Note: Text fields and tables can be manipulated as needed to fit responses.

Task 1 - Contextual Information and Learning Environment Factors

A. General Contextual Information for Community, District, and School in Narrative

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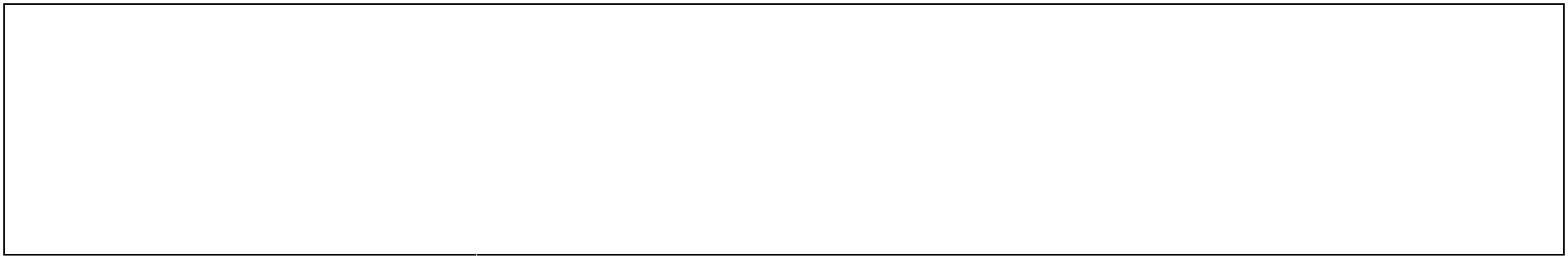
Explain the literacy/reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading strategy)	Using Phoneme and word decoding for vocabulary words Class discussion and collaboration, Student will work on building the discussion beyond one person answer the question, Report to the class what they have constructed or how they found in an experiment and explaining their thinking on their hexagonal thinking, Typing their explanation of the change of temperature in the experiment.
How will technology be integrated within the unit? Explain candidate use and student use.	Teacher: Computer for PowerPoints- teaching the material, Elmo for papers and charts- Showing items that I do not have in the PointPower so the students can see it better, Clicker to walk around the classroom Students: Google Classroom- for Quiz, Google Docs for making graphs and explain their finds, Elmo for displaying atom structures and hexagonal thinking cards

Task 3 - Tea

there in form of a liquid and a gas. However, it did lose a little weight because of the steam coming out. We did have a good discussion about Atoms billions of years ago being us now. Some students struggled with this thought because of religion however, the class was very respectful of everyone's opinion. Next time I do this lesson I will be more prepared for this lesson, and explain we need to think about the science side of this topic. The students enjoyed seeing the closed open system of the Alka-Seltzer. Several did not think the close system would weigh any different, and they were surprised to see the results. The students were able to label open and closed systems.

Day 6 The students really enjoyed see chemical reactions from youtube videos and making our elephant toothpaste. This has several of the student wanting to know if we could make the toothpaste foam up quicker with hotter water or colder water. So we tried it again with warmer water later on in the day and did not work as well. The students are understanding that matter is not created or destroyed but just the rearranging of atoms in a chemical reaction. We also touched on physical change with water and how water can go from a solid, to a liquid to a gas but does not change its atoms the just move faster or slower.

Day 7: The student really enjoyed getting to do an exper10.5 (t4-6.6 (t))8.9 (s)-2 red ge-5.9 .232 (e-5.9 .232 (e-5.9 .232al 2 (ow)3 (w)13.4 (at6 nd)10.5 (h
e wbjoeed (a5rn 5 (as)8.8 (o1 -2 36.)10.6 ee2w)2 (-11fg t)-6. s w.2 (e w)9 .232 o .5 T* [72 c (o)2.60.4 (a)-c10.4 (a9 .232 o- 11.2 5aias1 .023 T6.6



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&RPPXQLFDWLRQV DQG ,QVWUXFWLRQV 3DUHQWV $GXOWV	,QFH FKHFNOLVW DQG FRPPXQLFDWLRQ 6HWXS &RPPXQLFDWLRQ 0DWHULDOV PDQLSXODWLYHV KDQGRXWV DSSV 7HFKQRORJ\ 3ODWIRUP DQG $SSOLFDWLRQV 5HVRXUW V @p0 3‘P

