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Middle School Science

a resource for grades 5 - 8

Chemistry | Earth Science | Life Science | Physics

My Plan Book

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5th Grade HW
Science Starters
Blog

Lesson Plans for the 2009-10 school year will be posted here. We have a 6 day cycle with science classes meeting 5 out of 6 days. Each class period is about 45 - 50 minutes. I have 3 sections of Science: 5R, 5G, 5E.

2009-2010

- Interactive Science Notebook - all activities
- Old Lessons Plans 2000-2009
- September: Week 1, 2, 3, 4,
- October: Week 5, 6, 7, 8
- November: Week 9, 10, 11, 12
- December: Week 13, 14, 15,
- January: Week 16, 17, 18, 19
- February: Week 20, 21, 22, 23
- March: Week 24, 25, 26
- April: Week 27, 28, 29, 30
- May: 31, 32, 33, 34
- June: 35, 36

Week 36

Big Idea: Volcanoes are locations where molten rock reaches Earth's surface, and volcanoes can affect landforms and societies				
NJCCC Standards: 5.1, 5.2, 5.8				
Objectives: Students will be able to • learn about the history of Pompeii, its destruction, and its preservation • explain how Mt. Vesuvius formed using the terms stratovolcano, Eurasian Plate, African Plate, and subduction • describe the phases of eruption of Mt. Vesuvius • understand that Romans did not know that Mts. Vesuvius was a volcano and the destruction that it could cause • view a reenactment of daily life during Roman times and the eruption of Mt. Vesuvius • understand the importance of Pliny's Letter to Tacitus and its value as a primary source for the events of that day • understand how historians and scientists have pieced together the story of Pompeii				
Date	**Day**	**Science Starters**	**Classwork** **Special Schedules This Week**	**Homework**
			All Classes: The Mini Page, begin	

6/7	X	none	"Pompeii, The Last Day" 3:00 Dismissal	None
6/8	X	none	All Classes: finish Pompeii Movie 3:00 Dismissal	
6/9	X	none	Last Day of Classes All classes MMR - view BBC Gladiator Film 12:00 Dismissal	
6/10	X	none	No Classes today!	
6/11	X	None	No Classes Graduation at 3:00pm	

Notebook:

- none

Volcano Links:

- Volcanic Hazards ppt
- List of Volcanoes around the world
- USGS, monitors current Volcanic activity - check it out!!
- Volcanoes in the USA - list - Did you know that we have over 160 volcanoes?!
- Volcanic Glossary, not sure what a word means? look it up here! also has color pictures
- Deadliest Volcanoes
- Volcanoes for Kids
- NatGeo - Volcano Quiz
- NatGeo - Volcanoes
- Make a Volcano
- Think Quest - Volcanoes
- Yellowstone: Super Volcano (Interactive)
- BrainPOP: Volcanoes
- "How the Earth Was Made: Iceland" - History Channel

Week 35 top

Big Idea: Volcanoes are locations where molten rock reaches Earth's surface, and volcanoes can affect landforms and societies

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- create an animated ppt slide for a volcano of their choice

Date	Day	Science Starters	Classwork	Homework
5/31	X	none	No School Memorial Day	none
6/1	D	none	5R - drop day 5G/5E - continue volcano work	Study!
			All classes	

6/2	**E**	**none**	**Wrap up volcano ppt & review for test**	**Study!**
6/3	**F**	**none**	**Earthquakes & Volcano Test**	**ppt done?**
6/4	**X**	**None**	**Special Schedule** **Work on Black Boxes and End of Year Reflection** **Picnics 12 - 3pm**	**none**

Notebook:

- **pg. 188 - BrainPOP Volcano Activity Page**
- **pg. 189 - BrainPOP FYI Types of Lava**
- **pg. 190 - Volcano Hazards Graphic (pg. 9)**
- **pg. 191 - Graphic Organizer: Volcano Hazards Vocab (pg. 8) & ppt**
- **pg. 192 - Research 5 Volcanoes**
- **pg. 193 - Volcano ppt criteria**

Volcano Links:

- **Volcanic Hazards ppt**
- **List of Volcanoes around the world**
- **USGS, monitors current Volcanic activity - check it out!!**
- **Volcanoes in the USA - list - Did you know that we have over 160 volcanoes?!**
- **Volcanic Glossary, not sure what a word means? look it up here! also has color pictures**
- **Deadliest Volcanoes**
- **Volcanoes for Kids**
- **NatGeo - Volcano Quiz**
- **NatGeo - Volcanoes**
- **Make a Volcano**
- **Think Quest - Volcanoes**
- **Yellowstone: Super Volcano (Interactive)**
- **BrainPOP: Volcanoes**
- **"How the Earth Was Made: Iceland" - History Channel**

Week 34 **top**

Big Idea: Volcanoes are locations where molten rock reaches Earth's surface, and volcanoes can affect landforms and societies

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- **identify Iceland as a volcanic island**
- **know that Iceland is part of the Mid-Atlantic Ridge, and both the N. American & Eurasian tectonic plates**
- **explain the relationship between volcanoes and plate tectonics**
- **identify the features of a volcano**
- **describe different types of lava**
- **explain how volcanic eruptions can affect climate**
- **compare three types of volcanoes**
- **compare craters vs calderas**
- **describe how magma is formed and moves**
- **locate & research major volcanoes from around the world**
- **create an animated ppt slide for a volcano of their choice**

		Science		

Date	Day	Starters	Classwork	Homework
5/24	E	none	All Classes: go over vocab hw finish Iceland Movie Start Volcano Notes & ppt	pg. 185
5/25	F	none	All Classes go over hw Start Volcano Independent Work	pg. 186-187
5/26	A	none	5R - go over hw, continue volcano work 5G - go over hw continue volcano work 5E - drop	none
5/27	B	none	5R - continue volcano work, research 5E - continue volcano work 5G - drop	none
5/28		None	No School today & Monday	Have Fun!

Notebook:

- pg. 182 - Earthquake Vocab
- pg. 183 - Earthquake Vocab
- pg. 184 - Earthquake Vocab
- pg. 185 - Volcano notes & ppt
- pg. 186 - Volcano Vocab
- pg. 187 - Volcano Vocab
- pg. 188 - BrainPOP Volcano Activity Page
- pg. 189 - BrainPOP FYI Types of Lava
- pg. 190 - Volcano Hazards Graphic (pg. 9)
- pg. 191 - Graphic Organizer: Volcano Hazards Vocab (pg. 8) & ppt
- pg. 192 - Research 5 Volcanoes
- pg. 193 - Volcano ppt criteria

Volcano Links:

- Volcanic Hazards ppt
- List of Volcanoes around the world
- USGS, monitors current Volcanic activity - check it out!!
- Volcanoes in the USA - list - Did you know that we have over 160 volcanoes?!
- Volcanic Glossary, not sure what a word means? look it up here! also has color pictures
- Deadliest Volcanoes
- Volcanoes for Kids
- NatGeo - Volcano Quiz
- NatGeo - Volcanoes
- Make a Volcano
- Think Quest - Volcanoes
- Yellowstone: Super Volcano (Interactive)
- BrainPOP: Volcanoes
- "How the Earth Was Made: Iceland" - History Channel

Week 33 top

Big Idea: Earthquakes result from sudden motions along breaks in the Earth's crust and can affect landforms and societies.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- explain where earthquakes take place
- explain what causes earthquakes
- describe how energy from earthquakes travels through the Earth
- differentiate between P,S, and surface waves
- explain how earthquakes are detected
- know how to read the Richter scale
- how to read the Mercalli Scale
- compare the Mercalli and Richter Scales
- simulate an earthquake drill
- know what to do in case of an earthquake
- explain what a tsunami is and what causes one to form
- identify the warning signs of an approaching tsunami
- identify Iceland as a volcanic island
- know that Iceland is part of the Mid-Atlantic Ridge, and both the N. American & Eurasian tectonic plates

Date	Day	Science Starters	Classwork	Homework
5/17	F	Plate Tectonics 3/4	All - go over hw 5R- Finish earthquake notes 5G/5E - Start Earthquake notes	All - pg. 175
5/18	A	Plate Tectonics 4/5	5E - drop 5R - Earthquakes, Tilly Smith, Tsunami Video Clips and discussion 5G - Finish up earthquake notes Earthquake Drill	5R - 176-178
5/19	B	Plate Tectonics 5/ Earthquake 1	5G - drop 5E - Finish up earthquake notes Earthquake Drill 5R - go over hw, video clips & discussion, start hw	5R - 179-181 5E - 176-177
5/20	C	none	All - Plate Tectonics Quiz (15min) 5R - go over hw Start "Iceland" by History Channel 5G- go over hw video clips & discussion, start hw 5E- go over hw video clips & discussion, start hw	5R- pgs. 182-184 5G - 178-181 5E - 178-181
5/21	D	Earthquake 1	5R - drop 5E - go over hw "Iceland" by History Channel 5G - go over hw "Iceland" by History Channel	5E/5G - pgs. 182-184

Notebook:

- pg. 170 - Plate Tectonics - Key Terms (pg 22)
- pg. 171 - Pangea - color, cut, and paste in order
- pg. 172 - BrainPOP - Earthquakes
- pg. 173 - Puzzle, Types of Waves
- pg. 174 - Earthquake Notes & ppt
- pg. 175 - Types of Faults
- pg. 176 - Drop, Cover, and Hold On
- pg. 177 - Living on a Fault
- pg. 178 - Mercalli Intensity Scale
- pg. 179 - People & Earthquakes (pg. 31)
- pg. 180 - P & S Waves Graph
- pg. 181 - Calculating Time of an Earthquake (pg. 33)
- pg. 182 - Earthquake Vocab
- pg. 183 - Earthquake Vocab
- pg. 184 - Earthquake Vocab

Related Links:

- California Shake Out Drill
- Tilly Smith -Tsunami
- NatGeo - Tsunami
- NatGeo - Earthquakes
- "How the Earth Was Made: Iceland" - History Channel

Week 32 top

Big Idea: Plate tectonics accounts for important features of Earth's surface and major geologic events.

