AGENDAS FOR THE WEEK: PHASE CHANGES *DATES September20-24*

	MONDAY A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	TUESDAY (A)	WEDNESDAY (B) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	THURSDAY (A)	FRIDAY (B) A3 11:45-13:26 A4 13:30-15:00
	Objective(s): SWBAT * Make connections between pressure changes and phase changes * Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressure and fronts	B-day Mr. Pieniazek only teaches classes on A-days.	**Objective(s): SWBAT** * Navigate weather maps that show high and low pressure and fronts * Compare and contrast weather maps used to identify global patterns of atmospheric movement	B-day Mr. Pieniazek only teaches classes on A-days.	**Objective(s): SWBAT** * Navigate weather maps that show high and low pressure and fronts * Compare and contrast weather maps used to identify global patterns of atmospheric movement
P	**Engage:** Students will recall what the topic they became "experts" on last class during last class after discussing important questions with their peers. They will now each complete a Frayer model on their concept so they can each explain what they learned to their student groups (finishing up the Jigsaw).		**Engage:** Pending engage activity on weather maps. Ideas: meteorologist team in each student group that will report the weather on a particular city? Have students talk about highs, lows, wind speed, humidity, and any immediate weather concerns. Find an equitable way to divide this among the group so everyone does their part when it comes to presenting.		**Engage:** Class will begin with revisiting out class norms and having students participate by jotting down their thoughts about how certain norms can be maintained. It will give us a time to discuss any we have as well as add more accordingly.
L A	**Explore:** "Cloud in a bottle" demo to tie together pressure changes and phase changes of condensation and evaporation. This will take place on the school tennis court in student groups where each student will have a role. *Have the students either write observations about the demo individually or in their small groups to hold them accountable for their participation and learning. **Explain:** Have students think about this essential question: How do clouds form based on what we have learned from the lab? Make sure students think back to what we have learned about evaporation as well as how molecules behave when warmed or cooled (balloon		**Explore:** Teacher created differentiated learning stations. This is where students will learn about weather in a variety of ways. The students that are not in a station will be working on the student paced Nearpod. **Explain:** Intro to exploring weather maps, understanding how to interpret them, and use them. There will be a student paced Nearpod that works to introduce studently gently into the topics they will explore more heavily on Friday. **Elaborate:**		**Explore:** Students will also use this day to catch up on any work they may be missing. The teacher will check which students have missing assignments so they can get them turned in accordingly. **Explain:** Surface analysis map and null school simulator for interpreting weather maps and looking for information such as temperature, precipitation, wind, high pressure, low pressure, cold fronts, and warm fronts. **Elaborate:**

	lab). We should be able to tie what we have learned about heat transfer and phase changes to apply it to clouds. Nearpod on clouds where students will learn about their functions and types as well as explore them to predict what they could mean. **Elaborate:** If time: extension from last class with the water glider video showing a "magical" property of water.				
N	**Evaluate:** Brief quiz at the end of Nearpod to serve as an exit ticket. **Summary:** Students will recall what they learned from Thursday's class on phase changes to create a Frayer model with their team. They will then experience the relationship between pressure and temperature with a hands-on cloud in a bottle lab outside. Cloud formation and types will be explained further through a student or teacher paced Nearpod to wrap up the lesson. **Assessment(s):** -Frayer model (phase changes) -Observation notecard -Nearpod quiz as well as class cloud Frayer model.		**Evaluate:** **Summary:** **Assessment(s):**		**Evaluate:** **Summary:** **Assessment(s):**
Resources:	**Resource Requirements:** - plastic 2L bottles -matches -water -Chromebook/computer		**Resource Requirements:** -Chromebook/computer -Teacher created stations supplies pending		**Resource Requirements:** -copies of Science Vibe norms -Chromebook/computer