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| **Title** | Lab Safety | | **Block #** |  | **Day** | Monday | **Date:** | 8/1/16 |
| **Standard** | | Strand 1 Inquiry  Concept 2 Scientific Testing process | | | | | | |
| **Lesson Objective (SWBAT)** | | Identify lab safety rules and procedures. | | | | | | |
| **Language Objective** | | Describe lab equipment and uses. | | | | | | |
| **Relevance** | | Why do we need to know the lab equipment? | | | | | | |
| **Vocabulary** | | Predict, observation, inquiry, lab safety | | | | | | |
| **WICOR Strategies** | | Write notes, organize notes, write sentences | | | | | | |
| **Instructional Delivery for Rigor and Relevance** | | | | | | | | |
| **Bell Work/**  **Anticipatory Set** | | Homeroom – check out book per student and record #. Students have 2 weeks w/book to renew.  Begin Handbook overview  Pass out and collect Pride Cards  Bell Work:  Tell me how you can demonstrate each of the 3 R’s. Use a complete sentence for each one.   1. Respectful: *I can demonstrate being respectful by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* 2. Responsible: 3. Reliable:   Pop sticks and have student give one example of their choice. | | | | | | |
| **Performance Task, Direct Instruction** | | * Complete lab safety rules 1-20 in journal. * [Lab Safety Video](https://www.youtube.com/watch?v=xJG0ir9nDtc) | | | | | | |
| **Guided Practice** | | Sketch in journal Lab Equipment: (Add details) Model each drawing on board with label. Students have each piece at table.  Graduated cylinder  Beaker  Eye dropper  Ruler (label centimeters and inches) we use cm  Funnel  Petri dish  Test tube  Rack  Magnifying Glass  Discuss:  What is the difference between a beaker and a graduated cylinder?  When might we use a beaker? A graduated cylinder?  What does a funnel help us do?  Why would we use test tubes?  What can we use petri dishes for? | | | | | | |
| **Closure/**  **Check for Understanding** | | What safety rules do we need to consider when working with lab equipment? | | | | | | |
| **Assessment (formative/**  **summative)** | | In class journal assessment. | | | | | | |
| **Differentiation** | | Students have own piece of equipment at table and drawing is modeled. | | | | | | |
| **Homework** | | NA | | | | | | |
| **Title** | Inquiry | | **Block #** |  | **Day** | Tuesday | **Date:** | 8/2/16 |
| **Standard** | | Strand 1 Inquiry  Concept 2 Scientific Testing process | | | | | | |
| **Lesson Objective (SWBAT)** | | Use inquiry to gather data. | | | | | | |
| **Language Objective** | | Describe mystery objects. | | | | | | |
| **Relevance** | | How does inquiry relate to science? | | | | | | |
| **Vocabulary** | | Predict, observation, inquiry, lab safety, inquiry | | | | | | |
| **WICOR Strategies** | | Collaborate with table group. Write notes. Inquire using qualitative and quantitative data. | | | | | | |
| **Instructional Delivery for Rigor and Relevance** | | | | | | | | |
| **Bell Work/**  **Anticipatory Set** | | Homeroom – handbook review  9:45 PBIS tour  Vocabulary Word Scramble  Predict  Beaker  Graduated cylinder  Observe  Funnel  Ruler  Qualitative data  Quantitative data | | | | | | |
| **Performance Task, Direct Instruction** | | * Vocabulary: * inquiry: to ask questions or investigate * Show image. What questions could we ask about this image (water bear). * Brainstorm in student journals. Choose pop sticks to share onto board.   Show image with details and facts.  What new questions do you have?   * Brainstorm in student journals. Choose pop sticks to share onto board. | | | | | | |
| **Guided Practice** | | Begin [Mystery Bag Lab](https://docs.google.com/document/d/1P17Zd4Spi-ufmbUN9FyFcuPI_cXxbEEc9x8PEB-QeNs/edit)  Students get 1 bag per table. Observe qualitative and quantitative data and predict what is inside using the sense of touch. Rotate bags. | | | | | | |
| **Closure/**  **Check for Understanding** | | How did your observations help you make predictions? | | | | | | |
| **Assessment (formative/**  **summative)** | | In class progress assessed. Group work and collaboration encouraged and assessed. | | | | | | |
| **Differentiation** | | Group collaborates and shares qualitative and quantitative data. | | | | | | |
| **Homework** | | NA | | | | | | |

