

<b>Teacher: Jaime Trauger</b>	<b>Subject: Science</b>	<b>UNIT 1- Scientific Practices</b>
<b>NJCCCS: K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</b>	<b>Content Statement</b>	<b>Cumulative Progress Indicator (CPI)</b>

	<u>Monday 10/19</u>	<u>Tuesday 10/20</u>	<u>Wednesday 10/21</u>	<u>Thursday 10/22</u>	<u>Friday 10/23</u>
Essential Questions: What should students know, understand, and be able to do?	Lesson 1 What does a scientist do? Why are there different types of scientists?		Lesson 3 Develop and Use Models How do models help us?		
Enduring Understandings	SWBAT: <ul style="list-style-type: none"> <li>Discuss and identify different types of scientists</li> <li>Label and draw a picture of themselves as particular scientist</li> </ul>		SWBAT: <ul style="list-style-type: none"> <li>Label a life cycle model</li> <li>Compare and contrast different life cycles</li> </ul>		
Guiding Question(s)	Why do we have different types of scientists?		How can we use models as scientists?		
III: Anticipatory Set	Create scientist web and chart students' ideas.		Remind students of previous lesson and scientific practices that have been explained. Today we are going to be learning about models.		
IV. Procedures (Teaching Strategies, Activities, Technology, Materials)	Read chart with students' ideas. Discuss different types of scientists. Explain that different types of scientists focus on different types of work. Examples might be: paleontologist studies dinosaurs, meteorologist studies weather, geologist studies rocks. Students will draw themselves in their science journal as a specific scientist. If there is extra time, students can take a laptop and play Sid the Science Kid ( you need to dress Sid in the appropriate gear that correlates to his scientific specialty)  Materials: chart paper, science journals, laptops		What is a model? Show examples of different types of models (life cycle, sequencing picture, model of a mountain using clay). Explain the definition of a model. How can we use models in the scientific process? Models can help us create a real life situation. Show life cycles on Sheppards Software website. As a class use the model to put the life cycle of a frog in the correct order. Students will then work with partner and log on to a laptop to play Brain Pop Jr. Sequencing a tree's life game. Have students come back to the carpet. Think/Pair/Share- how are these model different? How are they the same?		

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			Materials: chart paper, various pictures of models, laptops, smartboard		
V. Assessment	Student work journal, teacher observation, participation rubric		Teacher observation, tree sequence quiz		
VI. Homework	*Optional: links on website to provide additional information on different types of scientists		*Optional: links on website for exploration on various life cycles		