MONDAY (A)  A3 11:45-13:26  A4 13:30-15:00  *GOOD OBSERVATION DAY	TUESDAY (B)	WEDNESDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	THURSDAY (B)	FRIDAY (A) A3 11:45-13:26 A4 13:30-15:00
* 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  Engage: If you could make one rule in the world everyone had to	Mr. Pieni	* Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressure and fronts     * Navigate weather maps that show high and low pressure and fronts      * Engage: Pending engage activity on weather maps.	Mr. Pieni	Objective(s): SWBAT  * Compare and contrast weather maps used to identify global patterns of atmospheric movement  Engage: Class will begin with revisiting
Follow what would it be? Why?  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 briefly explain what they learned to their student groups (finishing up the Jigsaw).  When students are done they can work on a student paced Quizziz to assess their knowledge on the topic learned last week.	B-day Pieniazek only teaches days.	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.	B-day ieniazek only teaches days.	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.
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 group manager write down observations about the lab in their small groups to hold them accountable for their participation	es classes on	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:  ?Nearpod on clouds where students will learn about their functions and types as well as explore them to predict what they could mean.	es classes on	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.
and learning.  Explain: Have students think about a couple questions:	A-	Intro to exploring weather maps, understanding how to interpret them, and use them.		Elaborate:

	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?  2. Why do you see condensation appear in the bottle?  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.  Elaborate: Mr. P's class norms review as a class/group  Evaluate: Cloud in a bottle question notecard  Summary: Students will recall what they learned from	There will be a student paced Nearpod that works to introduce studently gently into the topics they will explore more heavily on Friday.  Elaborate:  Evaluate: Summary:	Evaluate: Summary:
N	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/question notecard	Assessment(s): -Nearpod quiz as well as class cloud Frayer model.	Assessment(s):

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
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