Big Idea: Earthquakes result from sudden motions along breaks in the Earth's crust and can affect landforms and societies.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- record real time earthquake data using USGS
- describe how earthquakes are measured using the Richter Scale
- plot earthquake data on a map using latitude and longitude coordinates
- see the correlation between earthquakes and tectonic plates
- explain where earthquakes take place
- explain what causes earthquakes
- describe how energy from earthquakes travels through the Earth
- differentiate between P,S, and surface waves
- explain how earthquakes are detected
- know how to read the Richter scale

Date	Day	Science Starters	Classwork	Homework
5/10	A	Plate Tectonics 1	5R/5G - go over hw Plot Earthquake Data 5E - drop	5R/5G - pgs. 166-167
5/11	B	Plate Tectonics 1/2	5E - go over hw Plot earthquake Data 5R - BrainPOP: Earthquakes Notes	5E - pgs. 166-167 5R - 172-173
		Plate	All - go over hw	

5/12	C	Tectonics 2/3	5E/5G: BrainPOP: Earthquakes Notes 5R: Start Earthquake Notes & ppt	5E/5G - 170-173
5/13	D	none	Greek Plays Today - special schedule	none
5/14	E	none	Great Adventure - Chorus Trip	none

Notebook:

- pg. 166 - Plotting Earthquakes data
- pg. 167 - Plotting Earthquakes- map
- pg. 168 - Tectonic Plates - Review Sheet (pg 29)
- pg. 169 - Iceland - Enrichment (pg 30)
- pg. 170 - Plate Tectonics - Key Terms (pg 22)
- pg. 171 - Pangea - color, cut, and paste in order
- pg. 172 - BrainPOP - Earthquakes
- pg. 173 - Puzzle, Types of Waves
- pg. 174 - Earthquake Notes & ppt

Related Links:

USGS Earthquake Links:

- Past 7 days
- Last 7 days- USA Animation
- Last 8-30 days

Week 31 top

Big Idea: Plate tectonics accounts for important features of Earth's surface and major geologic events.

Big Idea: Earthquakes result from sudden motions along breaks in the Earth's crust and can affect landforms and societies.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- record real time earthquake data using USGS
- describe how earthquakes are measured using the Richter Scale
- plot earthquake data on a map using latitude and longitude coordinates
- see the correlation between earthquakes and tectonic plates

Date	Day	Science Starters	Classwork Special Schedules this week for Spring Sing Rehearsals, shortened classes	Homework
5/3	C	none	Rocks Test Today	pgs. 163-165
5/4	D	Earth Science Trivia	5E - go over hw Wrap up Plate Tectonic Notes 5G - go over hw Wrap up Plate Tectonic Notes	5E/5G - none
5/5	E	Earth Science	5R - go over hw Wrap up Plate Tectonics Notes	All- sign & correct test

		Trivia	5G - start collecting Earthquake data 5E - start collecting earthquake data	5E/5G - pgs. 168, 169
5/6	F	Earth Science Trivia	5R - Collect Earthquake Data 5G/5E - go over hw (5G, go over hw on Monday, class time was too short) Finish collecting earthquake data	5R - pgs. 168, 169 5E/5G - finish collecting earthquake data only
5/7	X	none	Grandfriend's Day, Spring Sing, & Field Day	none

Notebook:

- pg. 160 - Plate Tectonics Notes & Plate Tectonics ppt
- pg. 161 - Earth's Layers - Color
- pg. 162 - Tectonic Plates - Color
- pg. 163 - Plate Tectonics Vocab
- pg. 164 - Plate Tectonics Vocab
- pg. 165 - Plate Tectonics Vocab
- pg. 166 - Plotting Earthquakes data
- pg. 167 - Plotting Earthquakes- map
- pg. 168 - Tectonic Plates - Review Sheet (pg 29)
- pg. 169 - Iceland - Enrichment (pg 30)
- pg. 170 - Earthquake Notes & ppt

Related Links:

USGS Earthquake Links:

- Past 7 days
- Last 7 days- USA Animation
- Last 8-30 days

Week 30 top

Big Idea: Studying the rock and fossil record help us understand Earth's history and the history of life on Earth.

Big Idea: Plate tectonics accounts for important features of Earth's surface and major geologic events.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- use a model to demonstrate core sampling
- understand that geologists use core samples to diagram underground rock layers
- explain that a topographic map represents a 3-D surface on a flat piece of paper
- create and read simple topographic maps
- make a 3-D model using data from a topographic map
- identify the layers of the Earth and their chemical composition
- identify the layers of the Earth and their physical properties
- describe a tectonic plate
- describe Wegener's hypothesis of continental drift
- explain how sea-floor spreading provides a way for continents to move
- describe how oceanic lithosphere forms at mid-ocean ridges
- describe 3 types of tectonic plate boundaries

Date	Day	Science Starters	Classwork	Homework
4/26	X	none	Ancient Greece - Special Schedule	None
4/27	E	Earth Science Trivia	5R - Core Sampling 5E- Playdoh Topo Maps 5G- Playdoh Topo Maps	Kairos Night, no HW
4/28	F	Earth Science Trivia	5R - Playdoh Topo Maps 5E - BrainPOP - Earth's Structure, Plate Tectonics Intro to Plate Tectonics 5G- BrainPOP - Earth's Structure, Plate Tectonics Intro to Plate Tectonics	5R - pg. 157, 159 5E/5G - pg. 159, pg. 161
4/29	A	Earth Science Trivia	5E - Drop 5R - Go over HW BrainPOP - Earth's Structure, Plate Tectonics Intro to Plate Tectonics 5G - Go over HW Plate Tectonics continued	5R - pg. 161, 162 5G - pg. 162 Study for Rocks Quest
4/30	B	Earth Science Trivia	5R - Go over HW Plate tectonics continued 5E - Go over HW Plate tectonics continued	5E - pg. 162 Study for Rocks Quest

Notebook:

- pg. 156 - Core Samples- Candy Bar Activity
- pg. 157 - Practice: Core Samples
- pg. 158 - Playdoh Mountains/Topo Maps
- pg. 159 - Practice: Topo Maps
- pg. 160 - Plate Tectonics Notes & Plate Tectonics ppt
- pg. 161 - Earth's Layers - Color
- pg. 162 - Tectonic Plates - Color
- pg. 163 - Iceland - Enrichment (pg 30)
- pg. 164 - Tectonic Plates - Review Sheet
- pg. 165 - Plate Tectonics Vocab
- pg. 166 - Plate Tectonics Vocab
- pg. 167 - Plate Tectonics Vocab
- pg. 168 -

Related Links:

- http://geology.com/nsta/earth-internal-structure.shtml
- http://pubs.usgs.gov/gip/dynamic/understanding.html
- http://www.enchantedlearning.com/subjects/astronomy/planets/earth/Continents.shtml

Week 29 top

Big Idea: Studying the rock and fossil record help us understand Earth's history and the history of life on Earth.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- **explain how relative dating is used in geology**
- **explain the law of superposition**
- **explain how physical features are used to determine relative ages**
- **explain why fossils are usually found in sedimentary rock**
- **explain how fossils can be used to date rock layers**
- **explain how fossils can be used to determine the history of changes in environments and organisms**
- **name an index fossil**
- **use a model to demonstrate core sampling**
- **understand that geologists use core samples to diagram underground rock layers**

Date	Day	Science Starters	Classwork	Homework
4/19	A	Earth Science Trivia	5E - Drop 5G - go over hw pg. 151-52 Law of Superposition 5R - Go over Rock Lab, ppt BrainPOP: weathering & erosion	5R - pgs. 151-52 5G - pg. 153, 155
4/20	B	Earth Science Trivia	5G - drop 5E - go over hw pg. 151-52 Law of Superposition 5R - go over hw pg. 151-52 Law of Superposition	5R/5E - pg. 153, 155
4/21	C	none	Sterling Mine Trip	none
4/22	D	Earth Science Trivia	5R - Drop 5G - Core Sampling 5E - Core Sampling	5E/5G - pg. 157
4/23	X	none	Earth Day Festivities!	none

Notebook:

- **pg. 151 - Rocks terms (pg. 21)**
- **pg. 152 - Rocks and Minerals Crossword Puzzle (pg. 22)**
- **pg. 153 - BrainPOP FYI: Grand Canyon**
- **pg. 154 - Law of Superposition Notes, ppt**
- **pg. 155 - Practice - Law of Superposition**
- **pg. 156 - Core Samples- Candy Bar Activity**
- **pg. 157 - Practice: Core Samples**

Related Links:

Week 28 top

Big Idea: Rock changes through the rock cycle and is classified by how it formed, by its composition, and by its texture.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- describe the way igneous rocks form
- explain how cooling rates affect crystal size in igneous rock
- distinguish between extrusive and intrusive igneous rocks
- describe how sedimentary rocks form
- understand what strata and stratification means
- describe how rocks undergo metamorphism
- know the difference between foliated and non-foliated
- identify 10-12 different rock samples

Date	Day	Science Starters	Classwork	Homework
4/12	B	Rocks Bell	5G - Drop 5E/5R - collect rock cycle comics Review for Minerals/Mining Test	Study
4/13	C	none	Minerals and Mining Test	None
4/14	D	Rocks Bell	5G/5E - Start Rock Identification Lab	none
4/15	E	Rocks Bell	5R - Start Rock Identification Lab 5E/5G - continue Rock Lab	sign test & permission slip
4/16	F	Rocks Bell	5R - Finish Rock Lab 5E/5G - Go over Rock Lab, ppt BrainPOP: weathering & erosion	5G/5E - pg. 151-52 sign permission slip by Monday

Notebook:

- pg. 146 - Color the Rock Cycle Notes & ppt
- pg. 147 - Ride the Rock Cycle Activity, Comic to hand in
- pg. 148 - Igneous Rocks
- pg. 149 - Metamorphic Rocks
- pg. 150 - Sedimentary Rocks
- pg. 151 - Rocks terms (pg. 21)
- pg. 152 - Rocks and Minerals Crossword Puzzle (pg. 22)

Related Links:

Smart Board Activity- http://www.learner.org/interactives/rockcycle/index.html

Week 27 top

Big Idea: Rock changes through the rock cycle and is classified by how it formed, by its composition, and by its texture.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- **define the term rock**
- **list three different types of rocks: igneous, sedimentary, and metamorphic**
- **identify characteristics for each type of rock**
- **describe how each type changes into another type of rock as it moves through the rock cycle**
- **identify processes such as weathering, erosion, deposition, heat, pressure, cementation**
- **create an original comic showing the journey of one rock through the rocky cycle**