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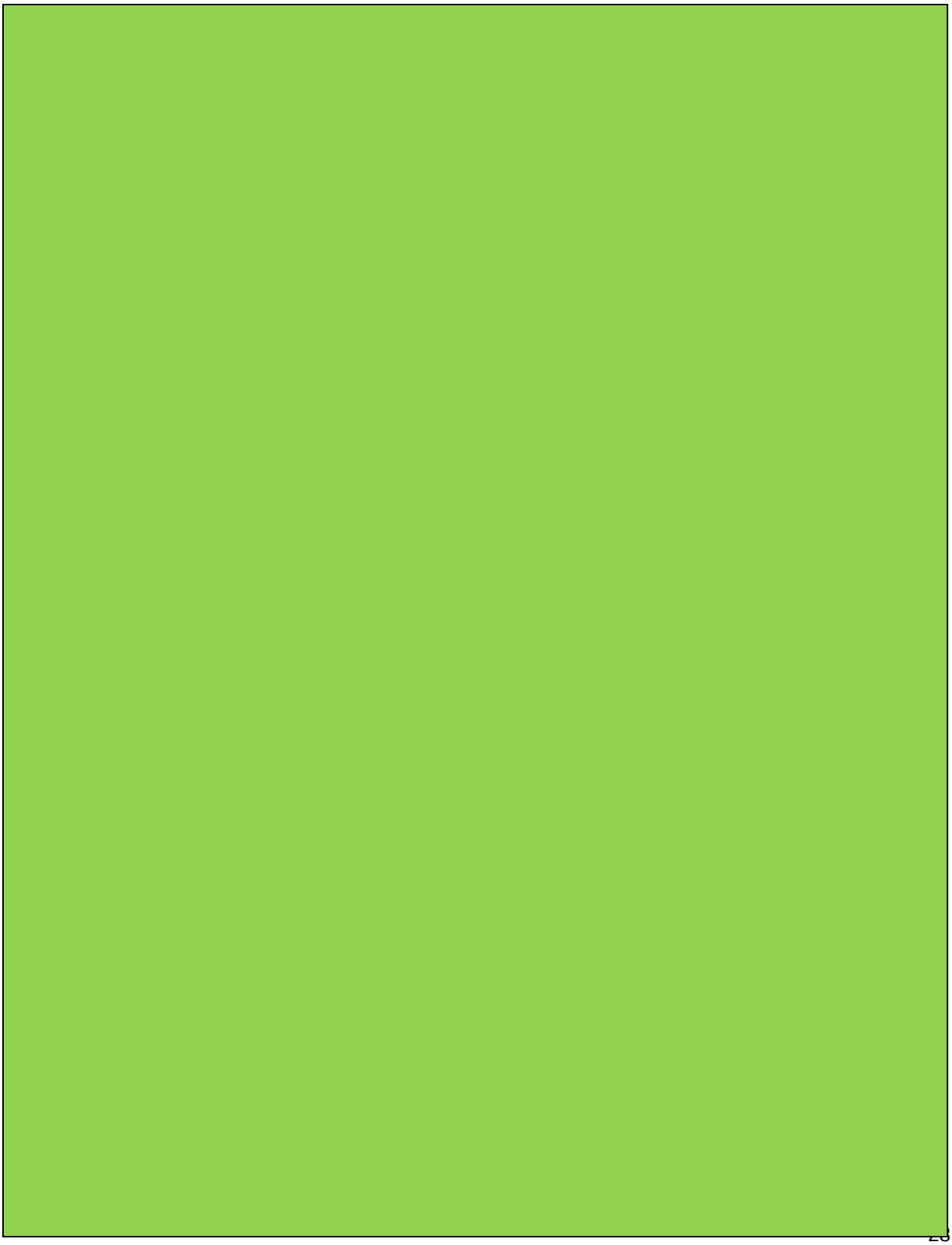

