

















	STUDENTS	ACQUIRED SKILLS
GROUP 1	 Lauren Bender  Ashley Mayo  Scarlett Stein  Roy Vitera  Barnabas Young	
GROUP 2	 Catherine Barr  Rachel Benjamin  Nicole Britt  Autumn Cooley  Brooke Cotton	
	 Lillian Hopper  Aurora Levy  Jady Macdon  Jake Mendez  Harry Peterson	
ELL GROUP	 Rachel Beck  Landon Rogers  Gail Widecki	
NOTES		

SESSION 1.7 - Solving Dissolving. **1: Investigating Ingredients**

INTRO	WRITE-IT	INQUIRY	DO-IT	READ-IT	INT
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► **Pre-Teach Whole Class**
 Reflect on why it is important for designers of mixtures to know about dissolving.

► **Re-Teach** Rachel B. Landon R. Gail W.
 Compare Investigate/investigation Predict/prediction
 Evidence Observe/observation Property/properties
 Explain/explanation

► **New Teach Whole Class**
Students Learn:
 • Dissolving is when a solid mixes with a liquid and the solid breaks
 • A dissolved solid is still in the liquid, even though we can't always see it
 • Some substances are soluble in water and some are not

Summary
 Students reflect briefly about how good readers activate prior knowledge before and during reading. Then they practice activating their prior knowledge before reading a book about the process of dissolving. The book introduces dissolving and focuses students on the evidence that lets us know—even though we can't see it—a solid dissolved in a liquid is still there.

Start Lesson

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EXEMPLARY TEACHERS

LESSON

LESSON SETUP

Introduction

Explore



Preparation



Assessments



Materials

Share, Discuss, Analyze

This lesson on carrying capacity in ecosystems engages students and advances their learning through Accountable Talk and inquiry-based approaches where students develop, write, and critique evidence-based scientific explanations.

Properties

Organisms

Environment

Human Impact



Vincenzo Natali
Master teacher

Vincenzo Natali is a graduate of Cornell University with a BA in Geology and a Masters degree in Education and Sociology from Columbia Teachers College. He teaches Environmental and Earth Science at Maplewood Middle School and was a founding teacher at High Tech High in San Diego.

MOVIE DESCRIPTION

Exploring

In this culminating lesson of the unit, students bring together the key concepts of the unit and connect these understandings to the core ideas learned so far this year. In this stage of the lesson, students work in triads to analyze their data and generate explanations. The explanations require students to connect their current ideas and learning to scientific principles they learned in previous lessons. The unit includes exemplar explanations and discusses strategies to scaffold students as they cultivate their drafts into refined versions. The lesson illustrates instances of probing and questioning to advance students' thinking as they discuss their explanations.



NOTES/TIPS



Pacing



ELL



Voca...



Daily...



Fast...



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MY CLASS

STUDENTS (22)



Lauren Bender



Ashley Mayo



Scarlett Stein



Catherine Barr



Rachel Benjamin



Nicole Britt



Autumn Cooley



Brooke Cotton



Lillian Hopper



Aurora Levy



Jady Macdon-



Jasmine Rosa



MY NOTES

VIEW: STUDENT LESSON INSTRUCTIONAL ALL

TAGS

CATHERINE BARR

- WHO
- WHAT
- WHERE
- WHEN
- HOW

ADD TAGS

Catherine need to pay more attention in class

Sept 9, 2009, 12:29 PM

has made improvement in participation and homework It could be

Sept 14, 2009, 11:53 AM

LONDON BIGGS

Needs homework help

Sept 9, 2009, 11:42AM

has problem keeping hands to himself

Sept 10, 2009, 12:14 PM

Call London's home. Check home life.

Sept 10, 2009, 12:29 PM

London has a bruise on his forearm. He says he

Sept 11, 2009, 11:42 AM

review lesson with London so

London has been silent

Delete all tags

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