

# Project ELLA-V CRISELLA

## Content Reading Integrating Science for English Language and Literacy Acquisition

### Matter and Its Properties

#### Week 6: November 11-15, 2013

<b>Language Arts TEKS</b>	<p>3.2 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</li> <li>(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</li> </ul> <p>3.3 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the meaning of common prefixes</li> <li>(B) use context to determine the relevant meaning of unfamiliar words or distinguish between multiple meaning words</li> </ul> <p>3.13 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from expository text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the details or facts that support the main idea</li> <li>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; and</li> <li>(D) use text features (e.g., bold print, captions, key words, italics) to locate information</li> </ul> <p>3.15 Reading/Comprehension of Informational Text/Expository Text. Students understand how to glean and use information in procedural texts and documents. Student are expected to:</p> <ul style="list-style-type: none"> <li>(A) follow and explain a written set of multi-step directions; and</li> <li>(B) locate and use specific information in graphic features of text</li> </ul> <p>3.20 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <ul style="list-style-type: none"> <li>(C) write responses to literary or expository texts that demonstrate an understanding of the text.</li> </ul> <p>3.30 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>
<b>ELPS</b>	<p>Learning Strategies</p> <p>1C Use techniques to learn new vocabulary</p> <p>1E Use and reuse new basic and academic language to internalize language</p> <p>Listening</p> <p>2B Recognize English sound system in new vocabulary</p> <p>2C Learn new language heard in classroom interactions and instruction</p> <p>2F Derive meaning from a variety of media</p> <p>2G Understand general meaning, main points, and details</p> <p>Speaking</p> <p>3A Practice using English sound system in new vocabulary</p> <p>3B Use new vocabulary in stories, descriptions, and classroom communication</p> <p>3D Speak using grade level content area vocabulary in context</p> <p>3C Speak using a variety of sentence structures</p> <p>3F Ask and give information using high-frequency and content area vocabulary</p> <p>Reading</p> <p>4A Learn relationships of sounds and letters in English</p> <p>4D Use prereading supports</p> <p>4F Use visual and textual supports to read text</p>

	4G Show comprehension of English text individually and in groups 4I Show comprehension through basic reading skills Writing 5B Write using newly acquired vocabulary 5F Use sentence frames and selected vocabulary
<b>Science TEKS</b>	3.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to: (A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float
<b>Next Generation Science Standards</b>	PS2.A: Structure and Properties of Matter Different kinds of matter exist and many of them can be either solid or liquid, depending on the temperature. Matter can be described and classified by its observable properties. (2-PS1-1)
<b>Common Core</b>	RI.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to text as the basis for the answers. MP. 5 Use appropriate tools strategically
<b>ELL Strategies</b>	Academic Language Scaffolding, Advanced Organizers, Cooperative Learning, Leveled Questions, Partner Reading, Think Aloud, Visual Scaffolding

### Daily Objectives:

	<b>Content Objective</b>	<b>Language Objective</b>
<b>Day 1</b>	Students will compare and contrast information read in expository text.	Students will use a Venn diagram graphic organizer to compare and contrast information read in expository text. Students will preview academic vocabulary using Vocabulary Smart Cards.
<b>Day 2</b>	Students will understand what matter is and will identify some properties of matter.	Students will learn relationships of sounds and letters in English and partner read grade level expository text and check for understanding using Partner Reading Discussion Questions. Students will work in partners to create a Venn diagram to compare and contrast matter.
<b>Day 3</b>	Students will understand what matter is and will identify some properties of matter. Students will explore the ability of matter to sink or float using classroom objects.	Students will learn relationships of sounds and letters in English and partner read grade level expository text and check for understanding using Partner Reading Discussion Questions.
<b>Day 4</b>	Students will demonstrate knowledge of properties of matter by completing a concept web.	Students will review academic vocabulary using Vocabulary Smart Cards.
<b>Day 5</b>	Students will describe matter by writing a paragraph describing seven properties of an object.	Students will explore multiple meaning words using a foldable.

