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|  | **Cobb County Science Digital Lesson Plans**  **Week One** | |
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| **Grade: Kindergarten** | | |
| **Unit: Physical Properties of Matter** | | |
| **Standard:** | **SKP2 Obtain, evaluate, & communicate information to describe objects in terms of the materials they are made of & their physical attributes.**  a. Ask questions to compare & sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper & metal.)  b. Use senses & science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color size, shape, weight, and texture).  c. Plan and carry out an investigation to predict & observe whether objects, based on their physical attributes, will sink or float. | |
| **Week 1:** | **Monday-(Opening Day)** | **Tuesday-Friday- (Work Session Days)** |
| **Vocabulary** Materials  Model  Glass  Wood  Fabric  Metal  Plastic  Properties  Shiny  Dull  Heavy  Light  Compare  Sort  Clay  Cloth  Paper  Color  Size  Shape  Weight  Texture  Sink  Float  Predict  Solid  Liquid  Gas | **Materials:** | **Materials:** |
| * Plastic or Solo cup-20 oz or empty tissue box * Long sock to place over cup-put cup into sock bottom first * Variety of small household items * Journal or Composition Notebook to record * Seesaw program | * Science Journal * Assorted items made from different materials around the house * [Sink Float prediction sheet writing](https://bit.ly/2CxqW7v) * Seesaw program * [What I think will float or sink](https://cobbk12org-my.sharepoint.com/:w:/g/personal/tracey_steiner_cobbk12_org/Ea_yd237-ZRPrC61kZ4Kej0BDlOU7A45nlAZ_yYqE7tFBg?e=TYmDIr) * <https://www.education.com/game/sorting-objects-materials/> |
| **Learning Target:** | **Learning Target:** |
| * I can observe and experience several physical properties of objects to better understand and differentiate matter. * I can sort by color, size, shape, and other physical properties. | * I can observe and experience several physical properties of objects to better understand and differentiate matter. * I can sort by color, size, shape, and other physical properties. |
| **Opening/Question Board:** | **Opening/Mini-lesson:** |
| **Digital Phenomenon-**  [7 Coolest material](https://www.youtube.com/watch?v=Mo1lDsESD90)  The teacher will introduce the first of seven materials to the child. After observing the material, the students will write questions in their journal to share on Seesaw. It may help to prompt students in questioning by giving examples (What is it made of? What is it used for?). | **Digital Phenomenon-**  [7 Coolest Materials](https://www.youtube.com/watch?v=Mo1lDsESD90)  The teacher will review the questions that have already been asked. Watch another segment of the video each day, add more questions or observations to the Question Board and student’s science journals. |
| **Work Session:** | **Work Session:** |
| **Monday:**  [**My Five Senses: Touch describing words**](https://www.youtube.com/watch?v=No_ADOZ1jl4)  The teacher will create a Question Board for the students to refer to throughout the unit.  **At Home Ideas:**  After watching the first segment of the phenomenon video. Play the Five senses song. Allow students to recall the different descriptive words. Record the words they remember and prompt if they can come up with other words to describe objects. Place a mystery object into the cup or box covered with a sock. Have students describe how the object feels. In their science journal record a picture of what they think the object is and write what evidence supports what they think it is using descriptive words. Students can also record their response in SeeSaw and send to their teacher. Repeat with other objects. Repeat this 3-5 times. | **Tuesday:**  <https://www.education.com/game/sorting-objects-materials/>  Students will play a game that challenges them to sort objects by material. Taking their cues from the Three Little Pigs, students will sort items made of straw into one backpack, sticks into another, and bricks into a third. Sharpening sorting and categorizing skills, this game is a great introduction to data and math.  **Wednesday:**  Choose an object from home. Using the [Sink Float prediction sheet writing](https://bit.ly/2CxqW7v) write or type in the name of the object into the blank line. Draw a picture or insert a picture of the object that you chose. Type or write why you think this object will sink or float with supporting evidence.  **Thursday:**  [**Brainpopjr sink or float**](https://jr.brainpop.com/science/forces/sinkorfloat/)**.** After the students watch the video they will do the Write About It Sink or Float activity.  **Friday:**  Using the [What I think will float or sink](https://cobbk12org-my.sharepoint.com/:w:/g/personal/tracey_steiner_cobbk12_org/Ea_yd237-ZRPrC61kZ4Kej0BDlOU7A45nlAZ_yYqE7tFBg?e=TYmDIr), students will find 7 objects they predict will float. Record each one in the “I think will float” column by drawing or inserting a picture from the online gallery. Repeat with 7 objects you predict will sink. Record in the I think will sink column. |
