

WEDNESDAY

WELCOME

To Science Class!!



Please Have Desk Look Like



We will start in



Do This Before We Begin

- Have open the following:
1. On your computer-Lab from yesterday
 2. In your notebook-Seasons Notes Page

THIS WEEK'S AGENDA

Monday- Seasons Article Building Background

Tuesday- Seasons Investigation

Wednesday- Seasons Processing/Deepening

Thursday- Finish Seasons/Tides

Friday- No School

**Homework: Seasons Video with Google Form Checkpoint Questions-
See Google Classroom
Due THURSDAY!**

TODAY'S AGENDA

- 1. Celebrating Moon Phases/ Eclipse Growth**
- 2. Lab Investigation Reflection**
- 3. Seasons Misconception Debunked!**
- 4. Brain Break**
- 5. Seasons Practice and Deepen Knowledge**

Goal For Today: By the end of the class period, I will be able to know why we have seasons and why the summer is warmer and winter is colder.

Unit 6 Part 1 Data Tracking

Celebrating Success/Providing Feedback



1. Turn back in time to page 43.

The week before break, you should have graphed your post test score for Moon Phases and Eclipses. Now that all retakes have been completed, let's review and celebrate your growth.

If you showed GROWTH:

In class students- place sticker on each graph you showed growth.

Distance students- put a big smiley face on each graph you showed growth on. Send Mrs. Hastings a private chat saying "I am AWESOME, my hard work paid off and I showed growth on (1 or both) tests!"

If you did not show GROWTH:

In class students- write on sticky note what you are going to do differently for Seasons and Tides to make sure you show growth.

Distance students- Type in the chat to Mrs. Hastings what you are going to do differently for Seasons and Tides to MAKE SURE you show growth on the second part of Unit 6.

Performance Scale

4	Predict what might happen on Earth if 1) the Sun burned out; 2) the Moon disappeared; and 3) if the Earth was not tilted on its axis.
3	Explain the impact of objects in space on each other including: the Sun on the Earth including seasons and gravitational attraction the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.
2	List ways that the Sun has impacted the Earth and the Moon has impacted the Earth. Seasons- Describe why the Earth experiences Seasons.
1	List ways that the Sun has impacted the Earth and the Moon has impacted the Earth with help from your ISN or teacher. Seasons- Describe why the Earth experiences Seasons with help.
0	I still have YET to grasp this standard, but I will get there with extra coaching and practice.

SEASONS LAB/NOTES

Let's take a look at the lab you completed yesterday.

We are going to analyze the data and reflect on the conclusions you came up with.

Engaging students in cognitively complex tasks

Brain Break: Mario Course

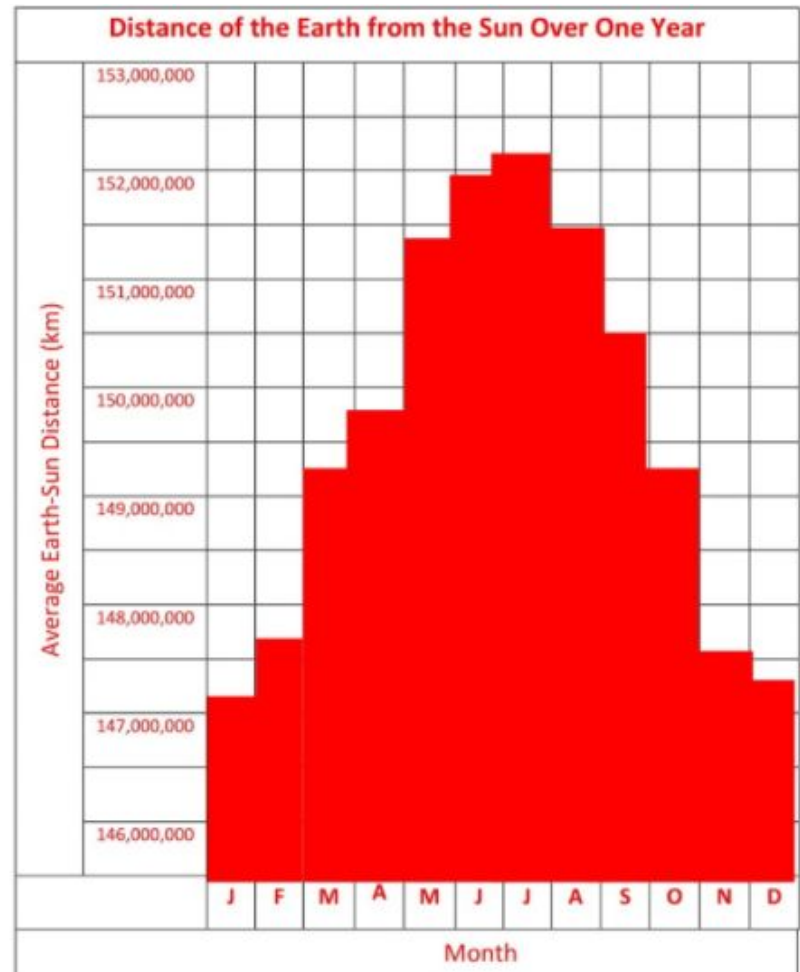
BRAIN BREAK TIME!!!