**Materials:** (\*\*Interactive Science teacher edition, student editions, mysienceonline.com, CRISELLA notebooks, dry erase boards (markers and erasers), timer, and randomness craft sticks should be readily available as they are used most days\*\*)

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Engage W6D1 concept web half-sheets, <b>glue or glue sticks</b> , Explain W6D1 color coded Venn Diagram display copy, Chapter 8 Vocabulary Smart Cards p. 343-345 (option: <b>teacher made copies of p. 343-345</b> ), Elaborate W6D1 (option)	<b>Partners will need a classroom object</b> , Sound Pronunciation and Vocabulary Preview Display Copy W6D2, Partner Reading Discussion Card W6D2	Sink or float exploration, groups will need plastic shoebox container, plastic bag to hold objects or activity tray, water, metal paper clip, plastic paper clip, metal marble, rubber ball, table tennis ball, fishing bobber, gram cubes, <b>penny</b> , Explore W6D3, Sound Pronunciation and Vocabulary Preview Display Copy W6D3, Partner Reading Discussion Card W6D3	No additional materials.	Evaluate W6D5, Elaborate W6D5 Multiple Meaning Words, half-sheet copies of 5 tab foldable template, <b>glue or glue sticks, scissors</b> , Chapter 8 Vocabulary Smart Cards p. 343-345 (or teacher made copies), <b>notebook paper</b> , Elaborate W6D5 (option)

**Note: Instruction must be consistent and taught with fidelity. Having a system in place for how students will be paired to work with partners or in groups will allow you to maximize instruction and help keep students on-task.**

## DAY 1

### **ENGAGE** 10 min

- ⇒ Let's take a picture walk, looking at pages 321-339. Observe the pictures, read the bold titles, and predict what you will be learning. Teacher displays student edition on document camera and models flipping through the pages, calling attention to pictures, and reading bold headings.
- ⇒ Predict one thing you will learn about in this chapter. PS, RAN
- ⇒ Pass out Engage W6D1 half-sheets of the How can matter be described? Concept Web.
  - The big question is 'How can matter be described?' You will use this concept web to help you better understand how to describe matter. You will learn about properties of matter, measuring matter, and states of matter. Model finding next blank page in CRISELLA notebook, writing a title, entering the title in Table of Contents. Then ask students to put a small amount of glue in each corner and glue it into their notebook (sideways). Today students are only previewing the concept web. They will fill out concept web as each concept is introduced.

### **EXPLAIN** 15 min

**Let's Read Science** Display copy of p. 323 on the document camera, and be prepared to display blank copy of Explain W6D1 color coded Venn diagram (replicating diagram at the bottom of p. 323).

- ⇒ Now we are going to learn more about how to read in science. Let's read the title on page 323 together, 'Compare and Contrast.' You will work with your reading partner to read the two bullets at the top of the page 323. Give students at least one minute to read as you monitor reading pairs.
- ⇒ T.E. Draw Conclusions, p. 323 When you compare and contrast two or more things or ideas, you tell how they are alike and how they are different. People often use a Venn diagram or other graphic organizer when comparing and contrasting.

#### **Modeled Reading**

- ⇒ We will now read the paragraph, Rock Collectors. I will read, and you will read along silently. Teacher reads paragraph Rock Collectors aloud.
- ⇒ Now I want you to read it to yourself. I will give you two minutes. If you finish reading before I say 'Stop' then reread the sentences. Set timer for two minutes as you monitor reading.
- ⇒ Once the timer goes off, say OK, stop reading now.
  - Identify the two characters in the paragraph. TT, RAN
  - Identify what Ben and Misha like to collect. TT, RAN
  - Describe the rocks that Ben collects. PS, RAN

- Identify which sentence tells you this information. TT, CR
  - The second sentence tells us that Ben collects brightly colored rocks. Let's write this information in the yellow oval labeled Ben. Model writing a complete sentence 'Ben collects colored rocks.' in the yellow oval.
  - What other information do you know about Ben? PS, RR
  - Yes, Ben is a member of a rock hunters club. Identify which sentence tells you this information. TT, CR
  - Now let's write that information in the yellow oval labeled Ben. Model writing the complete sentence 'Ben is in a rock hunters club.' in the yellow oval on Explain W6D1 display copy.
  - Now we will read to find information about Misha.
  - Repeat process of finding information about Misha, and writing the following complete sentences in the blue oval labeled Misha:
    - Misha collects rocks that have fossils.
    - Her uncle sends her rocks from all around the world.
- ⇒ We have written how Ben and Misha are different. Now we need to compare Ben and Misha to tell how they are alike. Read the paragraph again and look for how Ben and Misha are alike.
- Identify how Ben and Misha are alike. PS, RAN
  - Yes, Ben and Misha both collect rocks. Let's write this sentence in the area where the two ovals overlap. This represents how Ben and Misha are alike. Model writing a complete sentence 'Ben and Misha both collect rocks.'
  - Review the differences between Ben and Misha by re-reading the sentences yellow and blue ovals. Review how Ben and Misha are alike by re-reading the sentence in the 'Both' area where the ovals overlap.
- ⇒ Great job comparing and contrasting using a Venn diagram. We will continue to work on this skill together throughout the week.