Date	Day	Science Starters	Classwork	Homework
4/5	C	"I" words	All Classes - New Seats Set up new notebooks pg. Start notes for Types of Rocks	none
4/6	D	"J/K" words	5R - drop 5E - finish notes for types of rocks 5G - finish notes for types of rocks	5E/5G- pg. 144
4/7	E	"L" words	5R - finish notes for types of rocs 5E - go over pg. 144 BrainPOP: Rock Cycle Color the rock cycle, notes, website 5G - go over pg. 144 BrainPOP: Rock Cycle Color the Rock Cycle, notes, website	5R- pg. 144 5E/5G - pg. 145
4/8	F	"M" words	5R - go over pg. 144 BrainPOP: Rock Cycle Color the rock cycle, notes, website 5E - go over pg. 145 Ride the Rock Cycle 5G - go over pg. 145 Ride the Rock Cycle	5R - pg. 145, 5E/5G - complete comic
4/9	A	"N" words	5E - Drop 5R - go over pg 145 BrainPOP: Rock Cycle Ride the Rock Cycle 5G - Collect Comics, Review for Minerals & Mining Test	5G - study 5R - complete comic

Notebook:

- **pg. 140 - BrainPOP Rocks - Fill in the blank notes**
- **pg. 141 - Types of Rocks Power Point and notes**
- **pg. 142 - Types of Rocks Power Point and notes**
- **pg. 143 - Types of Rocks Power Point and notes**
- **pg. 144 - BrainPOP Rocks - Graphic Organizer**
- **pg. 145 - Rocks Vocabulary Cut 'n Paste**
- **pg. 146 - Color the Rock Cycle Notes & ppt**
- **pg. 147 - Ride the Rock Cycle Activity, Comic to hand in**

Related Links:

Smart Board Activity- http://www.learner.org/interactives/rockcycle/index.html

Week 26 top

Big Idea: Minerals have characteristic physical and chemical properties that determine how each mineral is used by humans.

Big Idea: Rock changes through the rock cycle and is classified by how it formed, by its composition, and by its texture.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- **understand how mining impacts the environment**
- **list and compare different types of mining**
- **know what reclamation is**
- **understand why we have mines**
- **realize the relationship between mining and their everyday life**
- **participate in a simulated "mining" of chocolate chips from cookies, using money to purchase the necessary property, tools, and labor**
- **understand the various costs associated with mining coal, including environmental remediation, as demonstrated in the simulation**
- **calculate costs and profits from cookie mining and relate them to the mining industry.**
- **define the term rock**
- **list three different types of rocks: igneous, sedimentary, and metamorphic**

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Date	Day	Science Starters	Classwork	Homework
3/29	E	Minerals 6	5E/5G - go over pg. 137 5R - What is mining? Notes pg. 136 5E - Cookie Mining Activity 5G - Cookie Mining Activity	5R - pg. 137 All - current event due 3/30
3/30	F	Minerals 7	5R - go over hw pg. 137 Cookie Mining Activity 5E - Go over Cookie Mining - Notes, Talk about Little Miners, video clip 5G - Go over Cookie Mining - Notes, Talk about Little Miners, video clip	5G/5E - pg. 138-39
3/31	A	"G" words	5E - drop 5 R - Go over Cookie Mining - Notes & Talk about Little Miners, video clip 5 G - Go over Little Miners BrainPOP: Rocks Intro to Rocks	5R - pg. 138-39
4/1	B	"H" words	5G - Drop 5R - Intro to Rocks, go over Little Miners HW BrainPOP: Rocks 5E - Go over Little Miners HW BrainPOP: Rocks	none

			Intro to Rocks	
4/2	X	none	No School - Good Friday	none

Notebook:

- pg. 136 - What is mining? PPT, Notes
- pg. 137 - Mining in NJ - color code map (pg 2)
- folder - Cookie Mining Lab
- pg. 138 - Little Miners ppt & questions, video
- pg. 139 - Little Miners ppt & questions, video
- pg. 140 - BrainPOP Rocks- Fill in the blank notes
- pg. 141 - BrainPOP Rocks - Graphic Organizer
- pg. 142 - Rocks - notes & pp

Related Links:

Week 25 top

Big Idea: Minerals have characteristic physical and chemical properties that determine how each mineral is used by humans.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- identify the properties of minerals
- recognize that minerals are grouped based on their chemical properties
- research a mineral and create an advertisement for it
- list characteristics of a mineral
- perform a variety of mineral identification tests
- identify common minerals based on physical characteristics and collected data
- understand how mining impacts the environment
- list and compare different types of mining
- know what reclamation is
- understand why we have mines
- realize the relationship between mining and their everyday life

Date	Day	Science Starters	Classwork	Homework
3/22	F	Minerals 1	5R - Continue mineral research 5G - Mineral Identification Lab 5E - Mineral Identification Lab	Poster due 3/25 All - pg. 133
3/23	A	Minerals 2	5E - Drop 5R/G -Go over pg. 133 5R - Mineral Identification Lab 5G - Finish Mineral Lab	work on poster 5G-pg. 135
3/24	B	Minerals 3	5G - Drop 5R - Finish Mineral Lab 5E - Finish Mineral Lab, go over pg. 133	work on poster 5R/5E - pg. 135
			Mineral Poster Due Today	

3/25	C	Minerals 4,	All classes: go over hw pg. 135 Discuss Mineral Lab Play mineral identification game	All - current event due 3/30
3/26	D	Minerals 5	5R - drop 5E - What is Mining? Notes pg. 136 5G - What is Mining? Notes pg. 136	5E/5G - pg. 137

Notebook:

- pg. 124 - What is a mineral? Notes & PPT
- pg. 125 - Practice: Minerals in your home, Link
- pg. 126 - Crystal Shapes Handout
- pg. 127 - Graphic Organizer: Crystal Forms
- pg. 128 - Graphic Organizer: Silicate Minerals, ppt
- pg. 129 - Graphic Organizer: Nonsilicate Minerals
- pg. 130 - Minerals Vocab pg. 1
- pg. 131 - Minerals Vocab pg. 2
- pg. 132 - Mineral Identification Outline
- pg. 133 - Practice: Mineral Groups
- pg. 134 - Mineral Identification Lab
- pg. 135 - Practice: Mohs Scale of Hardness (pg. 17)
- pg. 136 - What is mining? PPT, Notes
- pg. 137 - Mining in NJ - color code map (pg 2)
- pg. 138 - Cookie Mining Lab

Related Links:

Mineral Poster Research Links: Poster is due on 3/25

1. Geology.com: Minerals
2. Minerals: listed by name
3. Minerals: A to Z
4. Commons Minerals and their uses
5. Minerals: Photos
6. Minerals: Image Gallery
7. Mineral Groups
8. USGS: type in the name of your mineral

Week 24 top

Big Idea: Minerals have characteristic physical and chemical properties that determine how each mineral is used by humans.

NJCCC Standards: 5.1, 5.2, 5.8

Objectives: Students will be able to

- identify the properties of minerals
- describe the structure and composition of minerals
- differentiate between minerals and non-minerals
- identify common uses of minerals
- recognize that minerals are grouped based on their chemical properties
- research a mineral and create an advertisement for it

Date	Day	Science Starters	Classwork	Homework
			5R - go over hw pg. 125 using	

3/1	A	"D" Words	SmartBoard, introduce mineral guide and how to use it, look up minerals from HW to see what they look like, chem formula, and where it is found BrainPOP: Crystals Movie 6 Crystal Shapes pg. 126 pg. 127 Graphic Organizer using mineral guide book 5G: BrainPOP Movie: Mineral Ident. Vocab pg. 130-31 Start Mineral Research, Mineral guide & Links 5E: Drop	5R/5G - pg. 128-129
3/2	B	none	Met Trip -- NYC Greek & Roman Galleries Ancient Egypt	none
3/3	C	"E" Words	5R/5E - BrainPOP Movie: Mineral Ident. Vocab pg. 130-31 Start Mineral Research Mineral guide & Links 5G-go over hw Continue Research	5E - pg. 128-129 5R - Review
3/4	D	"F" Words	Academic Support - Study Groups 5R - Drop (continue research when we get back on 3/22) 5G -Quiz Ball 5E - go over hw Continue Mineral Research	All - Review
3/5	E	none	Special Schedules Chemistry Test	Spring Break!

Notebook:

- pg. 124 - What is a mineral? Notes & PPT
- pg. 125 - Practice: Minerals in your home, Link
- pg. 126 - Crystal Shapes Handout
- pg. 127 - Graphic Organizer: Crystal Forms
- pg. 128 - Graphic Organizer: Silicate Minerals, ppt
- pg. 129 - Graphic Organizer: Nonsilicate Minerals
- pg. 130 - Minerals Vocab pg. 1
- pg. 131 - Minerals Vocab pg. 2

Related Links:

Mineral Poster Research Links: Poster is due on 3/25

1. Geology.com: Minerals
2. Minerals: listed by name
3. Minerals: A to Z
4. Commons Minerals and their uses
5. Minerals: Photos

6. Minerals: Image Gallery
7. Mineral Groups
8. USGS: type in the name of your mineral

Week 23 top

Big Idea: Chemical Compounds are classified into groups based on their bonds and on their properties.

Big Idea: Minerals have characteristic physical and chemical properties that determine how each mineral is used by humans.