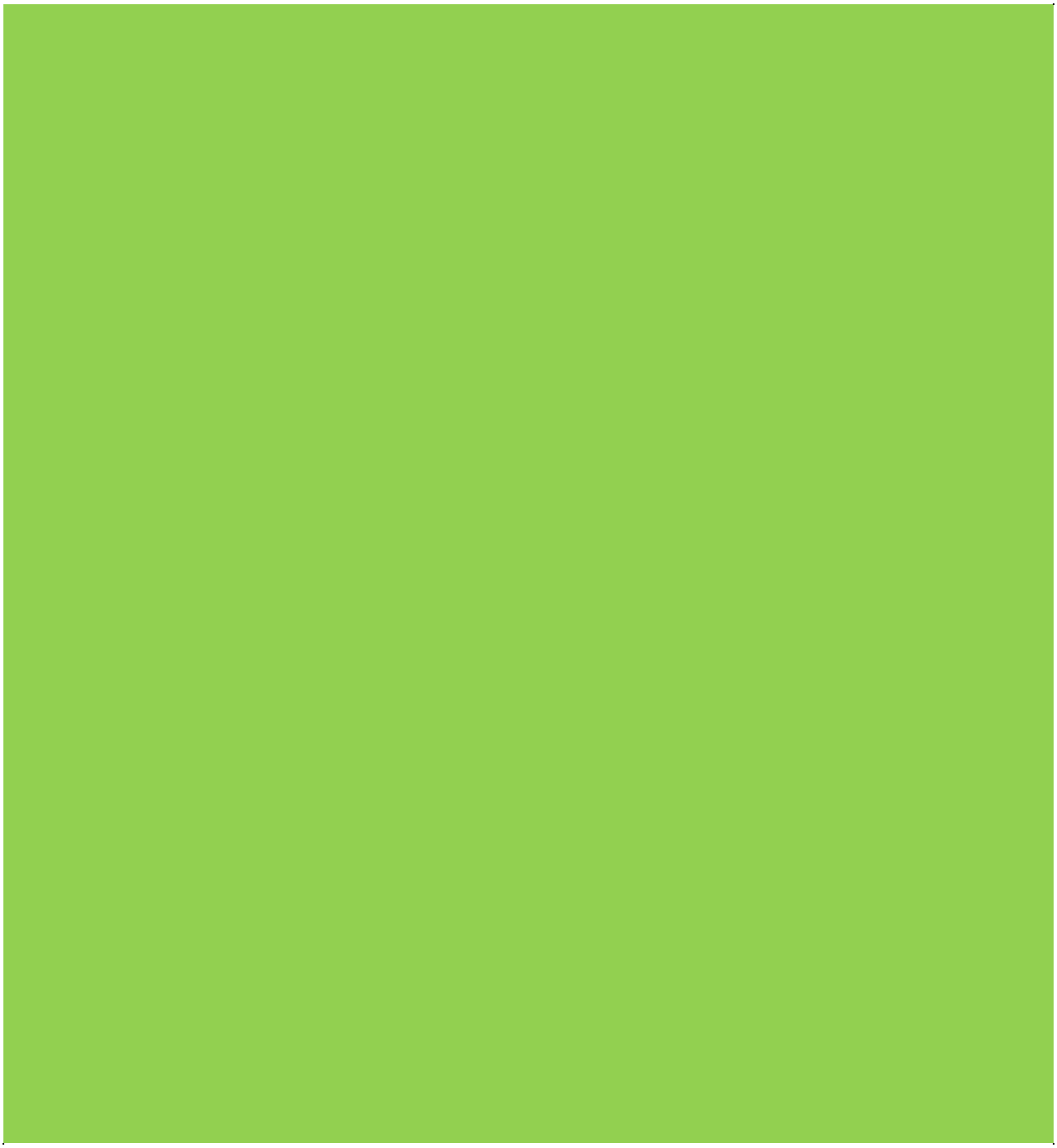

