

	<b>MONDAY (A)</b> A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	<b>TUESDAY (B)</b>	<b>WEDNESDAY (A)</b> A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	<b>THURSDAY (B)</b>	<b>FRIDAY (A)</b> A3 11:45-13:26 A4 13:30-15:00
	<b>Objective(s): SWBAT</b> * Make connections between pressure changes and phase changes * Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressure and fronts	Mr. Pieniazek only teaches classes on A-days. B-day	<b>Objective(s): SWBAT</b> * Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressure and fronts * Navigate weather maps that show high and low pressure and fronts * Co-create classroom norms to benefit the learning process	Mr. Pieniazek only teaches classes on A-days. B-day	<b>Objective(s): SWBAT</b> * Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressure and fronts * Navigate weather maps that show high and low pressure and fronts * Assess and catch up on missing work
<b>P</b>	<b>Engage:</b> If you could make one rule in the world everyone had to follow what would it be? Why?  Students will recall what the topic they became “experts” on last class during last class after discussing important questions with their peers. They will now each complete a Frayer model on their concept so they can each briefly explain what they learned to their student groups (finishing up the Jigsaw).  When students are done they can work on a student paced Quizziz to assess their knowledge on the topic learned last week.		<b>Engage:</b> Circle time standing up face to face. Teacher starts with a simple question for our first circle of the semester. “What is your least favorite food?” Students are always allowed to pass.  Revisiting cloud in a bottle to clear up some misconceptions. Make it clear to students by showing the bottle, squeezing it respectively and asking about high + low pressure. Tell students why the match is not necessarily related to why the condensation is there.  Finishing class norms sheet in table groups. This will increase accountability, give students a part in how class is run, and work to reinforce that class time is for learning.  Brain-break: AsapScience on “What if humans disappeared?”		<b>Engage:</b> “This is why water striders make terrible lifeguards” video (If time) as an extension on the “Magical Water” lab showcasing the property of surface tension.  Blooket (Kahoot style learning game) on weather. Students play a game against each other with a leaderboard displayed on the classroom TV while answering questions related to the topics they are learning about.
<b>L</b>	<b>Explore:</b> “Cloud in a bottle” demo to tie together pressure changes and phase changes of condensation and evaporation.		<b>Explore/Explain:</b> Teacher created differentiated learning stations “TAG”. <b>T:</b> Teacher station for norms – This is where the teacher will work with students to edit an evolving		<b>Explore:</b> Finishing up the Nearpod on clouds and/or catching up on work that was not turned in. During this time I will go around to students who were absent/need to turn in work.

<p style="text-align: center;"><b>A</b></p>	<p>This will take place on the school tennis court in student groups where each student will have a role. It will also serve as a <b>brain-break</b> due to this</p> <p>*Have the group manager write down observations about the lab in their small groups to hold them accountable for their participation and learning.</p> <p><b>Explain:</b> Have students think about a couple questions:  1. Did the clouds form in the bottle when the pressure was high or low? Why were you not able to see cloud formation when you observed high and low pressure with just water in the bottle?  2. Why do you see condensation appear in the bottle?</p> <p>Make sure students think back to what we have learned about evaporation as well as how molecules behave when warmed or cooled (balloon lab). We should be able to tie what we have learned about heat transfer and phase changes to apply it to clouds.</p> <p><b>Elaborate:</b> Mr. P’s class norms review as a class/group</p>		<p>document to review norms they added and how as a class we will address norms not being met. It will also be a time to review the “recall” notecards addressing questions about condensation and evaporation from last week. Finally, a simulation will explore phase changes where the students will answer via a student sheet.</p> <p><b>A:</b> Adiabatic cooling station – Adiabatic choice board will have students will watch 2/3 videos of their choice on the topic and then answer a few questions on their student sheet.</p> <p><b>G:</b> Group Nearpod station – Students will work on a Nearpod introducing them to weather maps and terminology such as fronts and the respective symbols.</p> <p><b>Elaborate:</b> “This is why water striders make terrible lifeguards” video (If time) as an extension on the “Magical Water” lab showcasing the property of surface tension.</p>		<p><b>Brain-break:</b> Write a haiku about one of your favorite hobbies, an emotion, or a favorite place you have been. Remember haikus are 5, 7, 5 syllables and are often use a few words to paint a picture in the reader’s mind that can be interpreted and reflected on. Could do this outside with the students, writing the haikus on notecards. Share with a classmate or two.</p> <p><b>Explain:</b> Class discussion on the Nearpod as well as the adiabatic cooling questions and videos. If there is time, we will dive into weather maps, but it may be best to start this on Tuesday so all the classes are on the same page.</p> <p><b>Elaborate:</b> National Geographic Thunderstorms 101 video</p>
<p style="text-align: center;"><b>N</b></p>	<p><b>Evaluate:</b>  -Cloud in a bottle question notecard</p> <p><b>Summary:</b> Students will recall what they learned from Thursday’s class on phase changes to create a Frayer model with their team. They will then experience the relationship between pressure and temperature with a hands-on cloud in a bottle lab outside. Cloud formation and types will be explained further through a student or teacher paced Nearpod to wrap up the lesson.</p> <p><b>Assessment(s):</b>  -Frayer model (phase changes)</p>		<p><b>Evaluate:</b>  -Student sheet questions + answers  -Quizziz at the end of Nearpod</p> <p><b>Summary:</b> Students will work together as well as with the teacher to co-create and review classroom norms to further success and accountability in the classroom. Phase changes will be reviewed while reading weather maps will be introduced and assessed. Students will also expand on their knowledge about phase changes through a station on adiabatic cooling.</p> <p><b>Assessment(s):</b>  -Nearpod quizziz quiz</p>		<p><b>Evaluate:</b>  -Turned in student sheet links on Blend</p> <p><b>Summary:</b> Students will use this Friday to complete the student sheet on clouds, finish/catchup on incomplete work, and decompress. A new technology called Blooket will be used to have students answer questions about weather and a brain break in the form of a haiku will be written and shared among peers to build rapport, give students a chance to be creative, and give</p>

	-Observation/question notecard		-Questions on adiabatic cooling -Phase changes simulation student sheet		teachers insight to their hobbies or expressions.  <b>Assessment(s):</b>
<b>Resources:</b>	<b>Resource Requirements:</b> - plastic 2L bottles -matches -water -Chromebook/computer		<b>Resource Requirements:</b> -Chromebook/computer -Student sheet copies -bottle		<b>Resource Requirements:</b> -copies of Science Vibe norms -Chromebook/computer