NJCCC Standards: 5.1, 5.2, 5.6, 5.8

Objectives: Students will be able to

- collect data from 6 different white powders based upon physical and chemical properties
- follow correct lab safety procedures
- analyze data and use a flow chart
- identify unknown substances
- explain what acid rain is and what causes it
- identify the effects of acid rain on the environment
- identify the properties of minerals
- describe the structure and composition of minerals
- differentiate between minerals and non-minerals
- identify common uses of minerals
- ? categorize the minerals into groups

Date	Day	Science Starters	Classwork	Homework
2/22	B	Litmus 2	5G - Drop 5R - Alien Juice Bar - Laptop go over hw 119, 122-23 5E - Finish Mystery Powder Lab go over hw pg. 120-21	5R - none 5E - pg. 119, 122-23
2/23	C	Acids/ Bases 4	5E- What is a mineral? pg. 124 go over hw 119, 122-23 5G - go over hw pg. 122-23 What is a mineral? pg. 124 5R - What is a mineral? pg. 124	5E - Alien Juice Bar All pg. 125
2/24	D	Litmus 3	5E/5G - go over hw pg. 125 using SmartBoard, introduce mineral guide and how to use it, look up minerals from HW to see what they look like, chem formula, and where it is found BrainPOP: Crystals Movie 6 Crystal Shapes pg. 126 pg. 127 Graphic Organizer using mineral guide Start cutting out crystal shapes, one per student	Study

			5R - Drop Day	
2/25	E	None	Snow Day!	None
2/26	F	none	Snow Day! Chem Test Moved to Next Week TBA	none

Notebook:

- pg. 118 - Mystery Powder Lab
- pg. 119 - Flow Chart & Answers
- pg. 120 - Acids/Bases Vocab pg. 1
- pg. 121 - Acids/Bases Vocab pg. 2
- pg. 122 - Acid Rain Reading
- pg. 123 - Acid Rain questions
- pg. 124 - What is a mineral? Notes & PPT
- pg. 125 - Practice: Minerals in your home, Link
- pg. 126 - Crystal Shapes Handout
- pg. 127 - Graphic Organizer: Crystal Forms

Related Links:

- Current Events Blog
- Alien Juice Bar Handout
- Crystal Models - cut outs

Week 22 top

Big Idea: Chemical Compounds are classified into groups based on their bonds and on their properties.

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- describe properties and uses of acids
- describe properties and uses of bases
- explain the difference between strong acids and bases and weak acids and bases
- read and interpret information from a pH scale
- identify acids and bases using pH
- use indicators to identify acids and bases
- collect data from 6 different white powders based upon physical and chemical properties
- follow correct lab safety procedures
- analyze data and use a flow chart
- identify unknown substances
- explain what acid rain is and what causes it
- identify the effects of acid rain on the environment

Date	Day	Science Starters	Classwork	Homework
2/15	X	none	No School Today - Presidents' Day	none
2/16	D	Acids, Bases 1	5E- pH Sort Activity pg. 114 BrainPOP Movie: pH Scale 5G- Go over pg. 115 Cabbage Juice Lab pg. 116 5R- Drop	5E - pg. 115 5G - pg. 117
			5R- Go over pg. 115	

2/17	E	Acids, Bases 2	Cabbage Juice Lab pg. 116 5E- Go over pg. 115 Cabbage Juice Lab pg. 116 5G - Start Mystery Powder Lab pg. 118	Current Event Due 2/18 5R/5E - pg. 117
2/18	F	Acids Bases 3	New Seats Current Event Due 5R- Start Mystery Powder Lab 5G- Finish Mystery Powder Lab 5E- Start Mystery Powder Lab	All - Vocab pg. 120-21 5G - pg. 119
2/19	A	Litmus 1	5R/5G - go over vocab hw 5R- Finish Mystery Powder Lab 5G- Alien Juice Bar - Laptop 5E - Drop	5R - pgs. 119 & 122-23 5G - pgs. 122-23

Notebook:

- pg. 114 - pH Scale Activity Sort
- pg. 115 - BrainPOP pH scale activity
- pg. 116 - Cabbage Juice Lab
- pg. 117 - Cabbage Juice Analysis
- pg. 118 - Mystery Powder Lab
- pg. 119 - Flow Chart & Answers
- pg. 120 - Acids/Bases Vocab pg. 1
- pg. 121 - Acids/Bases Vocab pg. 2
- pg. 122 - Acid Rain Reading
- pg. 123 - Acid Rain questions

Related Links:

- Current Events Blog due 2/18
- Alien Juice Bar Handout

Week 21 top

Big Idea: Chemical Compounds are classified into groups based on their bonds and on their properties.

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- describe properties and uses of acids
- describe properties and uses of bases
- explain the difference between strong acids and bases and weak acids and bases
- read and interpret information from a pH scale
- identify acids and bases using pH

Date	Day	Science Starters	Classwork	Homework
2/7	F	Puns 3	All - go over hw 109, 111 BrainPOP Movie - Acids and Bases Smart Board Actvity - Acids Bases	pg. 113

			Notes/Venn Diagram pg. 112	
2/8	A	Puns 4	5E - Drop 5R - pH Sort Activity pg. 114 BrainPOP Movie: pH Scale 5G - pH Sort Activity pg. 114 BrainPOP Movie: pH Scale	5R/5G - pg. 115
2/10	B	none	Snow Day! Enjoy!	none
2/11	C	none	Snow Day! Enjoy!	none
2/12	X	none	No School - 4 day weekend!	relax!

Notebook:

- pg. 109 - Practice- Balancing Equations pg 1
- pg. 110 - Law of Conservation of Mass
- pg. 111 - Conservation of Mass Analysis
- pg. 112 - Acids/Bases Venn Diagram
- pg. 113 - BrainPOP - FYI - Gastric Acid
- pg. 114 - pH Scale Activity Sort
- pg. 115 - BrainPOP pH scale activity

Related Links:

- Current Events Blog- due 2/18

Week 20 top

Big Idea: Substances undergo chemical reactions which form new substances whose properties differ from the properties of the original substance.

Big Idea: Chemical Compounds are classified into groups based on their bonds and on their properties.

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- interpret and write simple chemical formulas
- recognize the individual elements in a formula
- recognize the subscript as the number of atoms
- explain what an oxidation number is
- differentiate between positive and negative ions
- define cation and anion
- create and name binary compounds
- use the 'criss-cross' method for oxidation numbers/subscripts in a chemical formula
- describe how chemical reactions produce new substances that have different chemical and physical properties.
- identify indicators that a chemical reaction is taking place
- write and balance simple chemical equations
- explain how a balanced equation shows the law of conservation of mass

Date	Day	Science Starters	Classwork	Homework
			5E - Drop	

2/1	A	Compound Challenge 3	5R- Go over vocab HW Bond with a Classmate 5G - Wrap up Bond with a classmate, Intro/explain Balancing Equations BrainPOP Movie: Chemical Equations	5R/5G pg. 105 Review for Quest
2/2	B	Compound Challenge 4	5G - Drop 5E - Go over vocab HW Bond with a Classmate 5R - Balancing Equations BrainPOP Movie: Chemical Equations	5E pg. 105 Review for Quest
2/3	C	none	SNOW! Delayed Opening 10:00 am All - Quest Today 25 min 5E/5G Quest 5R- End Balancing Equations (10 minutes)	All pg. 105-p
2/4	D	Puns 1	5R - Drop 5E- go over pg. 105 Balancing Equations BrainPOP Movie: Chemical Equations 5G - go over pg. 105 Balancing Equations	All Sign/Correct Quest
2/5	E	Puns 2	5R - go over pg. 105 All - Law of Conservation of Mass BrainPOP Movie: Law of Conservation of Mass	All pg. 109, 111

Notebook:

- pg. 104 - Bond with a Classmate, Tags
- pg. 105 - Analysis - Bond with a classmate
- pg. 105 p - Naming Binary Compounds Practice
- pg. 106 - Ions Vocab pg. 1
- pg. 107 - Ions Vocab pg. 2
- pg. 108 - Balancing Equations Activity
- pg. 109 - Practice- Balancing Equations pg 1
- pg. 110 - Law of Conservation of Mass
- pg. 111 - Conservation of Mass Analysis
- pg. 112 - Acids/Bases Venn Diagram
- pg. 113 - BrainPOP - FYI - Gastric Acid
- pg. 114 - pH Scale Activity Sort
- pg. 115 - BrainPOP pH scale activity

Related Links:

- Current Events Blog

Week 19 top

Big Idea: Atoms combine to form ionic and covalent bonds.

Big Idea: Substances undergo chemical reactions which form new substances whose properties differ from the properties of the original substance.

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- correctly read a chemical formula
- recognize the individual elements in a formula
- recognize the subscript as the number of atoms
- construct 3-D models of molecules
- visualize how atoms combine to form molecules
- practice ionic and covalent bonding
- explain what an isomer is
- describe how chemical reactions produce new substances with different chemical and physical properties
- interpret and write simple chemical formulas
- explain what an oxidation number is
- differentiate between positive and negative ions
- define cation and anion
- create and name binary compounds
- use the 'criss-cross' method for oxidation numbers/subscripts in a chemical formula

Date	Day	Science Starters	Classwork ERB's this week - special schedules	Homework
1/25	B	Bonding 2	5E - go over pg. 95 Molecular Models 5R - Wrap up models, go over answers	5R - pg. 101
1/26	C	none	Absent Today - all classes work on pgs 101-103, chem puzzles if done early	pgs. 101- 103
1/27	D	Bonding 5	5E/5G - go over hw 102-03 Molecular Models -go over answers	Kairos Night
1/28	E	Compound Challenge 1	Start Activity - Bond with a classmate pg. 104	none
1/29	F	Compound Challenge 2	All Classes Haiti - Earthquakes Mini-Lesson	All pgs. 108-09

Notebook:

- pg. 96 - 101 - Making Molecular Models, Models Answer Key PPT
- pg. 102 - Changing an Atom Concept Map
- pg. 103 - Practice: Counting Atoms
- pg. 104 - Bond with a Classmate, Tags
- pg. 105 - Analysis - Bond with a classmate
- pg. 106 - Ions Vocab pg. 1
- pg. 107 - Ions Vocab pg. 2
- pg. 108 - Balancing Equations Activity
- pg. 109 - Practice- Balancing Equations pg 2

Related Links:

- Current Events Blog

Week 18 top

Big Idea: Atoms combine to form ionic and covalent bonds.