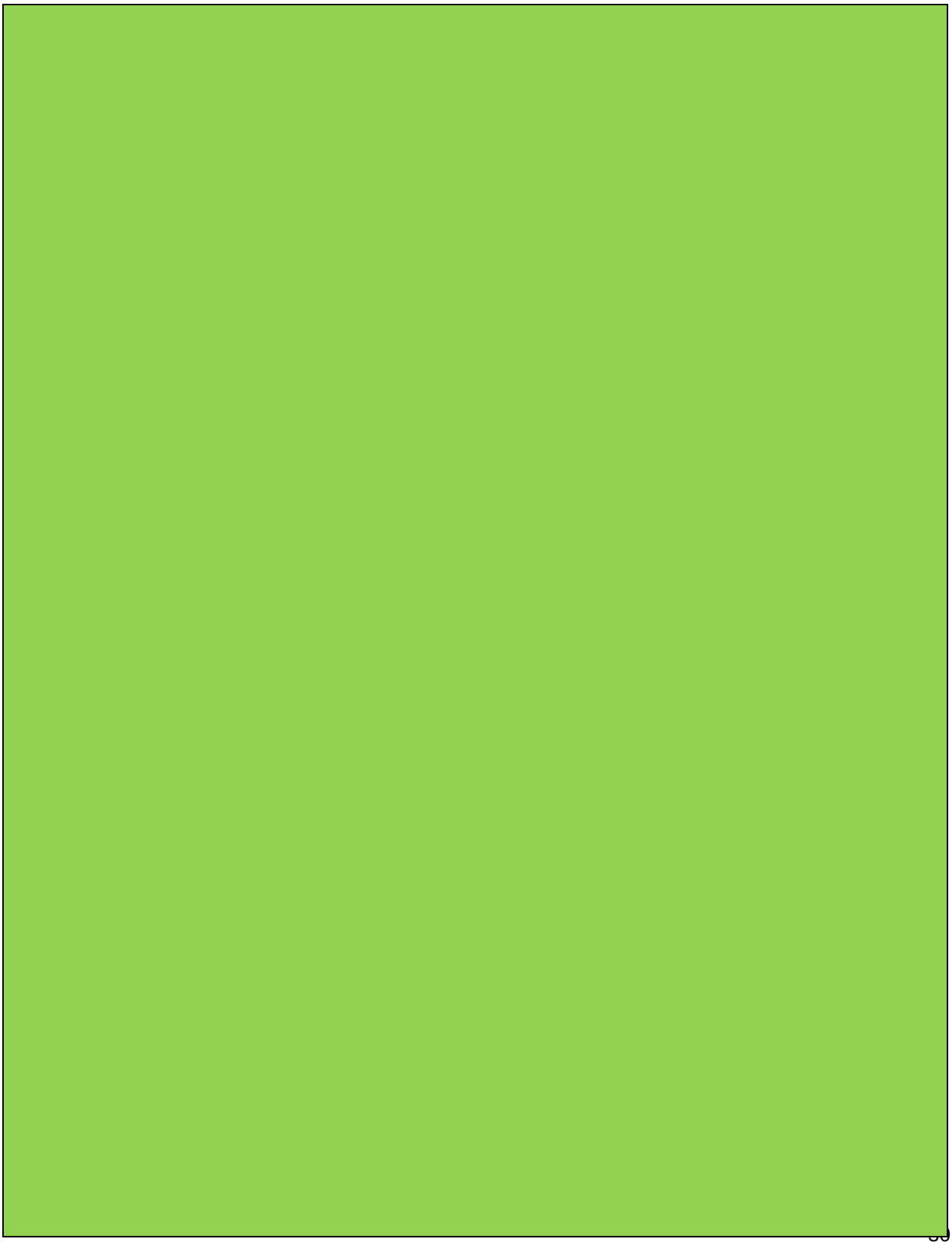

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