## **ELABORATE** 20 min

### **Vocabulary Smart Cards**

Students will cut out Vocabulary Smart Cards from p. 343 in the Interactive Science student editions.

Note: Save the states of matter and freeze cards for later use. You will need to have students cut out two blank vocabulary card templates from p. 345.

Option: If you do not want students to cut pages out of their books, make copies for each student of pages 343 and 345 and follow Option instructions.

⇒ Cut cards from book:

This week you will learn about how to describe matter. Today you will add vocabulary cards to your journal.

- Turn to page 343 and carefully cut out the following vocabulary cards: matter, property, hardness, and texture. Make sure to also cut two blank vocabulary card templates from page 345.
- On the first blank vocabulary card write 'magnetism'. On the back of the magnetism card write the definition 'whether an object is attracted to a magnet.'
- On the other blank vocabulary card write 'ability to sink or float'. On the back of this card write the definition 'whether an object sinks or floats in liquid.'
- Turn to the next blank page in your CRISELLA notebook. Write the title 'Properties of Matter.' Teacher models in his/her own notebook and also models adding the title and page number to the Table of Contents.
- Make a thin fold along the left side of each vocabulary card. This is going to be the tab you use to glue the card into your notebook. Glue the following vocabulary cards into your notebook: matter, property, hardness, texture, magnetism, and ability to sink or float. Teacher models folding thin tab and gluing cards into notebook. Monitor that the fold does not include the definition on the back of the card. (Save any loose vocabulary cards to be used later in the week).

⇒ Option (cut cards from teacher provided copies). Display Elaborate W6D1 on document camera:

This week you will learn about properties of matter. Today you will add vocabulary cards to your journal.

- Teacher passes out copies of p. 343 and 345 and refers to the directions on the Elaborate W6D1 handout displayed on the document camera.
- After students are finished cutting and creating the two additional vocabulary cards, Turn to the next blank page in your CRISELLA notebook. Write the title 'Properties of Matter.' Teacher models in his/her own notebook and also models adding the title and page number to the Table of Contents.
- Make a thin fold along the left side of each vocabulary card. This is going to be the tab you use to glue the card into your notebook. Glue the following vocabulary cards into your notebook: matter, property, hardness, texture, magnetism, and ability to sink or float. Teacher models folding thin tab and gluing cards into notebook.
- Now write the definition to each of the words on the back of each card. For example on the matter card write 'anything that takes up space and has mass.'

## Chapter Kickoff – Vocabulary Smart Cards

myscienceonline.com > Interactive Science Grade 3 > Chapter 8 > Chapter Kickoff > Vocabulary Smart Cards

- ⇒ Slide 2 (make sure the volume for your computer is turned up)
- Select the vocabulary word matter.
  - Click on the orange play button next to the word matter to play the narration. Option: click on the orange play button for the Spanish version of the word.

- Click on the **orange arrows** to view the other side of the vocabulary card.
  - Click on the **orange play** button next to the English definition of the word to play the narration. Option: click on the **orange play** button for the Spanish definition.
  - Click on the **orange arrows** to turn the card back over to view the word and visual.
- ⇒ Repeat the process for the following words: property, texture, and hardness.
- ⇒ Tomorrow you will read more about matter and the physical properties, or characteristics, of matter.

