

Grade 5	Science	Week 5
<b>Lesson Title:</b> Describing Properties of Matter		
<b>Weekly Learning Targets:</b> Students can compare and contrast solids, liquids, and gases by using their basic properties.		
<p><b>Next Generation Science Standards</b></p> <p><b>5.PS1.1</b> – Develop a model to describe that matter is made of particles too small to be seen.</p> <p><b>5.PS1.3</b> – Make observations and measurements to identify materials based on their properties.</p>		
<b>MONDAY</b>		
<p><b>Daily Learning Target:</b> Students can identify and explain different properties of matter.</p> <p><b>Learning Tasks:</b> After reviewing the lessons from the previous week, the teacher can preview the upcoming week’s lessons about the properties of matter. To begin, the class can watch this video (SM A) about the properties of matter. The video can be paused periodically for the students to take notes and for the teacher to make a list of the physical properties of matter (SM B) and the chemical properties of matter. (SM C) The students can do the same in their science notebooks. Following that, the teacher can model how to find the physical properties of an object like a block. (SM D) The students can then add the vocabulary words and definitions to their notebooks in their own words.</p> <p><b>Daily Formative Assessment:</b> The teacher can check exercise #1 on page 9 and the students’ recording sheets.</p>		
<b>TUESDAY</b>		
<p><b>Daily Learning Target:</b> Students can measure mass and volume to find the properties of an object.</p> <p><b>Learning Tasks:</b> After reviewing the different properties, the teacher can inform the students that they will be learning more about color, mass, and volume. To start, students can read and answer questions about color on page 17. Next, students can read and answer questions about measuring mass on page 18. The teacher can do demonstration using a balance scale like on page 18. First, the teacher can place an empty container on the scale and balance it. Then, water can be added to the scale. The class can then make observations about the mass of water. Finally, a deflated ball can be placed on the scale and balanced. Next, the ball can be inflated and placed on the scale. This shows gases have mass. Finally, students can read page 19 and answer the questions about volume. Lastly, the class can perform the demonstration on page 19 where they find the volume of a liquid, solid, and gas using a graduated cylinder. For gas, a graduated cylinder is partially submerged in a glass with water. Then, air is blown into the cylinder using a straw.</p> <p><b>Daily Formative Assessment:</b> The teacher can check the students’ responses in the textbook.</p>		
<b>WEDNESDAY</b>		
<p><b>Daily Learning Target:</b> Students can measure temperature and find the texture of an object.</p> <p><b>Learning Tasks:</b> To begin the class, the teacher can review the different ways to measure mass and volume with the class. Then, the class can read about temperature on page 20 and find different ways to measure temperature. The class can also review the benefits of knowing the temperature of a solid, liquid, or gas. Then, the class will learn about texture. To learn texture vocabulary, the teacher can set up different stations with objects of different texture and vocabulary words describing that texture. (SM H) After, the students can read page 21 and answer the questions.</p> <p><b>Daily Formative Assessment:</b> The teacher can check the students work in their textbook.</p>		
<b>THURSDAY</b>		
<p><b>Daily Learning Target:</b> Students can observe different objects and find their properties.</p> <p><b>Learning Tasks:</b> To begin class, the teacher can review the key vocabulary through a game. (SM E) After review, the teacher can hand students an object from a mystery bag (SM F). Using a variety of tools (balance scales, electrical circuits, rulers, magnets), students will observe and measure the physical properties of their mystery</p>		

matter. The teacher should have modeled how to choose the correct tool but can repeat the activity with a different object. The class can record their observations on this handout. (SM G) After recording the properties, the class can reconvene. The students will read the properties they observed and other groups can guess the item. The teacher can write a list of different objects on the board to make it easier for other groups to guess the item.

**Daily Formative Assessment:** The teacher can give feedback while the students are measuring their object.

#### FRIDAY

**Daily Learning Target:** Students can identify materials based on observations and take measurements of their properties.

**Learning Tasks:** After reviewing the previous lesson, the teacher can get students ready for a lab from the teacher's edition on page 99c. The teacher will set up three stations, each with different materials, tools for observing and measuring, and a list of properties to observe and measure. At the first station, students will make observations about the properties of sand, salt, and sugar. At the second station, students will use an open electrical circuit to make observations about different materials, like magnetism and electrical conductivity. At the last station, students will make observations about the color, hardness, and luster of different mineral samples. The teacher can adapt the lab as they see fit and record their observations by using a graphic organizer.

**Daily Formative Assessment:** The teacher can check the graphic organizers.

Grade 4– Science – Week 5	MATERIALS / RESOURCES
	pencil, science notebooks, sand, salt, sugar, water, mineral samples, open electrical circuit, measuring tools
	<b>A</b> – Properties of Matter Video - <a href="https://www.youtube.com/watch?v=8m3ci-FftMk">https://www.youtube.com/watch?v=8m3ci-FftMk</a>
	<b>B</b> – Physical Properties of Matter Anchor Chart - <a href="https://betterlesson.com/lesson/resource/3254995/physical-properties-poster-jpg">https://betterlesson.com/lesson/resource/3254995/physical-properties-poster-jpg</a>
	<b>C</b> – Chemical Properties of Matter Anchor Chart - <a href="https://betterlesson.com/lesson/resource/3254996/chemical-properties-poster-jpg">https://betterlesson.com/lesson/resource/3254996/chemical-properties-poster-jpg</a>
	<b>D</b> – Hunting For Properties Video - <a href="https://www.youtube.com/watch?v=ZZYnERZe3Cg">https://www.youtube.com/watch?v=ZZYnERZe3Cg</a>
	<b>E</b> – Properties of Matter Vocabulary Matching Game - <a href="https://www.teacherspayteachers.com/Product/Properties-of-Matter-Vocabulary-Memory-Matching-Game-FREEBIE-1976533">https://www.teacherspayteachers.com/Product/Properties-of-Matter-Vocabulary-Memory-Matching-Game-FREEBIE-1976533</a>
	<b>F</b> – Mystery Bag - <a href="https://betterlesson.com/lesson/resource/3255072/mystery-items-jpg">https://betterlesson.com/lesson/resource/3255072/mystery-items-jpg</a>
	<b>G</b> – Physical Properties of Item - <a href="https://betterlesson.com/lesson/resource/3255097/example-of-student-observations-1-jpg">https://betterlesson.com/lesson/resource/3255097/example-of-student-observations-1-jpg</a>
	<b>H</b> – Texture Touch - <a href="http://www.bsisd.esc18.net/documents/Lesson%20Ideas/LESSONS%20&amp;%20RESOURCES/SCIENCE/KINDERGARTEN/Science%20Kindergarten%20Unit%2002%20Exemplar%20Lesson%2003%20Exploring%20Texture.pdf">http://www.bsisd.esc18.net/documents/Lesson%20Ideas/LESSONS%20&amp;%20RESOURCES/SCIENCE/KINDERGARTEN/Science Kindergarten Unit 02 Exemplar Lesson 03 Exploring Texture.pdf</a>
	<b>Additional Resources</b>
	5 <sup>th</sup> Grade Structure and Properties of Matter - <a href="https://ngss.nsta.org/Resource.aspx?ResourceID=154">https://ngss.nsta.org/Resource.aspx?ResourceID=154</a>
	Lesson Plans Matter - <a href="https://docplayer.net/55840136-Lesson-plan-models-matter-by-darby-feldwinn.html">https://docplayer.net/55840136-Lesson-plan-models-matter-by-darby-feldwinn.html</a>
	What is Matter Lesson Plan - <a href="http://seplessons.ucsf.edu/node/351">http://seplessons.ucsf.edu/node/351</a>