Save Lesson

Scheduled to be Taught: **2/02**

Lesson Book: MATH 8 **Unit Plan:** Chapter 4 View Unit Fields

Lesson Title: 4.2 Activity Linked to 2 plans

Lesson Template: Default Lesson Plan*

Days: 1 **Time:** **Sharable:** **Public Library:**

Standards: View and Remove Standards (2 Attached) Search for Standards

Objective:
(Custom 1)

SWBAT:

1. find slopes of lines by using two points
2. find slopes of lines from tables

body p

ential Questions:
(Custom 2)

How can you use the slope of a line to describe the line?

rect Instruction:
(Custom 3)

Intro to Seesaw - Share screen & show students how to utilize all the tools. Focus on: drawing tool, text tool, & speaking tool. REMEMBER TO DRAFT!

Do Now - Seesaw 4.2 Activity - slide 1

Engage: Opening Activity – Access Prior Learning /Stimulate Interest / Generate Questions
"Strange Matter" Students are to work their way through the site then through a whole class discussion about information from the simulation. Record student responses on chart paper. Scientific Model and Matter need to be defined. (free site)
http://www.strangematterexhibit.com/

Explore:

- Matter Sorter Game
  https://educators.brainpop.com/lesson-plan/matter-sorter-game/

- **Vocabulary:** Model-Observations-Matter-Particles-States of Matter-Phase Change-Solid-Liquid-Gas
  Teacher demonstration: Screaming Balloons, focus on the effect of gas on a balloon (filling it)
  https://www.youtube.com/watch?v=aAMW_3kWUhE&safe=active

- Teacher demonstrates adding air to expand a variety of inflatable objects such as: balloons, basketball, football, beach ball, air mattress, whoopee cushion... Use this site for ideas.
  https://en.wikipedia.org/wiki/List_of_inflatable_manufactured_goods

- Gases All Around Us: Online Activity and Quiz (free site)
  http://www.bbc.co.uk/schools/scienceclips/ages/9_10/gases.shtml

- States of Matter: Make Orange Soda

http://learninglabresources.com/2015/02/teach-states-of-matter-using-orange-juice-and-baking-soda-tastes-like-orange-soda.html

- **Changing Matter** - Melting Crayon

End of Unit Activity: Root Beer Float
http://learninglabresources.com/2013/10/teaching-matter-with-root-beer-floats.html

Design Challenges:
Design Challenge Portfolio Template:
https://docs.google.com/presentation/d/1gDpZtOVpETgajBxI6pcuJ44HqYBQ_89MlMeD2B122Cw/edit#slide=id.p17

- Design a model (drawing) that uses a gas to create an object to help people in their everyday life. (Help people learn, swim, live, travel, health, building).

Instructional Strategies

Technology Implementation:

Technology is incorporated throughout the science unit to **enhance** themes, concepts, and skills being taught. Students can participate in research using approved websites, and digital media. Teachers should ensure to:

- Provide equitable access to technology.
- Consider accessibility issues.
- Mentor technology use.
- Use technology with a purpose

Some sample tools include but are not limited to:

- Google Classroom: classroom.google.com

Interdisciplinary Connections:

ELA/Literacy

In order to integrate literacy into this unit of study, students can conduct research by using text and media resources to build their knowledge of the physical properties of matter. In researching this topic, students can recall and gather information by summarizing or paraphrasing their research as they take notes in their science journals. Students can also draw evidence from informational texts to support their design choices as they build and share their models of

• PhET Simulations: https://phet.colorado.edu/ • EdPuzzle: https://edpuzzle.com/ • Mystery Science: www.mysteryscience.com • Nearpod: www.nearpod.com • BrainPop: www.brainpop.com • Chromebooks or Tablets	matter at the particle level. They can also create foldables, charts, or PowerPoint presentations to accompany their models. In addition, if students use research to support their work, they should provide a list of the sources used. RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1) W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PSi-2), (5-PSI-2), (5-PS1-4) W.5.8 Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished worked, and provide a list of sources (5-PS1-2), (5PS1-3), (5-PS1-4) W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS1-2), (PS1-3), (5-PS1-4) **Mathematics -** Mathematics is integrated into this unit when students use appropriate tools, such as balances, thermometers, and graduated cylinders, to measure properties of matter like mass, temperature, and volume. In addition, students reason quantitatively and abstractly when analyzing and interpreting data collected when measuring physical properties of matter. Students also model with mathematics as they attempt to understand that matter exists even though it is made of particles too small to be seen. They interpret mathematical data in the context of the situation, reflect on how the data helps explain the particle nature of matter, and modify or improve their models if they do not adequately represent the phenomenon they are meant to represent. MP.2 Reason abstractly and quantitatively (5-PS1-1), (5PS1-2), (5-PS1-3) MP.4 Model with mathematics. (5-PS1-1), (5PS1-2), (5-PS1-3) MP.5 Use appropriate tools strategically. (PS1-2), (PS1-3) 5. NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when

MATH 6 P

Unit Plan 1, Seesaw presentation

Scheduled to be taught on 01/15

Created by Benetsky, Sharyn

Objective

Students will create a Seesaw presentation using GCF

Essential Questions

What is the GCF?

Learning Activities

Review directions

Review tools in Seesaw

Students will work independently on given factors

Closure

Present

Homework

Complete any unfinished work

Standards

1. 06.NS.04

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).

Lesson Documents

No documents have been uploaded to this lesson

Students will edit this template

Michele Falco

Share...

Student Instructions

Getting to know Seesaw Activity

1. Listen to the instructions by clicking on the speaker in the top right corner of each page.
2. On page 1 write your name using the tool.
3. On page 2 type your name using the T tool.
4. On page 3 take a picture of yourself using the button.
5. On page 4 take a picture of someone in your house using the button.
6. On page 5 use the tool to draw 3 things that you like to do. When you are finished use the tool to tell us about your favorite things.
7. Click the button when you are done to submit to me.

Play Instructions (0:37)

Home Learning, 1st, 2nd

4 teachers like this

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Activity Name (required)

3/5/21 ~ Learn How to Use Seesaw | Seesaw Tools 101: Student

Student Instructions

1. Click :add:
2. Follow the directions on each page.
3. Reveal my message on the last slide.
4. Click the :check: button to submit your work.

HAVE FUN!

Add Voice Instructions

Add Multimedia Instructions or Example

Student Template

Students will respond directly on top of this template. Photos, drawings, and notes work best.

Template Attached