**ENGAGE** 5 min

myscienceonline.com > Interactive Science Grade 3 > Chapter 8 > What is matter? > Engage

**Activate Background Knowledge – Envision It!**

⇒ Slide 2

Locate the bowling ball. Describe the color of the bowling ball. PS, RAN

Describe shape of the bowling ball. PS, RAN

Describe how the bowling ball may feel, is it hard or soft? PS, RAN

Suppose you were to pick up the bowling ball. Would it be heavy or light? PS, RAN

⇒ Slide 3

Identify another object in the picture. TT, RAN

Use at least three words to describe the object. TT, RAN

Type in responses to complete the chart. Repeat until all rows of the chart are complete. You may need to view Slide 2 multiple times for students to identify and describe each object.

Discuss how all of these objects are alike. PS, RAN

**EXPLORE** 8 min

Partners will need a classroom object to describe some of its properties, or characteristics of matter. Students will use the dry erase boards to describe the properties.

⇒ Matter is anything that takes up space and has mass. Everything you can see, smell, or touch is matter. Work with your partner to select one classroom item, an example of matter.

⇒ Describe the object to your partner. Describe how the matter looks. Describe the shape and color of the matter. WI, RAN

○ Sentence stem: The color of the \_\_\_\_ is \_\_\_\_\_. The shape of the \_\_\_\_ is \_\_\_\_\_.

⇒ Touch the matter and describe how it feels. Is the matter soft, or hard, rough, or smooth? WI, RAN

○ Sentence stem: The \_\_\_\_\_ feels \_\_\_\_\_.

⇒ Carefully smell the matter. If it has a smell, describe how it smells. WI, RAN

○ Sentence stem: The \_\_\_\_ feels \_\_\_\_\_.

⇒ Great job describing matter. Now you will read more about matter.

**EXPLAIN** 20 min

**Pre-Reading: Sound Pronunciation and Vocabulary Preview** 4 min

⇒ Display Sound Pronunciation and Vocabulary Preview Display Copy W6D2 on document camera.

**Letter Combination/Word Parts Sounds Routine**

Hold hand up with palm facing class and say \_\_\_\_ makes the sound / /.

What's the sound? Model hand drop as signal for students to answer in unison. / /

\_ey /□□□/ (long e, as in key)

**Reading Letter Combinations/Words Routine**

Point to the letter combination \_\_\_\_ and ask: What's the sound?

Tap under the letter combination. \_\_\_\_ (students say sound)

What's the word? Slide finger under the word. \_\_\_\_\_ (students read word)

Teacher reads definition and sentence using word in context.

**matter** - Matter is anything that takes up space and has mass. Everything that you can see, smell, or touch is matter. Many things that you cannot see, smell, or touch are matter too.

**mass** – Mass is the amount of matter an object has. You can feel the mass of objects as weight when you pick it up.

**hockey** – Hockey is a game played on an ice rink. The players try to shoot a puck to make a goal. A hockey puck is small, hard, and made of rubber.

**volleyball** – A volleyball is a large ball used to play a game where the players try to hit the ball over a high net. A volleyball is large and soft.

**Partner Reading** 12 min

- ⇒ Place students with reading partners. Turn to page 325 in your book. Partner A will read the paragraph first, then partner B will re-read the paragraph. Then discuss the questions listed on Partner Reading Discussion Card. Display Partner Reading Discussion Card W6D2 on document camera.
- ⇒ You may begin reading. You will have 5 minutes to read this pages with your partner. Set timer for 5 minutes as you monitor reading pairs. Do not show the students the timer; you do not want them to rush through this reading. You set the timer for yourself. Once the timer goes off, say **OK, stop reading now.**

**Visuals** 3 min

Now let's look at the picture. Remember that pictures help us understand what we are reading. Display a student edition on ELMO during this activity.

- ⇒ Look at the picture of the hockey puck and volleyball on page 325. These are two examples of matter.
- ⇒ Describe the hockey puck. PS, RAN
- ⇒ Describe the volleyball. PS, RAN

### **Comprehension Check** 8 min

Discuss Partner Reading Discussion Card using questioning strategies.