SEASONS LAB

Analyzing the Graph:

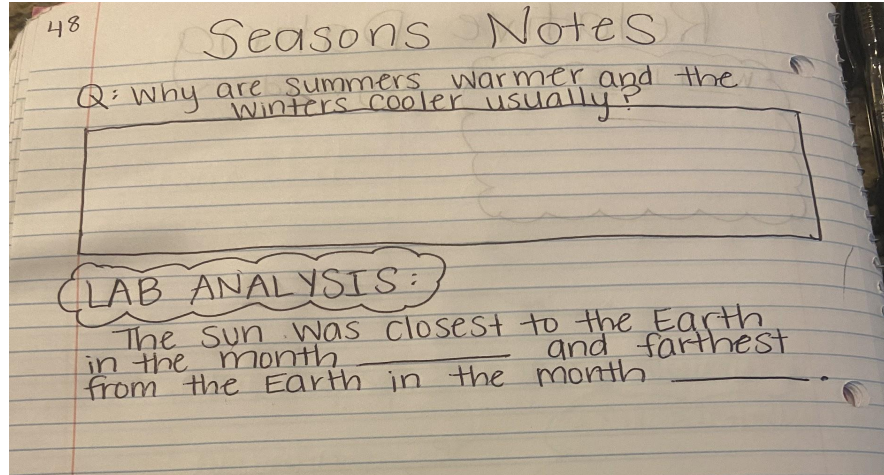
1. Write on your whiteboard or separate sheet of paper, what two months is the Earth **CLOSEST** to the Sun?
2. Write on your whiteboard or separate sheet of paper, what two months is the Earth **FARTHEST** from the Sun?



SEASONS LAB/NOTES

Fill in the blanks in your Seasons Notes Page.
The sun was closest to the Earth in the month _____
and farthest from the Earth in the month _____.

60



SEASONS LAB/NOTES



Re-Read your answer in the top box on this page we wrote on Monday before any lesson on Season.



On the bottom box you drew, use the following questions to formulate an answer to put in that box.

- Do you still agree with your answer in the first box? Why or why not?
- How has your thinking changed or been supported by the lab we completed yesterday?

Brain Break: Basketball
You

BRAIN BREAK TIME!!!



Today's Assignment

1. Log into your Google Classroom: Find

"Wednesday- Seasons Compare and Contrast"

2. Follow the instructions carefully.

3. Finished Early?

Seasons Legends of Learning

Goal of this assignment is to use multiple sources to compare and contrast two different Seasons to prepare for our lesson tomorrow.