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- draw a Lewis Structure
- describe chemical bonding
- predict whether an atom is likely to form bonds
- explain how ionic bonds form
- describe how positive and negative ions form
- explain why ionic compounds are neutral
- explain how covalent bonds form
- know the difference between Ionic and Covalent Bonds
- correctly read a chemical formula
- recognize the individual elements in a formula
- recognize the subscript as the number of atoms
- construct 3-D models of molecules
- visualize how atoms combine to form molecules
- practice ionic and covalent bonding
- explain what an isomer is

Date	Day	Science Starters	Classwork	Homework
1/18	x	none	MLK, Jr.- No School	none
1/19	D	Bohr 1	5E/5G - Lewis Structures pg 92 Start Ionic/Covalent Bonds	5E/5G pg. 93
1/20	E	Bohr 2	5E/5G - go over hw pg. 93 All - Continue Ionic/Covalent Bonds	5R/5G pg. 95 Sign/Correct Quest
1/21	F	Lewis 1	All - Start Making Molecular Models	5E - pg 95
1/22	A	Lewis 2	5R/5G - Making Molecular Models	none

Notebook:

- pg. 92 - Lewis Structure Notes Booklet/Foldable Pgs 1, 4 & pgs 2, 3, PowerPoint Lesson
- pg. 93 - Practice: Lewis Structures
- pg. 94 - Ionic and Covalent Bonding Notes, Smart Board File
- pg. 95 - Practice - Ionic or Covalent?
- pg. 96 - 101 - Making Molecular Models, Models Answer Key PPT

Related Links:

- Current Events Blog

Week 17 top

Big Idea: Elements are organized on the periodic table according to their properties.

Big Idea: Atoms combine to form ionic and covalent bonds.

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- **explain how elements are arranged in the modern periodic table**
- **compare metals, nonmetals, and metalloids based on their properties and location on the periodic table**
- **identify the number of valence electrons in an atom**
- **identify the number of shells, or energy levels, for an atom**
- **recognize periodic trends of elements, including the number of valence electrons, atomic size, and reactivity**
- **accurately read and interpret information from the periodic table**
- **draw a Lewis Structure**
- **make a Bohr Diagram**
- **describe chemical bonding**
- **predict whether an atom is likely to form bonds**
- **explain how ionic bonds form**
- **describe how positive and negative ions form**
- **explain why ionic compounds are neutral**
- **explain how covalent bonds form**
- **know the difference between Ionic and Covalent Bonds**

Date	Day	Science Starters	Classwork	Homework
1/11	E	Atomic Math 1	All - wrap up loose ends. BrainPOP Periodic Table Movie Shells/Valence Electrons Notes pg. 86	All pg. 88-89
1/12	F	Atomic Math 2	All Classes Go over Vocab pg. 88-89 Continue Shell/Valence pg. 86 Bohr Diagram Notes pg. 90	5R -pg. 87, 91 5E/5G- pg 87
1/13	A	Atomic Math 3	5E - Drop Day 5R - Go over hw pg. 87, 91 Begin Lewis Structures pg. 92 5G - Go over hw pg. 87 Finish Bohr Diagrams Notes pg. 90 Start Lewis Structures Notes pg. 92	5G - pg. 91
1/14	B	Atomic Math 3 Atomic Math 4	5E - Go over hw pg. 87 Bohr Diagrams pg. 90 - Smart Board Bohr Diagrams 5G - Drop Day 5R - Finish Lewis Structures BrainPOP Movie: Ions Start SmartBoard Activity Ionic and Covalent Bonds pg. 94	5E - pg. 91 5R - pg. 93
1/15	C	None	Quest - Atoms/Periodic Table pgs. 82-89, 25 minutes 5R - Go over hw. pg. 93 5E - Go over hw pg. 91 Smart Board Bohr Diagrams 5G - Go over hw pg. 91 Smart Board Bohr Diagrams	none

Notebook:

- **pg. 84 - Color the Periodic Table Notes, PPT, and Periodic Table (kept in folder)**
- **pg. 85 - Read About it: BrainPOP- Mendeleev**
- **pg. 86 - Shells and Valence Electrons Study Guide Notes, PPT**
- **pg. 87 - Practice: Periods & Groups**
- **pg. 88 - Atoms Vocab pg. 1**
- **pg. 89 - Atoms Vocab pg. 2**
- **pg. 90 - How to Draw Bohr Diagrams: Notes, PPT,**
- **pg. 91 - Practice: Bohr Diagrams**
- **pg. 92 - Lewis Structure Notes Booklet/Foldable Pgs 1, 4 & pgs 2, 3, PowerPoint Lesson**
- **pg. 93 - Practice: Lewis Structures**
- **pg. 94 - Ionic and Covalent Bonding Notes, Smart Board File**
- **pg. 95 - Practice - Ionic or Covalent?**
- **pg. 96 - 100 - Making Molecular Models**

Related Links:

- **Current Events Blog**
- **Atoms and Elements**
- **Atomic Model - pdf/ppt**

Week 16 **top**

Big Idea: Atoms are composed of small particles that determine the properties of the atom

Big Idea: Elements are organized on the periodic table according to their properties

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- **name and identify the parts of the atom**
- **determine the number of protons, neutrons, and electrons, and the mass of an element using the periodic table.**
- **define atomic number and atomic mass**
- **describe Mendeleev's work on the organization of the Periodic table**
- **explain how elements are arranged in the modern periodic table**
- **compare metals, nonmetals, metalloids based on their properties and location on the periodic table**
- **describe the difference between a period and a group**
- **explain why elements in a group often have similar properties**
- **describe the properties of the elements in the groups of the periodic table**
- **accurately read and interpret information from the periodic table**

Date	Day	Science Starters	Classwork	Homework
1/4	F	Element Challenge 1	All Classes - BrainPOP Movie - Atoms Begin Atoms Family Notes, Power Point, and Atoms Family Math pgs. 82-83	Study for Quiz pgs. 78-81 Quest corrections?
			5E - Drop	

1/5	A	Element Challenge 2	5R - Finish up Atoms Family, Start coloring the period table notes and ppt pg. 84 5G - Finish up Atoms Family, Start coloring the period table notes and ppt pg. 84	5R/5G - read pg 85
1/6	B	Element Challenge 3	5E - Finish up Atoms Family, Start coloring the period table notes and ppt pg. 84 5G - Drop 5R - Coloring the period table notes pg. 84	5E - read pg. 85
1/7	C	None	All Classes - 15 Minutes Atomic Model Timeline Quiz pgs. 78-81 5R - Continue Coloring Periodic Table, Notes, Video Clips 5E - Continue Coloring Periodic Table, Notes, Video Clips 5G- Continue Coloring Periodic Table, Notes, Video Clips	5R - sign and correct quiz
1/8	D	Element Challenge 4	5 R - Drop 5E - Continue Coloring Periodic Table, Notes, Video Clips 5G - Continue Coloring Periodic Table, Notes, Video Clips	5E/5G sign and correct quiz

Notebook:

- pg. 82 - Atoms Family Notes, PPT
- pg. 83 - Atoms Family Math
- pg. 84 - Color the Periodic Table Notes, PPT, and Periodic Table (kept in folder)
- pg. 85 - Read About it: BrainPOP- Mendeleev

Related Links:

- Current Events Blog
- Atoms and Elements
- Atomic Model - pdf/ppt

Week 15 top

Big Idea: Atoms are composed of small particles that determine the properties of the atom

Big Idea: Elements are organized on the periodic table according to their properties

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- describe some of the experiments that lead to the current atomic theory
- compare the different atomic models
- explain how the atomic theory has changed as scientists have discovered new information about the atom
- describe the size of the atom
- name the parts of the atom

Date	Day	Science Starters	Classwork Special Schedules All Week and shortened class periods for Grandparents Day & Christmas Sing Rehearsals and Shows	Homework
12/14	B	None	Go over Vocab HW (5G - Drop Day, check at Acad. Support) 5R/5E - Discuss Activity - How do we know what something looks like if we can't see it? BrainPOP - Atomic Model Movie Notes 5R/5E - Start Atomic Timeline	review for Quest pgs. 62-77
12/15	C	None	Quest - 20 minutes 5G- Discuss Activity - How do we know what something looks like if we can't see it? BrainPOP - Atomic Model Movie Notes 5E/5R - only had time for Quest	All - Read pgs. 80-81
12/16	D	None	5G -Atomic Timeline Notes 5E -Atomic Timeline Notes 5R - Drop Day	Sign/Correct Quest
12/17	E	None	Grand Parents Day Christmas Sing at 1:00 pm 5R - Atomic Model Timeline Notes 5E/5G - No class - All classes take History Test in MMR for periods 2-3	5R - Sign Correct Quest
12/18	X	None	12:00 pm Dismissal 7:00 pm Christmas Sing No Science Classes Today - Special Activities planned	None Holiday Break

Notebook:

- pg. 76 - Cut 'n Paste Matter Vocab pg 1
- pg. 77 - Cut 'n Paste Matter Vocab pg 2
- pg. 78 - BrainPOP - Atomic Model Notes
- pg. 79 - Foldable: Atomic Model Timeline, PDF Notes
- pg. 80 - Read About It: BrainPOP Gold Foil Experiment
- pg. 81 - Read About It: BrainPOP Niels Bohr

Related Links:

- Current Events Blog

- Behavior of Matter
- Gasses, Liquids, and Solids
- Reverisble/Irreversible Changes
- Melting and Freezing Points
- Compounds and Mixtures
- Mixtures and Solutions - Junkyards
- Atoms and Elements
- Solids, Liquids, and Gases pdf/ppt
- Mixtures and Solutions - pdf/ppt
- Atomic Model - pdf/ppt

Week 14 top

Big Idea: Matter can be classified into elements, compounds, and mixtures

Big Idea: Atoms are composed of small particles that determine the properties of the atom

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- give examples of common compounds
- describe properties of mixtures
- know that mixtures can be separated by physical means
- know and identify the parts of a solution- solute and solvent
- describe some of the experiments that lead to the current atomic theory
- compare the different atomic models
- explain how the atomic theory has changed as scientists have discovered new information about the atom
- describe the size of the atom
- name the parts of the atom

Date	Day	Science Starters	Classwork	Homework
12/7	C	None	Quest - 20 minutes 5R - Finish Rainbow Lab pg. 72 5E/5G - Go over HW pg. 71 Start Rainbow Lab pg. 72	5R - pg. 73 & Sign Quest
12/8	D	Common Cmpds 4	5E/5G - Complete Rainbow Lab pg. 72	5E/5G pg. 73 & Sign Quest
12/9	E	Common Cmpds 5	All - Chromatography Lab pg. 74	pg. 75
12/10	F	None	All Classes: Go over hw pg. 75 Set up new notebooks Activity - How do we know what something looks like if we can't see it? (Monday - BrainPOP - Atomic Model Movie, Start Atomic Timeline Notes)	Matter Study Guide ppt Vocab pg. 76 & 77
				review for