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| **Title** | Inquiry | | **Block #** |  | **Day** | Wednesday | **Date:** | 8/3/16 |
| **Standard** | | Strand 1 Inquiry  Concept 2 Scientific Testing process | | | | | | |
| **Lesson Objective (SWBAT)** | | Use inquiry to gather data. | | | | | | |
| **Language Objective** | | Describe mystery objects. | | | | | | |
| **Relevance** | | How does inquiry relate to science? | | | | | | |
| **Vocabulary** | | Predict, observation, inquiry, lab safety, inquiry | | | | | | |
| **WICOR Strategies** | | Collaborate with table group. Write notes. Inquire using qualitative and quantitative data. | | | | | | |
| **Instructional Delivery for Rigor and Relevance** | | | | | | | | |
| **Bell Work/**  **Anticipatory Set** | | Describe in 1 sentence the difference between quantitative and qualitative data.  Give an example of each. | | | | | | |
| **Performance Task, Direct Instruction** | | * Create T-chart in journal with quantitative and qualitative data. * Give examples of each. Show imagery to help brainstorm. * Quantitative: volume, distance, time, mass, count, * Qualitative: color, texture, sound, mood, | | | | | | |
| **Guided Practice** | | Show Mystery Bag Lab answers-Open bag and show objects and amounts.  Ask students for words used to describe. Write on lab paper and display.  Have students cross off prediction and write correct one if wrong.  (Begin Cornell Notes Example-Chunked AVID notes handout with video: Greatest Discoveries with Bill Nye: Biology) | | | | | | |
| **Closure/**  **Check for Understanding** | | Which ones were the most difficult? Why? | | | | | | |
| **Assessment (formative/**  **summative)** | | In class note assessment. Mystery Bag descriptions assessed. | | | | | | |
| **Differentiation** | | Imagery used with descriptions. | | | | | | |
| **Homework** | | NA | | | | | | |

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| **Title** | Lab Safety | | **Block #** |  | **Day** | Thursday | **Date:** | 8/4/16 |
| **Standard** | | Strand 1 Inquiry  Concept 2 Scientific Testing process | | | | | | |
| **Lesson Objective (SWBAT)** | | Construct a comic showing lab safety rules. | | | | | | |
| **Language Objective** | | Recognize lab safety rules. | | | | | | |
| **Relevance** | | What lab safety rules are the most important to you? | | | | | | |
| **Vocabulary** | | Predict, observation, inquiry, lab safety | | | | | | |
| **WICOR Strategies** | | Collaborate with table group to summarize rule. | | | | | | |
| **Instructional Delivery for Rigor and Relevance** | | | | | | | | |
| **Bell Work/**  **Anticipatory Set** | | Homeroom: DDL 1 Enrollment: innovate for teacher; 7 for student  9:10-9:30 Library for laptops than back to class to label  What do you think are the 3 most important lab safety rules?  Share out and explain why. Write on board and have students add notes. | | | | | | |
| **Performance Task, Direct Instruction** | | * Show example lab safety comic. Use up to 4 rules. Table members will guess tomorrow. * Introduce Science Extension sheets and location to be found. | | | | | | |
| **Guided Practice** | | [Lab Safety Review](https://docs.google.com/document/d/1nsImKTTig-GtvcnslVDmA3v5NMq9Iw62UUl9OGTugJI/edit)  Students design own comic. Add color. Use bubbles.  Students can work on science extension or read when done.  Questions: What happened in your comics when safety rules were not followed? Did you show students correcting each other? | | | | | | |
| **Closure/**  **Check for Understanding** | | What types of accidents happened in your comics? | | | | | | |
| **Assessment (formative/**  **summative)** | | Comics assessed in class. Importance of rules discussed in class. Quiz Friday. | | | | | | |
| **Differentiation** | | Importance of rules discussed prior assignment to give ideas. | | | | | | |
| **Homework** | | Comic due Friday. Quiz Friday. | | | | | | |

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| **Title** | Lab Safety | | **Block #** |  | **Day** | Friday | **Date:** | 8/5/16 |
| **Standard** | | Strand 1 Inquiry  Concept 2 Scientific Testing process | | | | | | |
| **Lesson Objective (SWBAT)** | | Identify lab safety rules. | | | | | | |
| **Language Objective** | | Explain lab safety rules and procedures. | | | | | | |
| **Relevance** | | Why do we want ALL students to pass lab safety quiz? | | | | | | |
| **Vocabulary** | | Predict, observation, inquiry, lab safety | | | | | | |
| **WICOR Strategies** | | Collaborate with table group to summarize rule. | | | | | | |
| **Instructional Delivery for Rigor and Relevance** | | | | | | | | |
| **Bell Work/**  **Anticipatory Set** | | What lab safety rules did you use in your comic? Give number and rule. | | | | | | |
| **Performance Task, Direct Instruction** | | * Show comic. Have students identify lab safety rules. Model writing them at bottom of comic. | | | | | | |
| **Guided Practice** | | * Students share comic with table members and have them identify which lab safety rules were used. Write the answers at the bottom of the comic. * Intro to Learn – enroll all students -   Lab Safety Quiz on Learn  Deferred Feedback – 2 tries. Record Scores. Alternate Assignment over the weekend if no pass. Students must write out each rule and why it’s important.  Read or science extension if complete. | | | | | | |
| **Closure/**  **Check for Understanding** | | Are we ready to practice lab safety???? Questions we still have? | | | | | | |
| **Assessment (formative/**  **summative)** | | Lab Safety Quiz | | | | | | |
| **Differentiation** | | 2 tries at quiz with deferred feedback. Depending on ability students with accommodations pass at 50% if needed or if they show improvement. Verbal assessment can also be performed. | | | | | | |
| **Homework** | | Alternate assignment for students who did not pass. | | | | | | |