3

Explain the impact of objects in space on each other including: **the Sun on the Earth including seasons** and gravitational attraction the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

Other Lessons This Week For Background:

MONDAY

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Do This Before We Begin



On your
whiteboard, what is
one goal you want
to achieve the last
nine weeks in
School?

THIS WEEK'S AGENDA

Monday- Seasons Article Building Background

Tuesday- Seasons Investigation

Wednesday- Seasons Processing/Deepening

Thursday- Finish Seasons/Tides

Friday- No School



**Homework: Seasons Video with Google Form Checkpoint Questions-
See Google Classroom
Due THURSDAY!**

TODAY'S AGENDA

1. Set up Page 48
2. Seasons Prior Knowledge Test
3. Brain Break
4. Seasons Introduction Article

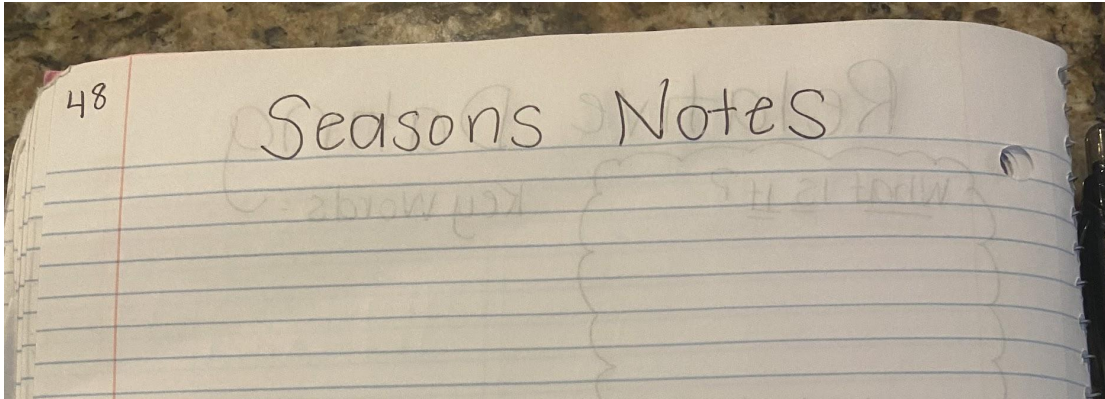
Goal For Today: By the end of the class period, I will be able to build background knowledge that I will use this week when we talk about Seasons.

Performance Scale

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Seasons Page 48

1. Title page 48 “Seasons Notes”
2. Update in Table of Contents



Seasons Notes



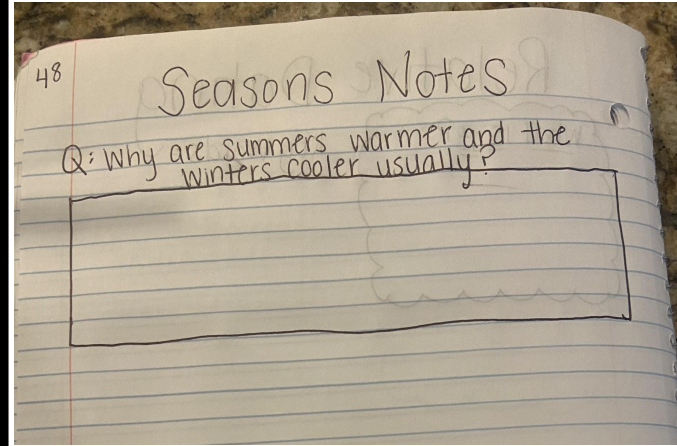
1 minute and 51 second song

1. On the first line, write this question:

Why are the summers warmer and the winters cooler usually?

2. Draw a box under that question for your answer Take up about 5-6 lines.

DO NOT ANSWER YET!



Seasons Notes



1. Now, we are going to answer that question in the box. **ANSWER IN A COMPLETE SENTENCE.**

Why are the summers warmer and the winters colder usually?

Think you are done?

Check your grammar and spelling!