12/11	A	None	I will not be in school today - sub plans	Quest pgs. 62-77

Notebook:

- pg. 72 - Solutions - Rainbow Lab
- pg. 73 - Analysis Rainbow Lab
- pg.74 - Chromatography Lab
- pg. 75 - Analysis Chromatography Lab
- pg. 76 - Cut 'n Paste Matter Vocab pg 1
- pg. 77 - Cut 'n Paste Matter Vocab pg 2
- pg. 78 - BrainPOP - Atomic Model Notes

Related Links:

- Current Events Blog
- Behavior of Matter
- Gasses, Liquids, and Solids
- Reverisble/Irreversible Changes
- Melting and Freezing Points
- Compounds and Mixtures
- Mixtures and Solutions - Junkyards
- Atoms and Elements
- Solids, Liquids, and Gases pdf/ppt
- Mixtures and Solutions - pdf/ppt
- Atomic Model - pdf/ppt

Week 13 top

Big Idea: Matter can be classified into elements, compounds, and mixtures

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- describe pure substances
- describe the characteristics of elements and give examples
- explain how elements can make up molecules and compounds
- describe properties of compounds
- explain how compounds can be broken down into elements
- give examples of common compounds
- differentiate between a molecule and a compound
- describe properties of mixtures
- know that mixtures can be separated by physical means
- know and identify the parts of a solution- solute and solvent
- describe particles in a suspension and give examples
- describe and give and examples of a colloid
- differentiate between colloids, solutions, and suspensions
- list similarities shared between colloids and suspensions, and colloids and solutions

Date	Day	Science Starters	Classwork	Homework
11/30	X	none	No Classes - Thanksgiving Break	none
			All - discuss Candle Observation	

12/1	E	Common Cmpds 1	5R - go over Analysis/Conclusion BrainPOP - Compounds and Mixtures All - Start pg. 66 Elements, Compounds, Mixtures Notes, ppt Activity	5G/5E - pg. 65 All - Current Event due 12/2
12/2	F	Common Cmpds 2	5E/5G - go over Candle Obs. analysis/ conclusion All - Finish E,C,M notes and ppt Activity and Complete Map on pg 67	All - pg. 69
12/3	A	Common Cmpds 3	5E - Drop Day 5R/5E - Lego Lab pg. 68 & start pgs. 70-71 in class	Quiz Monday pgs. 50 - 61 5R/5G pg. 71
12/4	B	Common Cmpds 3 Common Cmpds 4	5G- Drop Day 5E - Lego Lab pg. 68 Start pgs. 70-71 in class 5R - Rainbow Lab pg. 72	Quiz Monday pgs. 50 - 61 5E - pg. 71

Notebook:

- pg. 62 - 64 - Candle Observations
- pg. 65 - Candle Observation Analysis
- pg. 66 - Elements, Compounds, & Mixtures Notes, PPT Activity
- pg. 67 - Map: Elements, Compounds, & Mixtures
- pg. 68 - Lego Activity - Building Blocks of Matter
- pg. 69 - Read about it: BrainPOP - Air, Earth, Water , Fire
- pg. 70 - Categorize: Element, Compound, or Mixture?
- pg. 71 - Practice: Element, Compound, or Mixture?
- pg. 72 - Solutions - Rainbow Lab
- pg. 73 - Analysis Rainbow Lab
- pg.74 - Chromatography Lab
- pg. 75 - Analysis Chromatography Lab

Related Links:

- Current Events Blog
- Behavior of Matter
- Gasses, Liquids, and Solids
- Reverisble/Irreversible Changes
- Melting and Freezing Points
- Compounds and Mixtures
- Mixtures and Solutions - Junkyards
- Atoms and Elements
- Solids, Liquids, and Gases pdf/ppt
- Mixtures and Solutions - pdf/ppt

Week 12 top

Big Idea: Matter is described by its properties and may undergo changes

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- give examples for physical properties of matter
- give examples of physical change
- identify indicators that a physical change took place

- describe two chemical properties: flammability and reactivity
- gives examples of chemical change
- explain what happens during a chemical change
- identify indicators that a chemical change took place
- distinguish between physical and chemical changes
- record detailed observations

Date	Day	Science Starters	Classwork	Homework
11/23	C	none	Famous Scientist Poster Due Today Research - Upload to First Class 5G - Go over hw pg. 59 Physical & Chemical Changes Activity pg. 60 5E - Go over hw pg. 59 Physical & Chemical Changes Activity pg. 60 5R - Go over hw pg. 61 Candle Observation pgs. 62-64	5G/5E pg. 61 5R - Current Event due 12/2
11/24	D	none	Special Schedule Today 5G/5E - go over hw pg. 61 Candle Observation	5E/5G - Current Event due 12/2
11/25	x	none	No School	
11/26	x	none	Happy Thanksgiving!	
11/27	x	none	No School! See you on Tuesday!	

Notebook:

- pg. 60 - Physical & Chemical Change Activity
- pg. 61 - Analysis: Physical & Chemical Change Activity
- pgs. 62 - 64 - Candle Observations
- pg. 65 - Candle Observation Analysis

Related Links:

- Current Events Blog
- Famous Scientist Wanted Poster Lesson Plan Due 11/23
- Behavior of Matter
- Gasses, Liquids, and Solids
- Reverisble/Irreversible Changes
- Melting and Freezing Points
- Compounds and Mixtures
- Mixtures and Solutions - Junkyards
- Atoms and Elements
- Solids, Liquids, and Gases pdf/ppt
- Mixtures and Solutions - pdf/ppt

Week 11 top

Big Idea: Matter exists in various physical states, which are determined by the movement of the matter's particles.

Big Idea: Matter is described by its properties and may undergo changes

NJCCC Standards: 5.1, 5.2, 5.6

Objectives: Students will be able to

- describe the properties shared by all particles of matter
- describe the four states of matter
- explain the differences between the four states of matter
- describe how energy is involved in changes of state
- describe what is happening during melting and freezing
- compare evaporation and condensation
- explain what happens during sublimation
- give examples for physical properties of matter
- give examples of physical change
- identify indicators that a physical change took place
- describe two chemical properties: flammability and reactivity
- gives examples of chemical change
- explain what happens during a chemical change
- identify indicators that a chemical change took place
- distinguish between physical and chemical changes

Date	Day	Science Starters	Classwork	Homework
11/16	D	Ologist Set 1	BrainPOP Movie: States of Matter 5E - States of Matter Notes pgs. 50-51 5G - States of Matter Notes pgs 50-51 5R - Drop	5E/5G - States of Matter Vocab pg. 52
11/17	E	Ologist Set 2	All - go over States of Matter Vocab HW pg. 52 (5R - Show BrainPOP States of Matter Movie and go over pg 51, power outage last class) BrainPOP Movie: Matter Changing States BrainPOP - Phase Changes Activity pg. 54 Smart Board Activity: States & Phases Venn Diagram pg. 55	All - Phase Change Vocab pg. 53 Read 56
11/18	F	Ologist Set 3	All - go over Vocab HW pg. 56 BrainPOp Movie: Property Changes All - Start Physical and Chemical Changes Foldable pg. 58	All - Read pg. 57
11/19	A	Ologist Set 4	5E - Drop Day 5R - Continue Physical and Chemical Changes Foldable pg. 58 5G - Continue Physical and Chemical Changes Foldable pg. 58	5G - Project Due Monday 5R/5G - do pg. 59
11/20	B	Ologist Set 5	5G - Drop Day 5R - Physical & Chemical Changes Activity pg. 60 5E - Continue Physical and Chemical Changes Foldable pg. 58	5R/5E - Project Due Monday 5R pg 61 5E - do pg. 59

Notebook:

- pg. 50 - BrainPOP: States of Matter Notes
- pg. 51 - BrainPOP - States of Matter Graphic Organizer
- pg. 52 - States of Matter Vocab
- pg. 53 - Phase Change Vocab
- pg. 54 - BrainPOP: Phase Changes Activity
- pg. 55 - Review: States & Phases Venn Diagram
- pg. 56 - Read About it: BrainPOP - hot water freezes faster?
- pg. 57 - Read About it: BrainPOP - What's an icebox?
- pg. 58 - Physical and Chemical Properties, Changes Foldable
- pg. 59 - Practice: Physical & Chemical Properties, BrainPOP Property Changes
- pg. 60 - Physical & Chemical Change Activity
- pg. 61 - Analysis: Physical & Chemical Change Activity
- pgs. 62 - 64 - Candle Observations
- pg. 65 - Candle Observation Analysis

Related Links:

- Current Events Blog
- BrainPOP - States of Matter Movie, Phase Changes Movie, Property Changes Movie
- Famous Scientist Wanted Poster Lesson Plan Due 11/23
- Behavior of Matter
- Gasses, Liquids, and Solids
- Reverisble/Irreversible Changes
- Melting and Freezing Points
- Compounds and Mixtures
- Mixtures and Solutions - Junkyards
- Atoms and Elements
- Solids, Liquids, and Gases pdf/ppt
- Mixtures and Solutions - pdf/ppt

Week 10 top

Big Idea: "If I have seen further, it is by standing on the shoulders of giants." Sir Isaac Newton

NJCCC Standards: 5.1, 5.2, 5.3

Objectives: Students will be able to

- complete a unit assessment
- appreciate how scientists have contributed to the advancement of science and technology over time
- use technology and reference materials to research the life and work of a scientist
- present their information in the form of a "wanted poster" featuring their scientist

Date	Day	Science Starters	Classwork	Homework
11/9	E	none	All Classes Discuss results/reflections from Penny Boat Challenge Review for test pgs 8-48	Study
11/10	F	none	Unit Test - pages 8-48	None

11/11	A	none	5E - Drop 5G - Library - Famous Scientist Research Project, bring laptops 5R - Library - Famous Scientist Research Project, bring laptops	None
11/12	B	none	5R - Library - day 2 research, project due 11/23, bring laptops 5E - Library - Famous Scientist Research Project, bring laptops 5G - Drop	5R - Work on project 5E/5G - none
11/13	C	none	5E - Library - day 2 research, project due 11/23, bring laptops 5G - Library - day 2 research, project due 11/23, bring laptops 5R - States of Matter Notes	5E/5G - work on project 5R - States of Matter Vocab pg. 52

