pg 70**  **Activity- Thrown into the Mix pg 74**  **2 or more day options:**  **Exploration Lab- Investigating Seperating Mixtures pg 71**  **-Or choose an option from the previous three days that has not been completed.**  **Summarizer:**  **Review KWL chart from previous activity. Students should be able to fill in the learned column.** | **Bellringer:**  Describe the Law of Conservation of Mass.  **Instructional Tasks:**  **One Day Options-**  **-Lesson Review pg 63 Module H- Matter and Energy-Student Edition**  **-Traditional Test**  **~Complete the previous activity from the previous day.**  **Option 2- Two day activities-**  **Alternative Assessment- Matter Menu pg 75**  **\*\*\*Stem Activity Building an Insulated Cooler pg 64-56\*\*\***  **Summarizer:**  **Students could present their alternative assessment.**  **You can review the Lesson review as a class.** | **Bell Ringer:**  What are some common mixtures? (soup, salad, granola)  How do you mix things together? (stirring, shaking, and breaking into pieces)  **Instructional Tasks:**  **Use Science Fusion (Module H- Matter and Energy Unit 5 Lesson 1)**  **Pg. 334- 346 teacher pages**  **Student pages 266-275**  **Options:**  **-Read Unit 5 Lesson 1 pg. 266-275**  **-Powerpoint with skeletal notes**  **-Digital Lesson with skeletal notes**  **-Virtual Lab**  **Summarizer:**  **3-2-1 on powerpoint notes or digital lesson**  **-3 things you liked, 2 new ideas you learned, 1 question you have.**  **\*\*\*Take it home worksheet found online in Lesson Student Resources. \*\*\*** | **Bell Ringer:**  Probing Question- Equally Soluble pg 336  9you need to prepare this ahead of time)  **Instructional Tasks:**  **Options-**  **-Continue/finish day 1 lesson**  **-Vocabulary activity on Solutions**  **Card Sort- Found in teacher resources- vocabulary strategies.**  **Word Splash- Found in teacher resources- vocabulary strategies.**  **(use any strategy you like: ex- Frayer model, word triangle, Four Square, etc.)**  **Summarizer:**  **Create an Acrostic Poem using one of your vocabulary words. Make sure the words or sentences match the definition of the vocabulary word.**  **Card Sort and Word Splash can be used as summarizer.** |
| **Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork. | **Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork. | **Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork. | **Assessment:** summarizer, observation/ take it home worksheet | **Assessment:** Observation |

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| **Day 31**  **Lesson:** Solutions  **Essential Questions**: What is a solution? | **Day 32**  **Lesson:** Solutions | **Day 33**  **Lesson:** Solutions | **Day 34**  **Lesson:** Solutions  **Essential Questions**: What is a solution? | **Day 35**  **Lesson:** Solutions |
| **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent |
| **Bell Ringer:**  Explain how temperature and pressure affect solubility.  **Instructional Tasks:**  **Options:**  **-Students can take a “book walk” through the lesson. Each page of the student book has questions they will answer after reading each section. If using laptops, the program will read to the student. If laptops are not available, you can make a class set of the lesson for students to use.**  **-Discussion- Edible Solutions pg 336**  **~ Quick Lab- Solution Concentration pg 336**  **Virtual Lab- How Are Atoms Structured? Pg 203**  **Summarizer:**  Think-pair-Share will work for all activities listed. | **Bell Ringer:**  Formative Assessment questions on pg 341.  **Instructional Tasks:**  **1 day Options-**  **Exploration Lab- Investigate solubility pg 336**  **-Activity- Find a Solution pg 340**  **-** **Daily Demo- Soda Pop Balloon pg 337**  **Daily Demo- Crystal Solutions pg 337**  **-Or choose an option from the previous three days that has not been completed.**  **Summarizer:**  **Review KWL chart from previous activity. Students should be able to fill in the learned column.** | **Bell Ringer:**  Suppose you stir sugar into ice water. Some sugar remains on the bottom of the glass. After the glass sits pout for an hour, you stir it again. What will happen? Why? (more sugar will dissolve into water because the temperature of the water has increased)  **Instructional Tasks:**  **One Day Options-**  **-Lesson Review pg 346 Module H- Matter and Energy- Student Edition**  **-Traditional Test**  **~Complete the previous activity from the previous day.**  **Option 2- Two day activities-**  **Alternative Assessment- What is a Solution? Pg 341**  **Summarizer:**  **Students could present their alternative assessment.**  **You can review the Lesson review as a class.** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **\*\*\*Take this time to reteach any skills the students do not understand or use this time to wrap up teaching chemistry if you needed more time to teach a concept\*\*\*\***  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** |
| **Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork. | **Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork. | **Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork. | **Assessment:** summarizer, observation/ take it home worksheet | **Assessment:** Observation |

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| **Day 36**  **Lesson:** Solutions  **Essential Questions**: What is a solution? | **Day 37**  **Lesson:** Solutions | **Day 38**  **Lesson:** Solutions | **Day 39**  **Lesson:** Solutions | **Day 40**  **Lesson:** Solutions |
| **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent | **Clarifying Objective:**  **8.P.1.1** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements  **Academic Vocabulary:**  Solution, solubility, concentration, solute, solvent |
| **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **\*\*\*Take this time to reteach any skills the students do not understand or use this time to wrap up teaching chemistry if you needed more time to teach a concept\*\*\*\***  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** | **Bell Ringer:**  **(Depends on what needs to be reviewed)**  **Instructional Tasks:**  **Teachers can take this week to re-teach a concept students did not understand, or pick an instructional task they were unable to get to at the time. This will help solidify student’s knowledge and prepare for benchmarks and/or end of unit test.**  **Summarizer:** |