1. Define matter. TT, RAN
2. Describe how you might show that air is matter. PS, RAN (possible answer: I can blow up a balloon).
3. Discuss how the hockey puck and volleyball are the same. PS, RAN
4. Discuss how the hockey puck and volleyball are different. TT, RAN
5. Identify the main idea of the passage. PS, RAN

**\*\*OPTION:** To accommodate for students with lower English reading proficiency, you can break **Partner Reading** into smaller portions:

- ⇒ Turn to page 325. Follow along as I read the first paragraph aloud.
  - Now you will read those sentences with your partner. Set timer for 3 minutes.
  - Ask questions 1-2 from Partner Reading Discussion Card.
- ⇒ Follow along as I read the second paragraph aloud.
  - Now you will read the second paragraph with your partner. Set timer for 1 minute.
  - Discuss 'Visuals' section with students.
  - Ask questions 3-5 from Partner Reading Discussion Card.

### **ELABORATE** 12 min

#### **Compare and Contrast**

Partners will work together to draw a Venn diagram in their CRISELLA notebooks and compare and contrast a hockey puck and volleyball.

Teacher models opening CRISELLA notebook to the next blank page and writing the title 'Describing and Comparing Matter' and adding the title to the Table of Contents. Teacher models drawing a Venn diagram and labeling the ovals 'Hockey Puck' and 'Volleyball', like at the bottom of page 325. Teacher monitors and assists as needed.

- ⇒ Work with your partner to describe the hockey puck. Then write the description inside the oval labeled Hockey Puck.
- ⇒ Now work with your partner to describe the volleyball. Then write the description inside the oval labeled Volleyball.
- ⇒ Next discuss how the hockey puck and volleyball are alike. Write this in the area where the ovals overlap.

After partners have completed the Venn diagram, ask the following questions:

- ⇒ Use your completed Venn diagram to identify how the hockey puck and volleyball are different. PS, RAN
- ⇒ Identify how the hockey puck and volleyball are alike. PS, RAN
- ⇒ Great job using a Venn diagram to compare and contrast examples of matter.

**ENGAGE** 5 min

myscienceonline.com > Interactive Science Grade 3 > Chapter 8 > What is matter? > View > Explain > I Will Know

**I Will Know...Properties of Matter**

⇒ Slide 2 (make sure the volume for your computer is turned up)

⇒ Click on the orange play button start the narration

- Identify the first object. TT, RAN
- On your dry erase board write which word describes the shape of the basketball. WI, RAN (select the word with the mouse and move it into the description column, continue this process as students describe properties of each object).
- Identify the second object. TT, RAN
- Write which word describes the size of the mountains. WI, RAN
- Identify the third object. TT, RAN
- Write the word that describes the color of the grass. WI, RAN
- Identify the fourth object. TT, RAN
- Write the word that describes the texture of the table. How does the table feel? WI, RAN
- Identify the last object. TT, RAN
- Write the word that describes the hardness of the safe. WI, RAN
- Great job describing properties of matter. Today we will continue to learn more about properties, or characteristics of matter.

**EXPLORE** 10 min

Adapted from Lightening Lab, p. 326

**Advance Preparation**

Each group of six students will need the following materials: plastic shoebox container, common classroom objects that will either sink or float, access to water. You may want have the objects in a plastic bag or laying on an activity tray. You will need to decide if the clear containers will already be filled with water or if the students fill them. Safety Reminder: Have paper towels available to clean up spills.

List of objects:

- metal paper clip, plastic paper clip, metal marble (Bin 5, Activity Bag: What can magnetic force move?)
- rubber ball (Bin 5, Activity Bag: How can you describe motion?)
- table tennis ball (Bin 5, Activity Bag: How does mass affect motion?)
- fishing bobber (Bin 4, Activity Bag: How can sound energy change form?)
- gram cubes (mailed to each campus, also found in Labware bin)
- penny (or other coin, provided by teacher)
- Optional: other classroom objects that will either float or sink

Display Explore W6D3 on the document camera.

A property is something about matter that you can observe with one or more of your senses. The ability to sink or float is a property of matter.

- Observe the examples of matter. Create a table like the one below in your CRISELLA notebook.
- Predict whether each object will sink or float. Write your prediction in the second column.
- Fill your plastic bin with water.
- Test each object. Place an object in the water. Observe whether the object sinks or floats. Write your observation in the third column. Teacher monitors and assists as needed.
- Identify which examples of matter have the ability to float. PS, RAN
- Identify which examples of matter did not have the ability to float. PS, RAN
- Discuss which of your predictions were correct. PS, RAN
- Great job testing the ability of matter to sink or float.