Notebook:

- pg. 48 - Penny Boat Challenge
- pg. 49 - Analysis/Reflection: Penny Boat Challenge & Class Results
- pg. 50 - BrainPOP: States of Matter Notes
- pg. 51 - BrainPOP - States of Matter Graphic Organizer
- pg. 52 - States of Matter Vocab

Related Links:

- Current Events Blog
- BrainPOP - States of Matter Movie
- Famous Scientist Wanted Poster Lesson Plan

Week 9 top

Big Idea: Forces in fluids are related to pressure and density and can affect the motion of objects in the fluid

NJCCC Standards: 5.1, 5.2, 5.3, 5.4

Objectives: Students will be able to

- understand that objects with a density less than water will float, and objects with a density greater than water will sink
- predict whether an object will float or sink in a fluid
- explain how the overall density of an object can change
- understand the concept that objects float due to the buoyant force of the water it displaces
- realize that when the mass of water displaced is equal to or greater than the mass of the object, the object will float
- design a boat to carry the largest cargo of pennies and stay afloat

Date	Day	Science Starters	Classwork	Homework
11/2	F	Density 4	All Classes • Buoyancy Notes/Vocab pgs 42-43 • BrainPOP - Buoyancy Movie • Bill Nye: Buoyancy Clip Part 1/3	All - complete pg. 43

11/3	A	Density 6	5E - Drop 5R - Cartesian Diver Demo pg. 44 5G - Cartesian Diver Demo pg. 44	5R/5G Read pgs. 45-46 Vocab #2 pg 47 Study for quiz
11/4	B	Density 6 Density 7	5G - Drop 5E - Cartesian Diver Demo pg. 44 5R - Go over Vocab HW Start Penny Boat Challenge pg. 48	5E Read pgs. 45-46 Vocab #2 pg. 47 Study for Quiz
11/5	C	none	All - 15 Minute Quiz pgs. 36 - 46 5R - Penny Boat Challenge (Romans get quiz back at end of day) 5E - Go over Vocab HW Start Penny Boat Challenge pg. 48 5G - Go over Vocab HW Start Penny Boat Challenge pg. 48	5R - write up pg. 49 & sign quiz
11/6	D	Denstiy 7	5E - Penny Boat Challenge Quiz returned 5G - Penny Boat Challenge quiz returned 5R - Drop	5E/5G - write up pg. 49 Sign quiz

Notebook:

- pg. 42 - Buoyancy Notes
- pg. 43 - Review: Buoyancy Cut 'n Paste Vocab
- pg. 44 - Cartesian Diver Observation
- pg. 45 - Read About it BrainPOP - Cartesian Diver
- pg. 46 - Read About it BrainPOP - Swim Bladder
- pg. 47 - Review: Vocab List #2
- pg. 48 - Penny Boat Challenge
- pg. 49 - Analysis/Reflection: Penny Boat Challenge & Class Results

Related Links:

- Current Events Blog

Week 8 top

Big Idea: Forces in fluids are related to pressure and density and can affect the motion of objects in the fluid
NJCCC Standards: 5.1, 5.2, 5.3
Objectives: Students will be able to

- identify the units used to measure mass, volume, & density
- find the mass of a solid to the nearest 0.1 gram
- take and record precise measurements
- describe the relationship between mass and volume as it relates to density
- use the following formulas when appropriate: d=m/v, m=vxd, & v=m/d
- complete a self-paced interactive density tutorial
- state that the density of water is 1g/cm^3
- understand that objects with a density less than water will float, and objects with a density greater than water will sink
- predict whether an object will float or sink in a fluid
- explain how the overall density of an object can change

Date	Day	Science Starters	Classwork	Homework
			5R - go over hw pg 37 ~~Start Float or Sink Activity pg. 38~~	
10/26	A	Mass 3	5G - go over hw pg 37 Start Float or Sink Activity pg. 38 5E - drop day	All - review for quiz
10/27	B	Density 1 Mass 3	5R - Complete Float or Sink pgs 38-39 Start Dunkin' for density pg. 40 5E - go over hw pg 37 Start Float or Sink Activity pg. 38 5G - drop day	All - review for quiz
10/28	C	None	All - 15 minute Quiz pgs. 28 - 37 5R - Dunkin' for density pg. 40 5E - Complete Float or Sink pgs 38-39 Start Dunkin for Density 5G- Complete Float or Sink pgs 38-39 Start Dunkin for density pg. 40	Kairos Night No HW All Classes
10/29	D	Density 1	5R - Drop 5E- Dunkin' for density pg. 40 5G- Dunkin' for density pg. 40	Sign Quiz
10/30	E	Density 3	All - 'D4D' Analysis pg. 41 class data - excel spreadsheet Catch up time/Challenge Puzzles Happy Halloween!	Current Event Due "F" Day - Monday

Notebook:

- pg. 36 - Mass, Volume, Density Notes Foldable
- pg. 37 - Practice: Mass, Volume, or Density?
- pg. 38 - Float or Sink - Laptop Activity Link
- pg. 39 - Analysis: Float or Sink Lab
- pg. 40 - Dunkin' for Density
- pg. 41 - Analysis: Dunkin' for Density

Related Links:

- **Current Events Blog**

Week 7 top

Bid Idea: Matter is described by its properties and may undergo changes

NJCCC Standards: 5.1, 5.2, 5.3

Objectives: Students will be able to

- identify the units used to measure mass, volume, & density
- complete a self-paced tutorial online for recording masses on a Triple Beam Balance
- hold, carry, and use the Triple Beam Balance correctly
- identify the parts of a Triple Beam Balance
- find the mass of a solid to the nearest 0.1 gram
- take and record precise measurements
- differentiate between mass and weight
- realize that density is a physical property of matter
- describe the relationship between mass and volume as it relates to density
- use observations to predict the relative density of an object
- use the following formulas when appropriate: d=m/v, m=vxd, & v=m/d
- complete a self-paced interactive density tutorial
- state that the density of water is $1g/cm^3$
- understand that objects with a density less than water will float, and objects with a density greater than water will sink
- read and analyze news articles from online sources
- write a summary and reflection for an article of their choice
- relate current events to their daily lives
- post comments to a class blog
- read blog comments posted by fellow classmates

Date	Day	Science Starters	Classwork	Homework
10/19	C	none	All Classes - 15 min. quiz pg. 20-29 5R - TBB Lab pg. 32-33 5G - Laptop - TBB Activity pg. 30 5E - Complete Laptop - TBB Activity pg	5R - Complete pgs. 32-33 5G - Complete pg 30 & Read pg. 31
10/20	D	Length 5	5R - drop day 5G - TBB Lab pg. 32-33 5E - TBB Lab pg. 32-33	5G/5E - complete pgs. 32-33 ALL - Sign Quiz
10/21	E	Mass 1	All Classes - Demo/Activity - density bottles BrainPOP Movie: Measuring Matter BrainPOP Handouts pg. 34-35	All - Read pg. 34 Current Event Due "F" Day
10/22	F	Mass 2	Mass, Volume, Density Notes pg 36	All - Complete pg. 37
10/23	X	none	Parent Conferences - No Class Today	none

Notebook:

- pg. 30 - Reading a Triple Beam Balance - Laptop Activity Link
- pg. 31 - Vocab: TBB Balance
- pg. 32 - TBB Mass Lab
- pg. 33 - TBB Analysis
- pg. 34 - BrainPOP - Archimedes
- pg. 35 - BrainPOP - Mass, Volume, Density Graphic Organzier
- pg. 36 - Mass, Volume, Density Notes Foldable
- pg. 37 - Practice: Mass, Volume, or Density?

Related Links:

- BrainPOP Movies: Metric System, Measuring Matter
- Current Events Blog
- Fun Brain Measure it! Practice reading a ruler
- Pour to Score - logic problem using volume
- Can you fill it? Fill the container with the fewest # of pours
- Can you balance the animals? Uses metric and non metric units, practice conversions.
- Can you balance the poddles?

Week 6 top

Bid Idea: Matter is described by its properties and may undergo changes

NJCCC Standards: 5.1, 5.2, 5.3

Objectives: Students will be able to

- read and analyze news articles from online sources
- write a summary and reflection for an article of their choice
- relate current events to their daily lives
- post comments to a class blog
- read blog comments posted by fellow classmates
- select the appropriate units to use for particular measurements
- describe the two properties of matter: mass and volume
- identify the units used to measure mass and volume
- use a ruler to measure length in cm and/or mm
- make metric conversions by moving the decimal place
- find the volume of a rectangular prism using the formula LxWxH
- define the word meniscus
- accurately use a graduated cylinder to measure volume
- find the volume of irregular objects using water displacement
- recognize that 1 cm^3 is equivalent to 1 mL
- complete a self-paced tutorial online for measurement skills, collecting and recording data, and using a data chart
- complete a self-paced tutorial online for recording masses on a Triple Beam Balance

Date	Day	Science Starters	Classwork	Homework
10/12	X	none	Columbus Day - no school	pg. 23 due Tues.
			All Classes Go over HW pg. 23	All - current event post due Wed.

10/13	E	Length 4	Discuss Irregular Volume Lab Results Small Groups: Skills Review pgs. 24 - 27 in class	Complete class work if not done
10/14	F	Volume 1	All Classes Current Event Post Due Today Laptop - BBC Measure Activity pg 28	pg 29
10/15	A	Volume 2	Special Schedule for field trip : The Premier of "Morristown - Where America Survived" 25 min classes today 5R- Go over hw, introduce TBB Activity 5G- Go over hw, introduce TBB Activity 5E - Drop	none Quiz Mon
10/16	B	Length 5 Volume 2	5R- Complete TBB Laptop Activity pg. 30 5E- go over hw, Introduce and start TBB Activity pg. 30 5G- Drop	5R/5E - Read pg 31 Quiz Mon pgs 20-29

Notebook:

- pg. 22 - Irregular Volume Lab: Pre-Lab,Water Displacement
- pg. 23 - Practice: Reading a graduated cylinder, water displacement, volume (page 1)
- pg. 24 - Practice Reading a Ruler pg 1
- pg. 25 - Practice Using a Ruler cm #1-10, mm #1-10
- pg. 26 - Practice using the formula L x W x H pg.1
- pg. 27 - Practice: Reading a graduated cylinder, water displacement, volume (page 2)
- pg. 28 - BBC Measures - Laptop Activity Link
- pg. 29 - Practice: Metric Tic Tac Toe, Volume
- pg. 30 - Reading a Triple Beam Balance - Laptop Activity Link
- pg. 31 - Vocab: TBB Balance

Related Links:

- BrainPOP Movies: Metric System, Measuring Matter
- Current Events Blog
- Fun Brain Measure it! Practice reading a ruler
- Pour to Score - logic problem using volume
- Can you fill it? Fill the container with the fewest # of pours
- Can you balance the animals? Uses metric and non metric units, practice conversions.
- Can you balance the poddles?

