Columbus County Schools
6th Grade Science Curriculum Guide

SUBJECT: Science	**GRADE LEVEL:** 8th	**GRADING PERIOD:** 1st Nine weeks
Module(s): H: Matter and Energy	Time Frame: 24 days **Dates: August 26-October 4th.**	**Unit: 1 Chemistry**

Essential Standard: **8. P.1:** Understand the properties of matter and changes that occur when matter interacts in an open and closed container.

Lessons:	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
Lesson Name: **Intro to Chemistry.** Clarifying Objective: **8.P.1.1:** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements. Time Frame: **8 days** Dates: **Aug. 26th-Sept. 5th** Essential Question: **Explain how elements combine in a multitude of ways.**	• CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	✯ elements ✯ compounds ✯ mixtures ✯ physical properties ✯ chemical properties ✯ reactivity ✯ physical change ✯ chemical change ✯ precipitate ✯ law of conservation of mass ✯ filtration ✯ sifting	Formative: ✯ Quizzes ✯ Cooperative Activities ✯ Labs, Science Notebook ✯ Foldables ✯ Word Maps (graphic organizers) ✯ Bell Ringer/Exit Tickets **Science Formative Assessment 75 practical strategies (Keeley)** ✯ First word/last word p.89 ✯ Questioning Stems p.108 ✯ I think/we think p.119	✯ Science Fusion H:Matter and Energy-Unit 1, lesson 4 and 5 p 68-96 ✯ NCDPI Curriculum Unit Grade 8: "Matter All Around Us" ✯ North Carolina End of Grade Coach (2013): Chapter 1, Investigations 1 ✯ Passing the North Carolina EOG Science (American Book Company): Chapter 11, 12, 13, 14 ✯ McDougal Littell Science Grade 8: Unit D: Chapter 1, Section 2.1, Chapter 3, Chapter 4.1-4.3 ✯ Atoms Family Resources from www.sciencespot.net

STUDENT "I CAN" STATEMENTS • I can identify and describe parts of an atom. • I can create a model of an atom. • I can model how atoms combine to make compounds. • I can describe how elements are used in my daily life. • I can differentiate between an element and a compound. • I can write a chemical formula. • I can differentiate between a homogeneous and heterogeneous mixture.	and to an understanding of the topic. CCSS.ELA-Literacy.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. 8. SI.1: Research relevant topics, use graphic organizers, and evaluate the validity of non-fiction science resources both online and in text. **Activity: Writetolearn.com** **Science 6 14.1 How did we learn about atoms?** **Chemical Building Blocks: 1.1 Describing Matter** **Science 6 13.1 What is matter?**		✯ Sticky Bars p.178-180 **Uncovering student ideas in science. Vol. 1** ✯ Ice cubes in a bag p.49 ✯ Is it Matter p.79 ✯ Is it made of molecules? p.85 ✯ The rusty nails. P.91 **Uncovering student ideas in science. Vol. 4** ✯ Sugar water p.11 ✯ **Summative:** ✯ Projects (with rubrics: Powerpoint/Flipchart, Animoto, Prezi, brochures, WebQuests, internet based research assignments ✯ ClassScape: Classroom based and County Benchmark ✯ Chapter and Unit tests(Science fusion Test bank)	

Lesson Name: **Periodic table; history and properties.** **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. Time Frame: **6 days** Dates: Sept. **6th-Sept. 13th** Essential Question: Differentiate between groups on the Periodic Table and their physical and chemical properties **STUDENT "I CAN" STATEMENTS** ✯ I can explain how Mendeleev contributed to the periodic table. ✯ I can identify groups on the periodic table. ✯ I can use the periodic table to identify characteristics of elements. ✯ I can differentiate between metals,	L.2: Summarizing activities and identify processes that lead to a logical conclusion. L.6: Use of articles, journals, and leveled readers from various authors that focus on nonfiction science texts. L.7: Translate text evidence into graphic organizers. 8. SI.1: Research relevant topics, use graphic organizers, and evaluate the validity of non-fiction science resources both online and in text. **Activity: Writetolearn.com** **Science 6 14.2 How are elements grouped?** **Science 4 13.1 How does matter become charged?**	✯ Periodic Table ✯ Dmitri Mendeleev ✯ group ✯ period ✯ properties ✯ metal ✯ nonmetal ✯ metalloid ✯ nonreactive ✯ transition metals ✯ conductor ✯ molecules ✯ atoms	**Formative:** ✯ Quizzes ✯ Cooperative Activities ✯ Labs, Science Notebook ✯ Foldables ✯ Word Maps (graphic organizers) ✯ Bell Ringer/Exit Tickets **Science Formative Assessment 75 practical strategies (Keeley)** ✯ First word/last word p.89 ✯ Questioning Stems p.108 ✯ I think/we think p.119 ✯ Sticky Bars p.178-180 **Uncovering student ideas in science. Vol. 1** ✯ Ice cubes in a bag p.49 ✯ Is it Matter p.79 ✯ Is it made of molecules? p.85 ✯ The rusty nails. P.91 **Uncovering student**	✯ Science Fusion H: Matter and Energy-Unit 1, lesson 2 pages 34-48. ✯ Unit 3 lesson 2 pages214-227 ✯ NCDPI Curriculum Unit Grade 8: "Matter All Around Us" ✯ North Carolina End of Grade Coach (2013): Chapter 1, Investigations 1 ✯ Passing the North Carolina EOG Science (American Book Company): Chapter 11, 12, 13, 14 ✯ McDougal Littell Science Grade 8: Unit D: Chapter 1, Section 2.1, Chapter 3, Chapter 4.1-4.3 ✯ Atoms Family Resources from www.sciencespot.net