Does your sentence:

- Start with a capital letter?
- End in punctuation?
- Words spelled correctly that are in the question?
- Question restated and answered?

Your sentence should NOT start with the word "BECAUSE"!

Brain Break:

March

ess!

BRAIN BREAK TIME!!!



Today's Assignment

1. **Log into your Google Classroom: Find** *"Monday- Seasons Article with Questions"*
2. **READ and ANNOTATE** the article before answering the questions.
3. **Finished Early?**
Seasons Legends of Learning

Goal of this assignment is to build background information on Seasons to actively participate in our discussions this week.

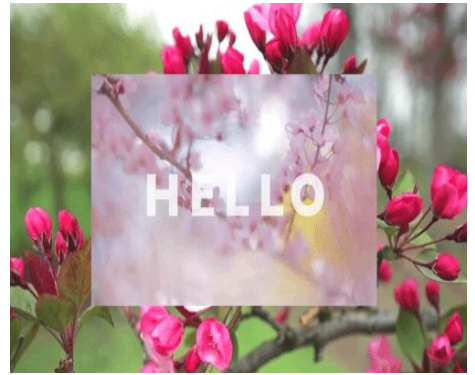


Explain the impact of objects in space on each other including: **the Sun on the Earth including seasons** and gravitational attraction the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

TUESDAY

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Do This Before We Begin

Open up your
seasons page 48.
Re-read your
answer you put in
the box yesterday.

THIS WEEK'S AGENDA

Monday- Seasons Article Building Background

Tuesday- Seasons Investigation

Wednesday- Seasons Processing/Deepening

Thursday- Finish Seasons/Tides

Friday- No School


**Homework: Seasons Video with Google Form Checkpoint Questions-
See Google Classroom
Due THURSDAY!**

TODAY'S AGENDA

- 1. Revisit Yesterday's Answer in Notebook**
- 2. Go over Article from Yesterday**
- 3. Brain Break**
- 4. Seasons Misconception Lab Activity**

Goal For Today: By the end of the class period, I will be able to know why we have seasons and why the summer is warmer and winter is colder.

Performance Scale

4	Predict what might happen on Earth if 1) the Sun burned out; 2) the Moon disappeared; and 3) if the Earth was not tilted on its axis.
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0	I still have YET to grasp this standard, but I will get there with extra coaching and practice.

Season Article Answers

Go over the article answers.

- Did you annotate the article?
- Did you cite what paragraph you found all your evidence in?
- Did you look for the answers in your article?

If you cannot say yes to all three questions above, you need to go back in and complete the assignment correctly.

Brain Break:

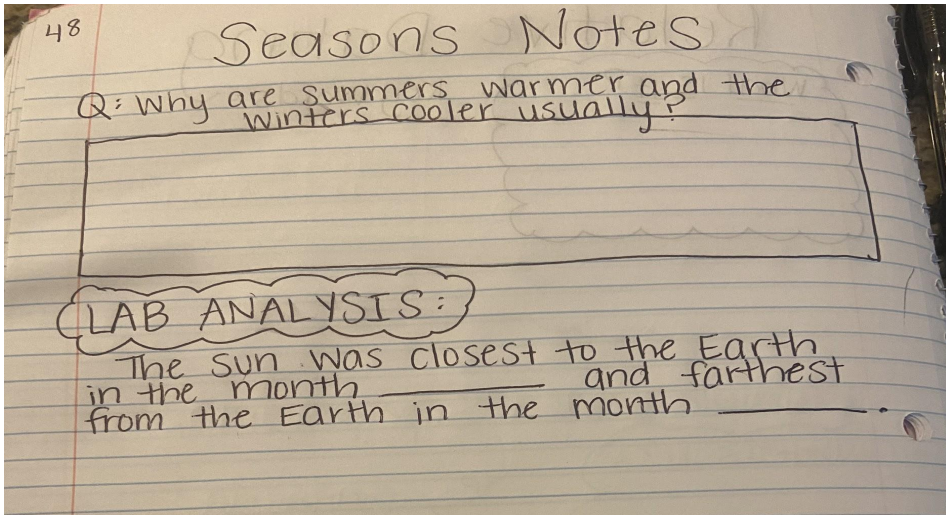
March

ess!