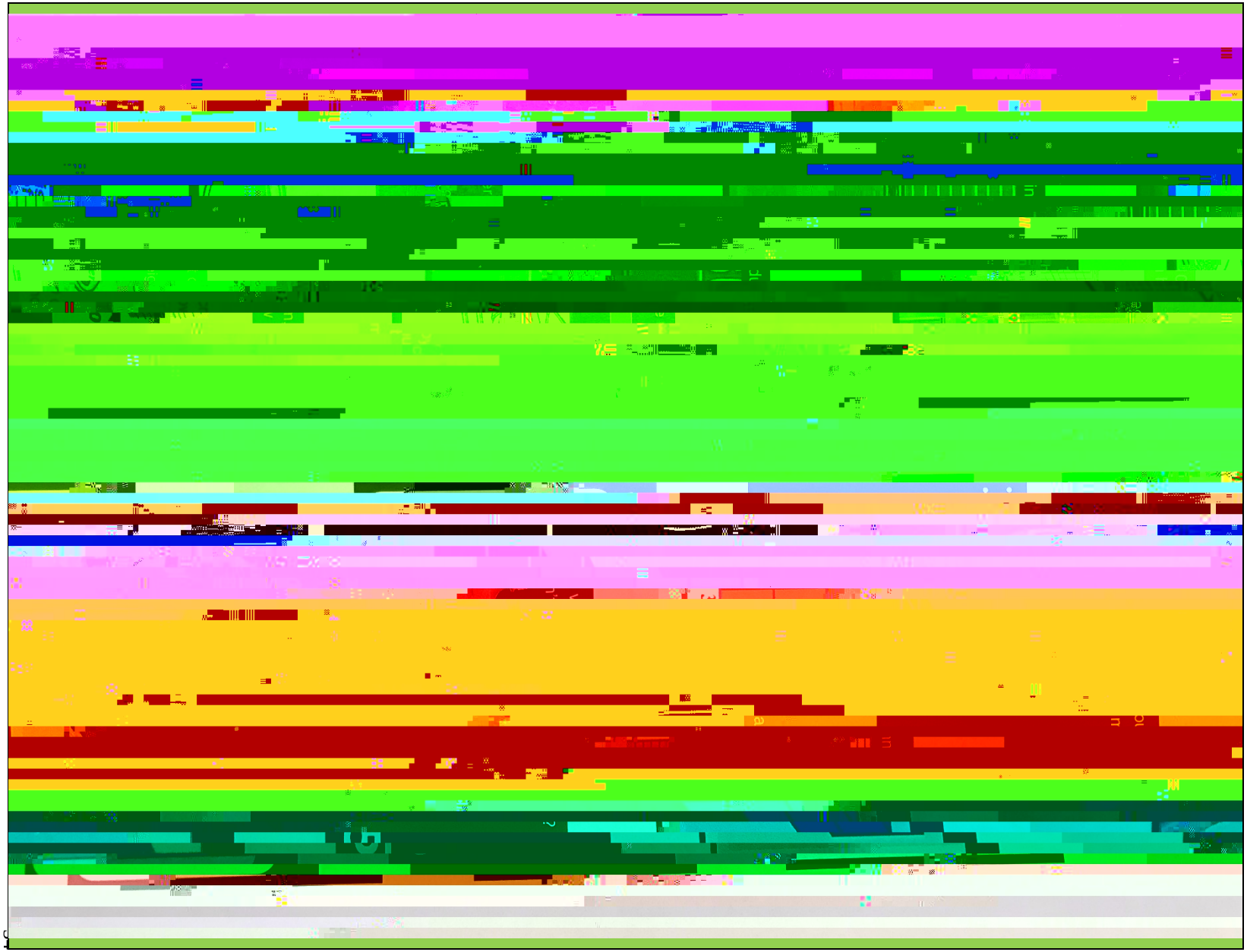