nonmetals, and metalloids. ✯ I can classify an element as a metal, nonmetal, or metalloid. ✯ I can use the periodic table to find out the number of electrons, protons, and neutrons in an element's atom. ✯ I can use the periodic table to determine valence electrons. ✯ I can illustrate how atoms combine by sharing valence electrons.			**ideas in science. Vol. 4** ✯ Sugar water p.11 **Summative:** ✯ Projects (with rubrics: Powerpoint/Flipchart, Animoto, Prezi, brochures, WebQuests, internet based research assignments ✯ ClassScape: Classroom based and County Benchmark ✯ Chapter and Unit tests(Science fusion Test bank)	

Lesson Name: **Physical/Chemical changes and Law of Conservation of Mass.** **<u>Clarifying Objective:</u>** 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. 8. P.1.4: Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass. Time Frame: **14 days** Dates: **Sept 16th-Oct. 4th** **<u>Essential Question:</u>** Compare and contrast physical and chemical changes. Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.	L.2: Summarizing activities and identify processes that lead to a logical conclusion. L.6: Use of articles, journals, and leveled readers from various authors that focus on nonfiction science texts. L.7: Translate text evidence into graphic organizers. 8. SI.1: Research relevant topics, use graphic organizers, and evaluate the validity of non-fiction science resources both online and in text. **Activity:** **Writetolearn.com** **Science 5 11.4 What are mixtures and solutions?** **Science 6 13.2 How can matter change?** **Chemical Building Blocks: 4.2 Metals**	✯ melting point ✯ boiling point ✯ density ✯ solubility ✯ polarity ✯ states of matter ✯ chemical reactions ✯ chemical bond ✯ product ✯ reactant ✯ appearance ✯ texture ✯ evaporation ✯ heterogeneous ✯ homogeneous ✯ solution ✯ rearrange ✯ interact ✯ closed system	**Formative:** ✯ Quizzes ✯ Cooperative Activities ✯ Labs, Science Notebook ✯ Foldables ✯ Word Maps (graphic organizers) ✯ Bell Ringer/Exit Tickets **Science Formative Assessment 75 practical strategies (Keeley)** ✯ First word/last word p.89 ✯ Questioning Stems p.108 ✯ I think/we think p.119 ✯ Sticky Bars p.178-180 **Uncovering student ideas in science. Vol. 1** ✯ Ice cubes in a bag p.49 ✯ Is it Matter p.79 ✯ Is it made of molecules? p.85 ✯ The rusty nails. P.91	✯ Science Fusion H: Matter and Energy-Unit 1, lesson 3, pages 50-63. ✯ NCDPI Curriculum Unit Grade 8: “Matter All Around Us” ✯ North Carolina End of Grade Coach (2013): Chapter 1, Investigations 1 ✯ Passing the North Carolina EOG Science (American Book Company): Chapter 11, 12, 13, 14 ✯ McDougal Littell Science Grade 8: Unit D: Chapter 1, Section 2.1, Chapter 3, Chapter 4.1-4.3 ✯ Atoms Family Resources from www.sciencespot.net