Week 5 top

Bid Idea: Matter is described by its properties and may undergo changes

NJCCC Standards: 5.1, 5.2, 5.3

Objectives: Students will be able to

- name the tools used to collect and analyze data
- explain the importance of the International System of Units

- **select the appropriate units to use for particular measurements**
- **describe the two properties of matter: mass and volume**
- **identify the units used to measure mass and volume**
- **use a ruler to measure length in cm and/or mm**
- **make metric conversions by moving the decimal place**
- **find the volume of a rectangular prism using the formula LxWxH**
- **define the word meniscus**
- **accurately use a graduated cylinder to measure volume**
- **find the volume of irregular objects using water displacement**
- **recognize that 1 cm^3 is equivalent to 1 mL**
- **read and analyze news articles from online sources**
- **write a summary and reflection for an article of their choice**
- **relate current events to their daily lives**
- **post comments to a class blog**
- **read blog comments posted by fellow classmates**

Date	Day	Science Starters	Classwork	Homework
10/5	F	Length 1	All - Current Event Blog Post Due All - Intro to Metric System pg 18	pg 19
10/6	A	Length 2	5E - drop 5R - Regular Volume pg. 20 5G - Regular Volume pg. 20	5R & 5G pg 21
10/7	B	Length 2 Length 3	5G - drop 5E- go over hw pg. 19 Start Regular Volume pg. 20 5R - go over pg 21 hw Complete regular volume lab Introduce irregular volume lab	5E - pg 21 All - study for quiz
10/8	C	None	All - Quiz #2 5E- go over pg 21 hw Complete regular volume lab Introduce irregular volume lab 5G- go over pg 21 hw Complete regular volume lab Introduce irregular volume lab 5R- Irregular Volume pg. 22	5R pg. 23
10/9	D	Length 3	5R- drop 5E- Irregular Volume pg. 22 5G- Irregular Volume pg. 22	All - current event post due Wed. 5E & 5G pg 23

Notebook:

- **pg. 18 - Metric System Notes Foldable**
- **pg. 19 - Practice: Metric Units**
- **pg. 20 - Volume Lab: Pre-Lab, Length, Width, & Height**
- **pg. 21 - Practice: Measuring in cm & mm**
- **pg. 22 - Irregular Volume Lab: Pre-Lab,Water Displacement**

- pg. 23 - Practice: Reading a graduated cylinder, water displacement, volume (page 1)
- pg. 100 - Instructions for using current events blog
- Back-Inside Cover - Science Buddies

Related Links:

- BrainPOP Movies: Metric System, Measuring Matter
- Current Events Blog
- Fun Brain Measure it! Practice reading a ruler
- Pour to Score - logic problem using volume
- Can you fill it? Fill the container with the fewest # of pours
- Can you balance the animals? Uses metric and non metric units, practice conversions.
- Can you balance the poddles?

Week 4 top

Big Idea: Scientific Progress is made by asking meaningful questions and conducting careful investigations.

NJCCC Standards: 5.1, 5.2, 5.3

Objectives: Students will be able to

- use a stem and leaf plot to collect and analyze data, and make a conclusion
- describe the effects of soap on surface tension
- navigate a blog
- use a tag cloud to find an article for a topic of their choice
- write a summary and personal reflection for a science news article
- post a comment to our science current events blog

Date	Day	Science Starters	Classwork	Homework
9/28	X	none	No School Today - Yom Kippur	none
9/29	B	B Words	5G - Drop Day 5E - Go over Vocab pg 15 Start Drops of Water on a Penny Lab pg 16. 5R - Continue Drops of Water on a Penny	All - Make sure your notebook is up to date
9/30	C	none	All - Notebook Quiz 5G & 5R - Wrap up Penny Lab 5E - Continue Penny Lab	5G & 5R pg.17
10/1	D	C Words	5R - Drop 5E- Wrap Up Penny Lab, set up Science Buddies 5G - Introduce Current Events New Seats/Science Buddies Laptops: Introduce Current Events	5E - pg. 17 All - Sign Quiz
			5R & 5E - New Seats Laptops - Intro Current Events, type	Current event

10/2	E	Penny Challenge	rough draft in Word before posting 5G - Continue Current Events, type rough draft in Word before posting	posted by Monday

Notebook:

- pg. 15 - Review: Vocab List # 1
- pg. 16 - Drops of Water on a Penny
- pg. 17 - Analysis
- pg. 100 - Instructions for using current events blog
- Back-Inside Cover - Science Buddies

Related Links:

- Current Events Blog

Week 3 top

Big Idea: Scientific Progress is made by asking meaningful questions and conducting careful investigations.

NJCCC Standards: 5.1, 5.2, 5.3

Objectives: Students will be able to

- work cooperatively with their lab partner and lab group
- become familiar with and follow lab safety rules
- differentiate between observations and inferences
- differentiate between quantitative and qualitative data
- develop reasonable explanations using their observations and prior knowledge
- observe the "skin" that forms as a result of surface tension and explain, on a molecular level, why certain objects are able to float on the surface
- use a plastic pipette properly and with good control
- use a stem and leaf plot to collect and analyze data, and make a conclusion
- describe the effects of soap on surface tension

Date	Day	Science Starters	Classwork	Homework
9/21	C	Safety 2 Lab Equip 1	5E- Go over pg. 11 Complete Mystery Footprints Activity, write conclusion If time, set up Science Buddies 5G & 5R - D&T Activity pg. 12	none
9/22	D	Lab Equip 2 Lab Equip 1	5G - continue D&T activity pg. 12 5R - drop day 5E - Start D&T activity pg. 12	5G - pg. 13
9/23	E	Lab Equip 2 Lab Equip 3	5E & 5R - continue D&T activity pg 12 5G - Surface Tension Demo pg 14	5E & 5R - pg 13 5G - pg 15
9/24	F	Lab Equip 3 Lab Equip 4	5E & 5R - Surface Tension Demo pg 14 5G- Drops of water on a Penny pg 16	5E & 5R - pg 15

9/25	A	Lab Equip 4 B Words	5E - drop day 5R- Start Drops of Water on a Penny Lab pg 16 5G -Continue Drops of water on a Penny Lab pg 16	none

Notebook:

- pg. 10 - Mystery Footprints PPT, Notes
- pg 11 - Practice: Qualitative, Quantitative, Observation, Inference
- pg. 12 - D&T Class Activity
- pg. 13 - Analysis - D&T Activity
- pg. 14 - Surface Tension Demo
- pg. 15 - Review: Vocab List # 1
- pg. 16 - Drops of Water on a Penny
- Back-Inside Cover - Science Buddies

Related Links:

- BrainPOP Movies: Scientific Method, Water

Week 2: top

Big Idea: Scientific Progress is made by asking meaningful questions and conducting careful investigations.

NJCCC Standards: 5.1, 5.2

Objectives: Students will be able to

- view themselves as scientists
- work cooperatively with their lab partner and lab group
- recognize common safety symbols and know their meanings
- become familiar with and follow lab safety rules
- differentiate between observations and inferences
- differentiate between quantitative and qualitative data

Date	Day	Science Starters	Classwork	Homework
9/14	D	A Words	5G & 5E - Complete Scavenger Hunt Begin "I am a scientist"	none
9/15	E	Safety 1	All - Complete "I am a scientist" SpongeBob Safety Rules, pg 9	none
9/16	F	Safety Picture 1	All - pg. 9 Review Safety Rules Class Discussion: Observations, Inferences, Quantitative & Qualitative, begin Mystery Footprints	pg. 11
9/17	A	Safety 2	5R & 5G Go over pg. 11 Complete Mystery Footprints Activity, write conclusion If time, set up Science Buddies	none
9/18	B	none	All Classes - Outdoor Experience	none

Notebook:

- pg. 6 - Scavenger Hunt
- pg. 7 - I am a Scientist
- pg. 8 - SpongeBob Safety Challenge
- pg. 9 - What's wrong Safety Pictures
- pg. 10 - Mystery Footprints PPT, Notes
- pg 11 - Practice: Qualitative, Quantitative, Observation, Inference
- pg. 12 - D&T Class Activity

- **Back-Inside Cover - Science Buddies**

Related Links:

- **BrainPOP Movies: Scientific Method,**

Week 1: top

Big Idea: Scientific Progress is made by asking meaningful questions and conducting careful investigations.

NJCCC Standards: 5.1, 5.2

Objectives:

- **students will become familiar with classroom procedures and the layout of our classroom**
- **students will view themselves as scientists**

Date	Day	Science Starters	Classwork	Homework
9/7			Labor Day	
9/8			No School - New Student Picnic	
9/9	A	First Day	First Day of School! 5R & 5 G- Welcome, Procedures, set up notebook, Scavenger Hunt 5E - Drop Day	none
9/10	B	A Words First Day	5R - Complete Scavenger Hunt Begin "I am a scientist" 5G - Drop Day 5E - Welcome, Procedures, set up notebook, Scavenger Hunt	none
9/11	C	none	All Classes - Special Tech Class during Science Periods today	none

Notebook:

- **pg. 6 - Scavenger Hunt**
- **pg. 7 - I am a Scientist**
- **pg. 8 - SpongeBob Safety Challenge**
- **pg. 9 - What's wrong Safety Pictures**

Related Links:

- **BrainPOP Movies: Scientific Method,**

Old Lesson Plans posted below: top

5th Grade

- **2009-2010**
- **2008-2009**

6th Grade

- **2003-2004**
- **2002-2003**
- **2001-2002: Weeks 1-4, Weeks 5 - 18, & Weeks 19-41**
- **2000-2001**

- **Lesson of the Week Archive 2001-2007**

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