| **Closing:** | **Closing:** |
| Students will share what items they believe were in the mystery cup/box. Students will refer to vocabulary and connections to the phenomenon | Students will share what they have learned about items that sink or items that float. The teacher will introduce vocabulary each day and have students answer questions from the phenomenon. |
| **Formative Assessment:** | **Formative Assessment:** |
| * Student questioning and use of descriptive words | * Sink or float prediction writing sheet * Sink or float chart |
| **Differentiation:**   * **Extend:** Add more description words using predictions, ex: color, size, shape. * **Enrich:** Use examples from the video. Have child listen to the song as many times as needed**.** | **Differentiation:**   * **Extend:** Write 3-4 sentences describing the object, what type of material it is made of and another item of the same material that will react in the same way. * **Enrich:**  Provide an object that will sink and one that will float. Have your child talk about what each of them look like, feel like and what material they are made from. Have them chose one of the items or chose an item similar to the sink or float item. |
| **Other Resources:**   * [**Digital stories and resources**](https://cobbk12org-my.sharepoint.com/:w:/g/personal/kelly_bodner_cobbk12_org/EYi3c9vHUsdNkE_hs0FKZxEBH85YnIyin7dRS2wOxXc0Fg?e=S2uhrf) | **Other Resources:**   * [**Munching Millie**](https://cobbk12org-my.sharepoint.com/:w:/g/personal/kelly_bodner_cobbk12_org/EThjDPa6_YZDncsF7O2eH78BuNmdwu4fE0Wjjz6v17TAEQ?e=UCLpwQ) Video link on resource document * [**Physical Properties Extended Writing**](https://cobbk12org-my.sharepoint.com/:w:/g/personal/kelly_bodner_cobbk12_org/EWOpZNWm_5hAsu-kheOqALoBwD0tgrJ_dmxDowWxZxD49g?e=cGMFa3) * [**5 senses video**](https://www.turtlediary.com/video/the-five-senses.html) **\*\*Flash may need to be enabled** * [**Five senses Game**](https://www.turtlediary.com/game/the-five-senses-kindergarten.html) **\*\*Flash may need to be enabled** |

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| **Cobb County Science Digital Plans** | |
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| **Grade: Kindergarten** | |
| **Unit: Physical Properties of Matter** | |
| **SKP2 Obtain, evaluate, & communicate information to describe objects in terms of the materials they are made of & their physical attributes.**  a. Ask questions to compare & sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper & metal.)  b. Use senses & science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color size, shape, weight, and texture).  c. Plan and carry out an investigation to predict & observe whether objects, based on their physical attributes, will sink or float. | |
| **Monday-Thursday- (Work Session Days)** | **Friday- (Summative Assessment Day)** |
| **Materials:** | **Materials:** |
| * Aluminum Foil 5”x5” * Craft sticks * Bubble wrap * Paper clips * Cargo: marbles, pennies, beads or dry beans * 12” masking tape * Gingerbread cut-out, popsicle sticks, straws, glue, tape, scissors, paperclips, yarn * [Properties at Matter at Home](file:///C:\Users\pke16769\Desktop\Kindergarten%20Digital%20Plans\1%20Physical%20Properties\Physical%20Properties%20Resources\Properties%20of%20Matter%20at%20Home%20Activity.docx) | [Physical Properties of Matter Assessment](https://cobbk12org-my.sharepoint.com/:p:/g/personal/kelly_bodner_cobbk12_org/ER3PBJijZ3hIlUhtNcDHlAsB0cvzzpumHqFcmmppN-nrXw?e=TQF06X)   * **Open** the Power Point * **Download** the Power Point to your devise * **Rename** the file: name (first and last) * **Work** on each slide * **Email** your Power Point to your teacher by Monday: |
| **Learning Target:** | **Learning Target:** |
| • I can observe and experience several physical properties of objects to better understand and differentiate matter.  • I can sort by color, size, shape, and other physical properties.  • I can predict if an object will sink or float. | • I can observe and experience several physical properties of objects to better understand and differentiate matter.  • I can sort by color, size, shape, and other physical properties.  • I can predict if an object will sink or float. |
| **Opening/Question Board:** | **Opening/Mini-lesson:** |