STUDENT "I CAN" STATEMENTS ✯ I can identify chemical/physical properties and changes. ✯ I can identify evidence that a chemical change has occurred. ✯ I can calculate the density of an object. ✯ I can identify the three states of matter. ✯ I can demonstrate the law of conservation of mass through balancing chemical equations. ✯ I can model how atoms are conserved during a chemical reaction. ✯ I can measure the mass before and after a chemical reaction to show the conservation of mass.	**and Alloys** **Chemical Building Blocks: 4.3 Ceramics and Glass**		**Uncovering student ideas in science. Vol. 4** ✯ Sugar water p.11 **Summative:** ✯ Projects (with rubrics: Powerpoint/Flipchart, Animoto, Prezi, brochures, WebQuests, internet based research assignments ✯ ClassScape: Classroom based and County Benchmark ✯ Chapter and Unit tests(Science fusion Test bank)	

Day 1	Day 2	Day 3	Day 4	Day 5
Lesson: Unit: 1 Chemistry: Intro to Chemistry.	**Lesson: Unit: 1 Chemistry: Intro to Chemistry.**	**Lesson: Unit: 1 Chemistry: Intro to Chemistry.**	**Lesson: Unit: 1 Chemistry: Intro to Chemistry.**	**Lesson: Unit: 1 Chemistry: Intro to Chemistry.**
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:**	**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 and neutron.	**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 and neutron.	**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 and neutron.	**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, physical properties, chemical properties.
Bell Ringer: Why do we study science? **Instructional Tasks:** School/classroom rules and procedures (including lab safety) Discussion on importance of studying science and how it correlates to reading, math,	**Bell Ringer:** Define the following terms: elements, compounds, mixtures. **Instructional Tasks:** Class discussion/review vocabulary. **Introduce vocabulary:** atom, atomic number, atomic mass, electron, proton and neutron. Teacher models/provides handout on atomic structure-	**Bell Ringer:** Using the periodic chart on page d20-d21 look at the different elements then explain how you think chemistry affects everyday life? **Instructional Tasks:** One day per week we will set aside for technology/lab activities, these may not fall on Thursday for all teachers due to schedule conflicts. **Write to learn** activities	**Bell Ringer:** Explain the ratio of atoms in water, salt and carbon dioxide. **Instructional Tasks:** Compare and contrast proton, neutrons and electrons. (thinking maps) **Lecture/discussion,** "subatomic calculations" This calculates the	**Bell Ringer:** Using the periodic chart on page d20-d21 look at the different elements then explain how you think chemistry affects everyday life? **Instructional Tasks:** Introduce vocabulary: compounds, mixtures, physical properties, chemical properties Venn diagrams/double-bubble maps- compare and contrast

social studies, and health/P.E. **Summarizer:** What content knowledge or skills do you think you will gain from science class?	explains the word atom, (how elements are made of many atoms of the same element.) Explain the 2/8/18 electron rule with students. "If time permits" Teacher will have student's model atoms on their own. Simple ones like hydrogen and possibly have them model atoms with atomic number above 20 on individual whiteboards and pairshare. **Or**: hands on models with Styrofoam **Or** video from learn 360. **Summarizer:** What jobs do you think you could get with a degree in science?	**Or** Model atomic structure individually or in groups. Website for labs and tech projects http://www.nclark.net/Atom **Summarizer:** What elements combine to make water/H2O? salt/NaCl? carbon dioxide/CO2?	average number of neutrons. Gold is Au, it has 79 protons, and it has an atomic number of 196.97. Students need to understand how to calculate the number of neutrons based on the formula: Atomic Mass= #p + #n ex.(197-79=118) So gold has an average number of 118 neutrons. **Class activity**: Depending on class length students should practice calculations using a chart in class or for homework **Summarizer:** Compare and contrast mixture and solution.	compound/mixtures **N.C. E.O.G.** coach (blue book) I class reading pages 27-30. **Or** **McDougal Littell** Science Grade 8 book pages D.69-76 Class discussion-list physical properties and chemical properties. Student independent practice. List and identify chemical and physical changes. **Summarizer:** In writing, please explain or list any concepts that you may need to review.
Assessment: Bellringers, discussion, writing, exit tickets	**Assessment:** Bellringers, discussion, writing, exit tickets, homework.	**Assessment:** Bellringers, discussion, writing, exit tickets, homework.	**Assessment:** Bellringers, discussion, writing, exit tickets, homework, thinking maps.	**Assessment:** Bellringers, discussion, writing, exit tickets, homework, thinking maps.