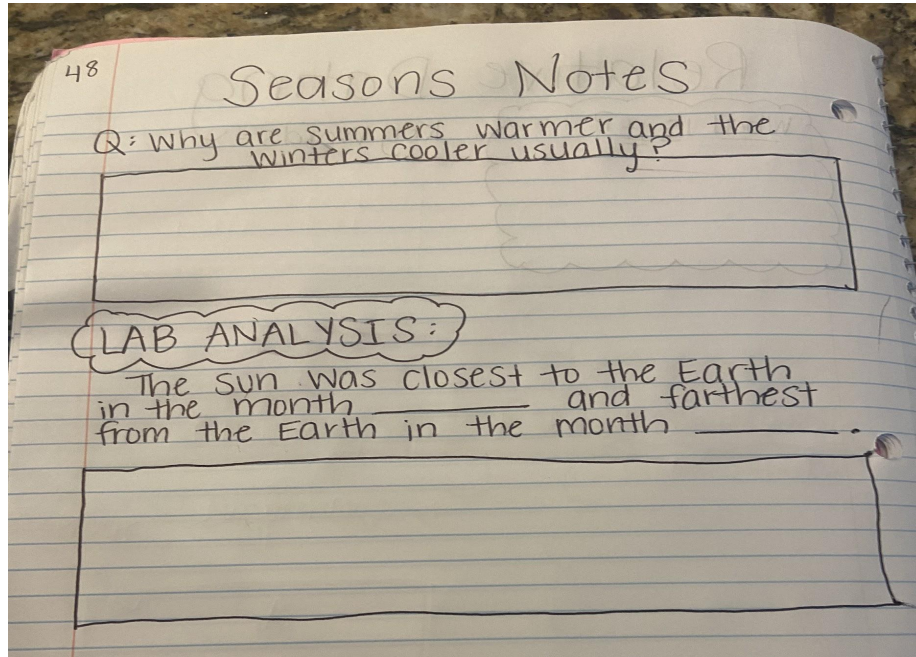
BRAIN BREAK TIME!!!



Set up your notebook page like shown below.
Under the box, you will write “**LAB ANALYSIS**”
and then the sentence stem provided below:
**The sun was closest to the Earth in the month
___ and farthest from the Earth in the month ___.**



1. Skip a line
2. Draw another box. Take up about five lines.
3. Show your teacher and put your notebook away.



Today's Assignment

1. **Log into your Google Classroom: Find**
"Tuesday- Seasons Investigation"
2. **Follow the instructions carefully.**
3. **Finished Early?**
Seasons Legends of Learning

Goal of this assignment is to investigate your answers from yesterday on Seasons.



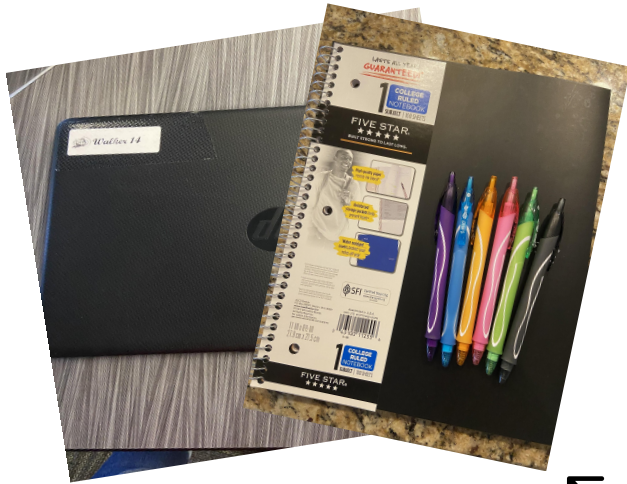
3

Explain the impact of objects in space on each other including: **the Sun on the Earth including seasons** and gravitational attraction the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