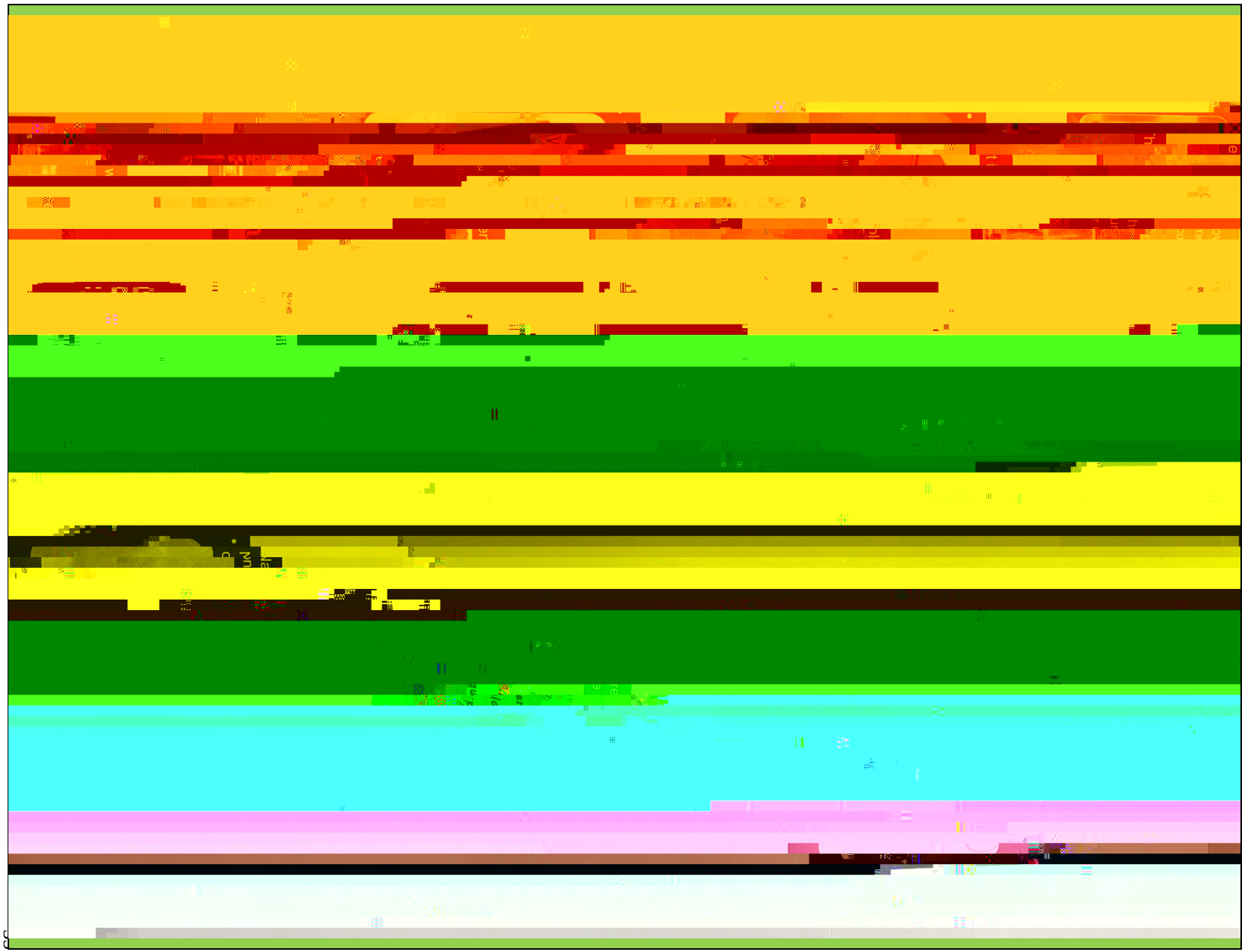

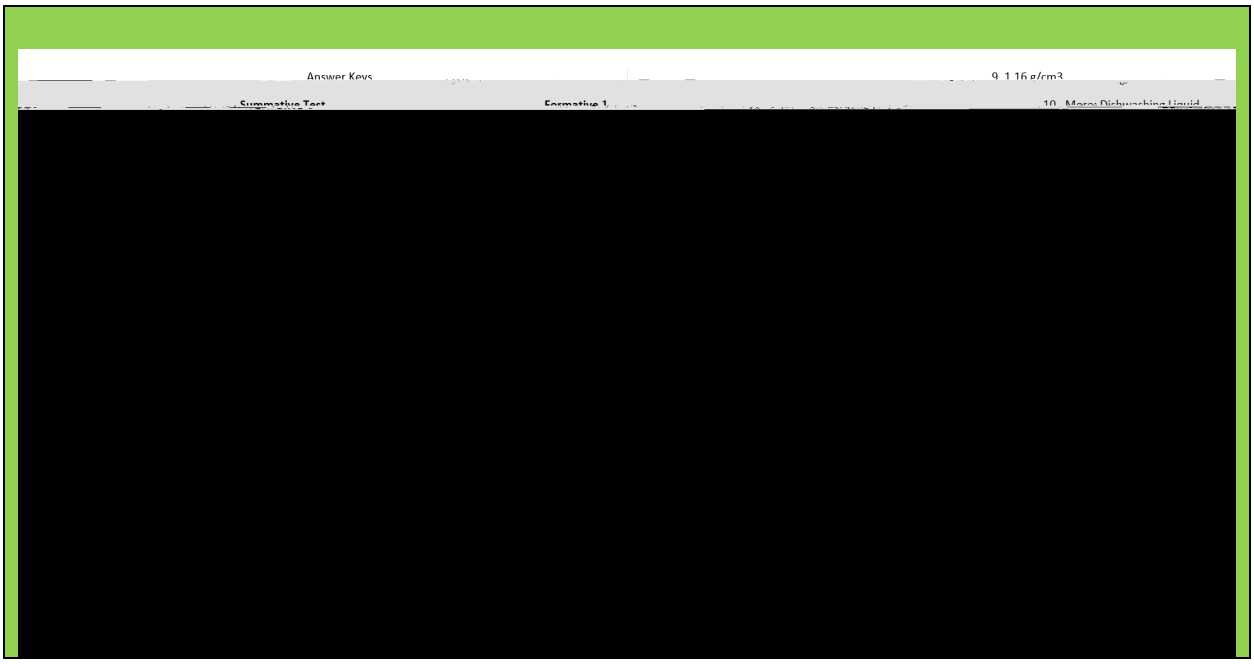
Answer Keys
9. 1.16 g/cm3
Summative Test
Formative 1
10. Mean: Dishwashing Liquid