

	<p>1. Did the clouds form in the bottle when the pressure was high or low? Why were you not able to see cloud formation when you observed high and low pressure with just water in the bottle?</p> <p>2. Why do you see condensation appear in the bottle?</p> <p>Make sure students think back to what we have learned about evaporation as well as how molecules behave when warmed or cooled (balloon lab). We should be able to tie what we have learned about heat transfer and phase changes to apply it to clouds.</p> <p>Elaborate: Mr. P's class norms review as a class/group</p>		<p>There will be a student paced Nearpod that works to introduce studently gently into the topics they will explore more heavily on Friday.</p> <p>Elaborate:</p>		
N	<p>Evaluate: Cloud in a bottle question notecard</p> <p>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.</p> <p>Assessment(s): -Frayer model (phase changes) -Observation/question notecard</p>		<p>Evaluate:</p> <p>Summary:</p> <p>Assessment(s): -Nearpod quiz as well as class cloud Frayer model.</p>		<p>Evaluate:</p> <p>Summary:</p> <p>Assessment(s):</p>

Resources:	Resource Requirements: <ul style="list-style-type: none">- plastic 2L bottles-matches-water-Chromebook/computer		Resource Requirements: <ul style="list-style-type: none">-Chromebook/computer-Teacher created stations supplies pending		Resource Requirements: <ul style="list-style-type: none">-copies of Science Vibe norms-Chromebook/computer
-------------------	---	--	---	--	--