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|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | ⓈSCI.6.6A Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | ⓈSCI.6.6A Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | ⓈSCI.6.6A Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | . ⓈSCI.6.6A Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | ⓈSCI.6.6A Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | * Compare | * Compare | * Compare | * Compare | * Compare |
| **Concept**  -What am I teaching?  -What do the students need to know? | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. |
| **Context**  ***Readiness:***   * Connections from previous grade level. * To what degree will this impact learning two years down the road?   ***Supporting:***   * What Readiness Standards or concepts from the Readiness Standards does it support? * How does it support the Readiness Standards? | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances | **Prerequisites**  **In Grade 5, students;**   * classified substances based on physical properties * demonstrated that mixtures maintain physical properties * identified physical changes in solutions * observed and measured properties of substances |
| **I will know my students have mastered this standard when they can….** | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. | Students compare properties of metals, nonmetals, and metalloids. |
| **I will assess the standard by…..** | Check for understanding techniques, exit tickets, test on Friday | Check for understanding techniques, exit tickets, test on Friday | Check for understanding techniques, exit tickets, test on Friday | Check for understanding techniques, exit tickets, test on Friday | Test |
| **Vocabulary**  (Academic and Content) | Element, luster, conductivity, Periodic Table of Elements , symbol, atom, malleable, metalloid | Element, luster, conductivity, Periodic Table of Elements , symbol, atom, malleable, metalloid | Element, luster, conductivity, Periodic Table of Elements , symbol, atom, malleable, metalloid | Element, luster, conductivity, Periodic Table of Elements , symbol, atom, malleable, metalloid | Element, luster, conductivity, Periodic Table of Elements , symbol, atom, malleable, metalloid |
| **Lesson Topic** (Content Objective) | Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. | Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity or malleability. |
| **ELPS** (Language Objective) | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening**  **(5 min)** | Have students exchange their organizer with a partner. Each partner should add to the information and or ask a question. Have students repeat with another partner and then review the additional information they now have. | Write physical change and chemical change on board. Students will answer the question what are some examples of physical change and chemical properties | Write physical change and chemical change on board. Students answer question. Consider what you know about physical and chemical properties. What do you think is the difference between physical and chemical changes? | Review | Review |
| **Explore:**  **INM/Review (0 min):** | Students will complete minilab, ‘Which Insulates Better?’ found in S.E. lab manual. | What does the change in the color of matter Show? Pg. 63 | Edusmart | Review | Review |
| **Explain:**  **Guided Practice** | Teacher Demo: Hold up pictures or photographs showing objects made out of metal. Ask students how metal has  been used in each image. Ask them how the different uses might relate to the chemical or physical properties of  metal. | Divide students into groups. Distribute a set of teacher created **Element Cards** to each group. Have students  organize cards into metals and nonmetals by physical characteristics. Facilitate a discussion about any cards that are difficult to sort. | Students should complete Explore Activity for section 3.3, p. 112, S.E. to compare the properties of nonmetals to  metals. Assign reading assignment, p. 115, ‘How are nonmetals different from metals?’, p. 118, ‘Metalloids,’ p. 119,  ‘Metals, Nonmetals, and Metalloids.’ | Review | Review |
| **Elaborate:**  **Independent Practice (20 min):** | How it works. P 74-75 | Edusmart | Edusmart | Review | Review |
| **Evaluate:**  **Closing (5 min.):** | Exit Ticket | Exit Ticket | Exit Ticket | Exit Ticket | 10-question test. |
| **Reinforcement** | **Materials/ Resources:** | Materials for mini lab, textbooks | Materials for mini lab, textbooks | Textbooks, paper for foldable | Materials for mini lab, textbooks | Materials for mini lab, textbooks |
| **Homework** |  |  |  |  |  |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student |

**\*All lesson plans are subject to revisions and addendums by teacher.**