Day 1 **Lesson: Unit: 1** **Chemistry: Intro to Chemistry.**	**Day 2** **Lesson: Unit: 1** **Chemistry: Intro to Chemistry.**	**Day 3** **Lesson: Unit: 1** **Chemistry: Intro to Chemistry.**	**Day 4** **Lesson: Unit: 1** **Chemistry: Intro to Chemistry.**	**Day 5** **Lesson: Unit: 1** **Chemistry: Periodic table; history and properties.**
Clarifying Objective: **Academic Vocabulary:**	**Clarifying Objective:** **P.1.1:** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements. **Academic Vocabulary:** filtration, sifting, homogeneous and heterogeneous mixtures	**Clarifying Objective:** **P.1.1:** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements. **Academic Vocabulary:** filtration, sifting, homogeneous and heterogeneous mixtures	**Clarifying Objective:** **P.1.1:** Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements. **Academic Vocabulary:** Periodic Table, Dmitri Mendeleev, group, 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:** group, period, reactivity
Bell Ringer: Labor day. **Instructional Tasks:** **Student activity:** **Summarizer**	**Bell Ringer:** Define homogeneous and heterogeneous mixtures. **Instructional Tasks:** Complete vocabulary sifting and filtration. **Student activity:** (Teacher will need to print or copy Science fusion student edition Module:H (MATTER AND ENERGY) lesson 4, pages 50-53) KWL chart activity: How do pure substances and mixtures compare? In class reading, Pure	**Bell Ringer:** In writing compare and contrast chemical and physical changes. **Instructional Tasks:** One day per week we will set aside for technology/lab activities, these may not fall on Thursday for all teachers due to schedule conflicts. **Activity: Writetolearn.com** Science 6 14.1 How did we learn about atoms? **Summarizer:** Compare and contrast heterogeneous and homogeneous mixtures	**Bell Ringer:** Demo on separating mixtures: sifting versus filtration. The teacher will demonstrate separation of mixtures using illustration page 24 EOG Coach book. **Instructional Tasks:** Teacher-made quiz on vocabulary and atomic structure. **N.C. E.O.G.** coach (blue book) In class reading pages 22-26 **Activity** focus on inquiry. Page 25 in E.O.G. coach. Or **McDougal Littell** Science pages 110-116, complete questions 1-4,6 on page 116 **Summarizer: :** 3-2-1 summarizing format-3 things you learned, 2 things you	**Bell Ringer:** What can you learn from the atomic number? **Instructional Tasks:** Teacher lecture/discussion on Atomic squares. Identifying how to read each square on the Periodic table. **Student reading McDougal Littell** Science pages D19-D21. Student practice on manipulation of information from atomic squares(cells from periodic table) **Students need to know what everything represents inside the**

	substances and Mixtures.(from handout above) Student's will copy engage your brain question 1 and 2 after completion. P.50 **Summarizer:** Would you use sifting or filtration for which change? Physical or chemical and why?		didn't understand and one thing you wanna learn more about.	**Summarizer:** Using the periodic table identify the state of matter for hydrogen, barium and mercury?
Assessment: discussion, writing, exit tickets, homework, thinking maps.	**Assessment:** discussion, writing, exit tickets, homework, thinking maps, teacher-made quiz.	**Assessment:** discussion, writing, exit tickets, homework, thinking maps, class work.	**Assessment:** discussion, writing, exit tickets, homework, thinking maps, class work.	**Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, class work.

Day 1	Day 2	Day 3	Day 4	Day 5
Lesson: Unit: 1 Chemistry: Periodic table; history and properties.	**Lesson: Unit: 1 Chemistry: Periodic table; history and properties.**	**Lesson: Unit: 1 Chemistry: Periodic table; history and properties.**	**Lesson: Unit: 1 Chemistry: Periodic table; history and properties.**	**Lesson: Unit: 1 Chemistry: Periodic table; history and properties.**
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:** group, 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:** group, 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:** group, 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:** group, 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:** group, period, reactivity
Bell Ringer: What do the three colors on the periodic table represent? **Instructional Tasks:** This assignment may take two days based on class length. Teacher/lecture discussion on groups and periods. **Student reading McDougal Littell** Science pages D26-D32, define reactivity. **Notes:** Groups are horizontal, there are 18 groups and have similar properties. Periods are vertical, there are 7 periods. Trends can be seen	**Bell Ringer:** All matter has properties, what are some properties of matter? **Instructional Tasks:** See Monday continue notes/reactivity The teacher will cover the properties of metals, nonmetals and metalloids using any of the following: in class reading EOG coach pages 14-17 or McDougal-Littell Science pages p.d.27-d31. or discussion, lecture or notes. Properties of metals-ductile, malleable, conducts electricity, luster, high	**Bell Ringer:** Compare the properties of metals and metalloids. **Instructional Tasks:** **Activity: Writetolearn.com** Science 6 14.2 How are elements grouped? **Or teacher created lab activity.**	**Bell Ringer:** Make a list using the three headings: metals, nonmetals, metalloids-below the list scatter properties and allow students to drag and drop where they belong. **Instructional Tasks:** Complete notes and activities from Monday and Tuesday. Option 2 for longer class periods-color code a blank periodic table.	**Bell Ringer:** Review atomic squares, the periodic charts, groups and periods, properties of metals, nonmetals, and metalloids. **Instructional Tasks:** Teacher made assessment on the concepts from Periodic table, history and properties. Introduce Chemical changes.

