

	MONDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	TUESDAY (B)	WEDNESDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	THURSDAY (B)	FRIDAY (A) MR. PIENIAZEK IS OUT TODAY AS HE IS ATTENDING A WEDDING
	Objective(s): SWBAT * Predict moon phases with accuracy (approximate dates given a calendar). * Compare and contrast the full moon and new moon phases. * Justify the accuracy of the order of the moon phases given a diagram.	Mr. Pieniazek only teaches classes on A-B-day days.	Objective(s): SWBAT * Identify moon phases by name, image, description, and graphic representation. * Explain how/why we are able to predict the phases of the lunar cycle with accuracy.	Mr. Pieniazek only teaches classes on A-B-day days	Mr. Pieniazek is out today My mentor Mrs. Tasneem will have something fun planned for class.
Engage: SEL community building activity: Native American Folklore: "The Eagle and the Moon" P Think about any stories you heard growing up about the moon. Take some time to talk with your table and then we will discuss as a class.	Engage: Nat geo mini reading where we will ask the students "Did the moon sink the Titanic?"				
L Explore: "My Birthday Moon" Students will each receive a handout for the explore activity where they will make a claim by drawing what they think the moon looked like in Austin on their day of birth. They will then use the moon calendar on almanac.com to provide evidence for what the moon looked like on their birthday. A Students will create various sketches relative to days after their birthday with the dates labeled and phases noted. They will think about patterns and when they expect to see the same phase of the moon again after exploring the almanac. Explain/Elaborate: PBS crash course video on Moon Phases .	Explore: Student table group demo for phases of the moon using a lamp, globe, and ball of foil. Explain: Choice board "grab bag" on lunar learning <ul style="list-style-type: none"> - Origins of the moon - Moons on other planets - Special moons - Lunar missions - Astrology and Astronomy Elaborate: Mr. Lee's "phases of the moon rap" Honestly a very catchy song and super informative. I think the students will enjoy this and it will be a good note to end on before they see material again on Friday https://youtu.be/79M21SVZiY4				

	<p>Students will have questions to talk to each other about and answer after they watch the video.</p> <ol style="list-style-type: none"> 1. Why does the moon look so bright? 2. True or False: The moon is almost always half illuminated 3. Why would a new moon phase be difficult to see? 4. What time of day/night would you expect to see the full moon rise? <p>Evaluate: Blend 4 question summative assessment exit ticket to be completed before the end of class. A good resource/simulation to help students can be found here.</p>		<p>Evaluate: Stamps for each activity completed for the lunar learning grab bag choice board.</p>		
<p style="text-align: center; font-size: 2em; font-weight: bold;">N</p>	<p>Summary: Students will explore phases of the moon by focusing on what the moon looked like at their birthday. They will be exposed to important vocabulary related to the lunar cycle and predict what the phase of the moon will be based on diagrams with the earth, sun, and moon. A PBS video will be used to elaborate upon what was learned during class.</p>		<p>Summary: Students will continue learning about phases of the moon by having a choice board of activities to complete. Activities such as “did the moon sink the titanic” and having the students hear Mr. Lee’s rap should be an interesting and informative approach to expanding upon what was learned on Monday. The moon demo should be a cool way to have students better visualize why the moon has phases.</p>		
<p style="text-align: center; font-weight: bold;">Resources:</p>	<p>Resource Requirements:</p> <ul style="list-style-type: none"> - Chromebook/computer - My birthday moon handouts 		<p>Resource Requirements:</p> <ul style="list-style-type: none"> - Chromebook/computer - Globes, foil, flashlights - Stamp sheet handout 		