

Lynn Emery  
ELD Science 6/7

| +  | MONDAY 11-28-16  | TUESDAY 11-29-16   | WEDNESDAY 11-30-16  | THURSDAY 12-1-16  | FRIDAY 12-2-16<br>Guest teacher |
|--|--|--|---|---|---------------------------------|
| <b>CONTENT STANDARD</b>                                  | 07.22 Describe how the elements within the Periodic Table are organized by similar properties into families.   | P.PM.07.23 Illustrate the structure of molecules using models or drawings (water carbon dioxide and salt)  | P.PM.07.23 Illustrate the structure of molecules using models or drawings (water carbon dioxide and salt)   | P.PM. 07.24 List examples of physical and chemical properties of elements and compounds   |                                 |
| <b>CONTENT OBJECTIVE:</b><br><br><b>LEARNING TARGET:</b> | SWBAT demonstrate knowledge of the organization of the periodic table of elements using guided reading and questions.<br><br>I can describe how the elements are arranged in a table elements. | SWBAT demonstrate knowledge of common molecules by making a drawing showing how the atoms connect to form a molecule.<br><br>I can draw a picture of a common molecule using paper and pencil. | SWBAT demonstrate comprehension of common molecules by creating models of using marshmallows.<br><br>I can create a model of a molecule using marshmallows. | SWBAT demonstrate knowledge of elements and compounds using power point notes.<br><br>I can take notes from a power point on elements using a guided note format. | Review Day/Bingo                |
| <b>LANGUAGE OBJECTIVE:</b>                               | SWBAT write to answer questions using the guided reading on the Periodic Table.  | SWBAT orally describe the picture of the molecule drawn to their A/B partner.  | SWBAT create and describe the molecule and the atoms used to form the molecule using marshmallows.  | SWBAT listen to explain in written format information on elements and compounds.  | Review day/Bingo                |
| <b>Vocabulary:</b>                                       | Define Words<br>Describe<br>Similar<br>Least<br>Decrease<br>Period<br>Quantitative<br>Assume   | Practice   | Review  |   | Vocabulary Test                 |
| <b>Differentiation</b>                                   | Whole group  | partner  | Whole group   | Whole group   |                                 |