in periods. Periods-atomic size decreases from left to right, but atomic number increases from left to right (protons increase from left to right) Elements in the middle are the most dense. Teachers outline group 1, group 2, group 3-12, group 17, group 18- focus on reactivity and properties. The reading goes along with the notes. **Summarizer:** Compare and contrast groups and periods in any thinking map you would like.	melting point, high density. **Summarizer:** Compare ductility and malleability.	**Summarizer:** Compare the properties of metalloids and nonmetals.	**Summarizer:** Name and compare the properties of group 1 and group 2 of the periodic table using a thinking map of your choice.	**Summarizer:** In writing, please explain or list any concepts that you may need to review.
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:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork.	**Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork, teacher made test.

Day 1 Lesson: Physical/Chemical changes and Law of Conservation of Mass.	Day 2 Lesson: Physical/Chemical changes and Law of Conservation of Mass.	Day 3 Lesson: Physical/Chemical changes and Law of Conservation of Mass.	Day 4 Lesson: Physical/Chemical changes and Law of Conservation of Mass.	Day 5 Lesson: Physical/Chemical changes and 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:** melting point, boiling point, density, solubility, polarity, states of matter, chemical reactions, chemical bond	**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:** melting point, boiling point, density, solubility, polarity, states of matter, chemical reactions, chemical bond	**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:** density, solubility, states of matter, 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:** density, solubility, states of matter, 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:** density, solubility, states of matter, chemical reactions
Bell Ringer: What are the three states of matter water is found on planet earth? **Instructional Tasks:** Science Fusion: Matter and Energy. T.E. Unit 1 lesson 2. pages 34-48-Student edition pages 20-33. Teacher will need to copy the student pages. (if you do not have the student editions) Teacher will need to copy p.33 of student edition for each	**Bell Ringer:** Match common physical properties with definitions. **Instructional Tasks:** Continues with lesson from Monday: Science Fusion: Matter and Energy. T.E. Unit 1 lesson 2. pages 34-48-Student edition pages 20-33. Teacher will need to copy the student pages. Students can work	**Bell Ringer:** Distinguish what kind of properties are being displayed between the two nails in the visualize it from p.28 of student edition? **Instructional Tasks:** **Activity: Writetolearn.com** Science 6 13.2 How can matter change? **Or** **lab activities/teacher demonstrations.**	**Bell Ringer:** Can you list 3 things you can do to create a chemical reaction in everyday life. **Instructional Tasks:** Science Fusion: Matter and Energy. T.E. Unit 1 lesson 3 pages 50-67. Student edition pages 34-45. Teacher will need to copy the student pages.(if you do not have the student editions)	**Bell Ringer:** What is the conservation of mass? **Instructional Tasks:** Science Fusion: Matter and Energy. T.E. Unit 1 lesson 3 pages 50-67. Student edition pages 34-45. Teacher will need to copy the student pages.(if you do not have the student editions) Student will read pages 40-44 and copy and complete questions 11-20 pages 40-45.

individual student for homework on Tuesday. Students can work individually, pairshare or in small groups, students are to: Read pages 20-25 and complete on their own paper Building reading skills from T.E. page 44. And Define common physical properties. **Summarizer:** What is the boiling and melting point of water in Celsius and Fahrenheit?	individually, pairshare or in small groups, students are to: Read pages 26-27 and pages 30-32.complete pages 33 Lesson review questions 1-9, in class or for homework. **Summarizer:** How are chemical properties different from physical properties?	**Summarizer:** In everyday life think of 3 physical changes and 3 chemical changes.	Student will read pages 34-38 and copy and complete questions 5-10 page 35-39. IF TIME PERMITS: **lab activities/teacher demonstrations. Good example, Science fusion T.E. matter and energy p.53: quick lab "Physical of Chemical change?"** **Summarizer:** How can you determine whether something has undergone a physical change or not?	Teacher could print page 45 lesson review for all students for homework or review. **Summarizer:** If you have 40 grams before a chemical reaction and 27 grams after the chemical reaction, what happened to the missing 13 grams? **Answer=13 grams released as a gas**
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:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork.	**Assessment:** notes, discussion, writing, exit tickets, homework, thinking maps, classwork.