THURSDAY

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Do This Before We Begin

Have open the following:

1. In your notebook-
Seasons Notes Page
2. On your computer-
Venn Diagram from
Yesterday

THIS WEEK'S AGENDA

Monday- Seasons Article Building Background

Tuesday- Seasons Investigation

Wednesday- Seasons Processing/Deepening

Thursday- Finish Seasons/Tides

Friday- No School


**Homework: Seasons Video with Google Form Checkpoint Questions-
See Google Classroom
Due TODAY!**

TODAY'S AGENDA

- 1. Revisit Venn Diagram From Yesterday**
- 2. Seasons ReCap/Critical Concepts**
- 3. Brain Break**
- 4. Tides Video with Questions**

Goal For Today: By the end of the class period, I will be able to know the reason for the Seasons.

Performance Scale

4	Predict what might happen on Earth if 1) the Sun burned out; 2) the Moon disappeared; and 3) if the Earth was not tilted on its axis.
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Revisit Venn Diagram

Discuss with a group of 3 what you put for your Venn Diagram. Collaborate and add their ideas to yours to be ready to share when time is up.

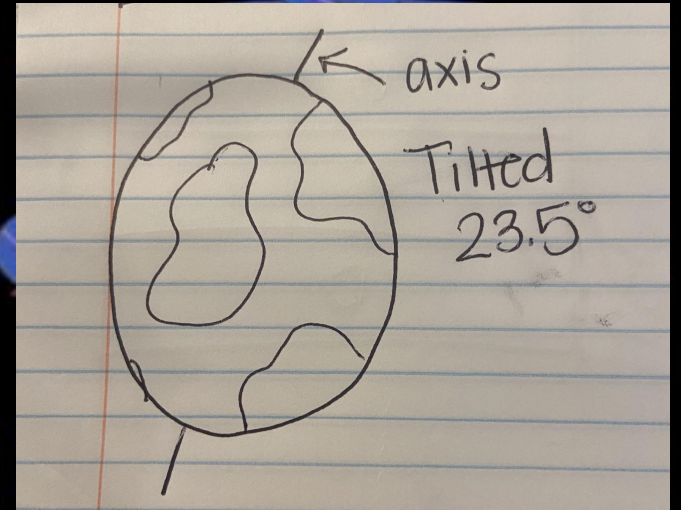


Why do we have seasons?

- Seasons are the result of the tilt of the Earth's axis.
- Earth's axis is tilted 23.5°.
- This tilting is why we have SEASONS like fall, winter, spring, summer.
- The number of daylight hours is greater for the hemisphere, or half of Earth, that is tilted toward the Sun.
- Seasons Interactive

Northern Hemisphere Seasons:

Draw in notebook on bottom left of page 48.



Why do we have seasons?

- Summer is warmer than winter (in each hemisphere) because the Sun's rays hit the Earth at a more **direct** angle during summer than during winter



HIGHLIGHT THE CRITICAL CONCEPTS!

Write the following beside the Earth you just drew. This is the **LAST** thing going on that page 48.

Summer is when the **DIRECT** sunlight hits the Earth because that side is tilted **TOWARDS** the Sun.

Winter is when the **INDIRECT** sunlight hits the Earth because that side is tilted **AWAY** from the Sun.



Brain Break: Mario Course

BRAIN BREAK TIME!!!



Today's Assignment

1. **Log into your Google Classroom: Find "Thursday- Tides Video with Questions"**
2. **Follow the instructions carefully.**
3. **Finished Early?**
Seasons/Tides Legends of Learning

Goal of this assignment is to gain background knowledge on Tides from a multimedia source.

Happy Easter



3

Explain the impact of objects in space on each other including: the Sun on the Earth including seasons and **gravitational attraction the Moon on the Earth**, including phases, **tides**, and eclipses, and the relative position of each body.