| **Phenomenon-**  [7 Coolest material](https://bit.ly/2OwWIUx)  Students will work together reviewing questions from the Question Board. Students will add new questions and make comments on what they have already learned about materials. Continue to watch the next segments of the video and watch a new material each day | **Phenomenon-**  [7 Coolest materials](https://bit.ly/2OwWIUx)  Students will work together reviewing questions from the Question Board. Students will add new questions and make comments on what they have already learned about materials. Answer any unanswered questions. |
| **Work Session:.** | **Work Session:** |
| **Monday:**  [**Explore Matter on Pebble Go**](https://site.pebblego.com/modules/2/categories/2988) **(365 log in)**  Students will click on Properties of Matter and explore the ten properties of matter. Student will complete the [Properties at Matter at Home](file:///C:\Users\pke16769\Desktop\Kindergarten%20Digital%20Plans\1%20Physical%20Properties\Physical%20Properties%20Resources\Properties%20of%20Matter%20at%20Home%20Activity.docx) activity and then share using dictation in Seesaw.  **Tuesday:**  Sink or float make a boat. Make this a competition between you and a family member. Create a boat out of Aluminum foil or bubble wrap (6” masking tape) or craft sticks (6” masking tape). Decide on what material (cargo: marbles, dry beans, pennies, beads....) will go into the boat. Fill a tub or sink with water and take turns adding the chosen cargo one at a time until the boat sinks. Record your response using [Sink or Float feedback](https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3D-x3OL5-ROEmquMR_D8kYLePtatMQPfFGv26Hb0aRyYxUMFpaM0NESUlPNkFCV0FGWDlaSEhaV1hMVS4u%26Token%3D6e7e8d9097e8416b930c26fe758cc34b) Upload to Seesaw.  **Wednesday:**  [**Gingerbread man Loose in the School**](https://www.youtube.com/watch?v=LcgGWMJWODY&t=15s)YouTube Story  After the story brainstorm some ideas for a Gingerbread Trap. How could you trap the Gingerbread Man who ran away? Draw a sketch and write down the materials that you need to build your trap.  **Thursday:**  Build a Gingerbread Trap. Plan your trap and explain how it will work. [Planning and Reflection form](https://cobbk12org-my.sharepoint.com/:w:/g/personal/tracey_steiner_cobbk12_org/Edtbwv9yHoZBkfU8cTIPyeQB4RZ_oucs84n0b9HEapZwQQ?e=ccC7ZB) upload to Seesaw. Students will share their traps over a class meeting. The teacher will keep a list of materials used and discuss the various item used. | **Friday:**  **Digital Summative Assessment:**  Students will sort, make decisions and identify different materials based on their physical attributes.  [Physical Property Assessment](https://cobbk12org-my.sharepoint.com/:p:/g/personal/kelly_bodner_cobbk12_org/ER3PBJijZ3hIlUhtNcDHlAsB0cvzzpumHqFcmmppN-nrXw?e=TQF06X) |
| **Closing:** | **Closing:** |
| Each day the teacher will refer to the Question Board and see if any questions can be answered and incorporate new vocabulary.  Students will reflect on which STEM project they enjoyed the most. Students will share what materials they used to build their boats and to make their Gingerbread man traps. | Students will reflect in SeeSaw either by typing or recording which was their favorite way to explore materials. Students will share an “ah ha” moment. Students will refer to vocabulary and connections to the phenomenon |
| **Formative Assessment:** | **Summative Assessment:** |
| The teacher will check the properties around the home activity  and Sink or Float sheets for understanding.  The teacher will use observation and questioning as well. | Power Point presentation |
| **Differentiation:**   * **Extend: (2)** Try different materials to make a boat, record what happens. Select a number of objects (ex: 10) see if that number will fit in the boat that you made. * **Enrich: (2)** Demonstrate how to create a boat using one of the materials**.** | **Differentiation:**   * **Extend:** Add a new slide and dictate/type what you would build with materials, explaining what materials you would use. * **Enrich:** Prompt and identify objects on the slides to help with sorting. |
| **Other Resources:**   * [**Materials and their properties**](https://www.youtube.com/watch?v=e5h5RgiagrU) | **Other Resources:**   * [**Munching Millie**](https://cobbk12org-my.sharepoint.com/:w:/g/personal/tracey_steiner_cobbk12_org/ERMCdp91bOhItpCiT36devIBdFLFZmok6A7mbgkFjWFfvw?e=1CLYcS) **Video link on resource document** * [**Physical Properties Extended Writing**](https://cobbk12org-my.sharepoint.com/:w:/g/personal/tracey_steiner_cobbk12_org/Ecq6WN-2fi1IuADLgS5wFpYB5peWENgDjoqOJWklmi922Q?e=cdWuh4) * [**5 senses video**](https://www.turtlediary.com/video/the-five-senses.html) * [**Five senses Game**](https://www.turtlediary.com/game/the-five-senses-kindergarten.html) |