## **EXPLAIN** 20 min

### **Pre-Reading: Sound Pronunciation and Vocabulary Preview** 4 min

⇒ Display Sound Pronunciation and Vocabulary Preview Display Copy W6D3 on document camera.

#### **Reading Syllables Routine**

Point under each syllable as you pronounce each syllable. \_\_\_ \_\_\_ (teacher reads syllables)

Now it's your turn. Read each syllable when I tap under it. \_\_\_ \_\_\_ (students read syllables)

What's the word? Slide finger under the word. \_\_\_\_\_ (students read word)

Teacher reads definition and sentence using word in context.

property – A property is something owned by a person. For example, your backpack is your property. When we talk about matter, property has a different meaning. A property is something about matter that you can observe with one or more of your senses.

texture – Texture is how an object feels to the touch. Bumpy and smooth can describe an object's texture.

hardness – Hardness describes how firm, or how hard, and object is.

material – A material is a substance from which something is made. For example, a basketball is made from rubber material.

### **Partner Reading** 16 min

⇒ Place students with reading partners. Now you are going to read p. 326. Partner A will read the first paragraph, then partner B will read the next one. Then discuss the

questions listed on Partner Reading Discussion Card. If you have extra time, re-read the passage. Display Partner Reading Discussion Card W6D3 on document camera.

- ⇒ You may begin reading. You will have 6 minutes to read this pages with your partner. Set timer for 6 minutes as you monitor reading pairs. Do not show the students the timer; you do not want them to rush through this reading. You set the timer for yourself. Once the timer goes off, say **OK, stop reading now.**

### **Comprehension Check** 10 min

Discuss Partner Reading Discussion Card W6D3 using questioning strategies.

1. Define property. PS, RAN
2. Describe the texture of a basketball. PS, RAN
3. Name two materials used to make your shoes. PS, RAN
4. Compare the texture of the two materials. Compare how the two different materials feel. PS, RAN
5. Look around the classroom. Choose one object. Describe the properties of the object, including size, shape, color, texture, and hardness. PS, RAN

\*\*OPTION: To accommodate for students with lower English reading proficiency, you can break **Partner Reading** into smaller portions:

- ⇒ Turn to page 326. Follow along as I the first paragraph.
- Now you read the paragraph with your partner. Set timer for 2 minutes.
  - Ask questions 1-2 from Partner Reading Discussion Card.
- ⇒ Follow along as I read the second paragraph.
- Now you read the paragraph with your partner. Set timer for 2 minutes.
  - Ask question 3-5 from Partner Reading Discussion Card.

### **ELABORATE** 5 min

#### **I Spy to Describe Properties**

Students play a version of I Spy with a partner. One student chooses a classroom object while the other student closes his or her eyes. The first student gives three clues describing only physical properties of the object. For example, "It is yellow, long, and smooth." The other student must try to guess the object based on the properties described. (pencil)

### **CLOSURE** 5 min

Define matter. PS, RAN

List six properties of matter. WI, RAN (size, shape, color, texture, hardness, ability to sink or float)

**EXPLORE** 5 min

Last week you learned about forces and motion. You learned that magnetism is a force that pulls on, or attracts, metal objects containing iron. Think back to when you explored which objects could be moved with magnetic force. (If needed, students can refer to the 'What can magnetic force move?' inquiry handout glued in their CRISELLA notebooks).

Identify which objects were magnetic. PS, RAN (metal marble, paper clip)

Identify which objects were not magnetic. PS, RAN (rubber band, penny, plastic paper clip)

Magnetism is another property of matter. Some objects are attracted to magnets, others are not.

**EXPLAIN** 20 min

myscienceonline.com > Interactive Science Grade 3 > Chapter 8 > What is matter? > Explain > Got It? 60-Second Video

**Got It? 60-Second Video: What is matter?**

- ⇒ Slide 2 (make sure the volume for your computer is turned up)
  - Click on the orange play button start the video.
    - Define matter. PS, RAN
    - Define property. PS, RAN
    - Identify the sense you use to observe an object's size, shape, and color. WI, RAN (sight)
    - Define texture. PS, RAN
    - Identify the sense you use to determine an object's texture. WI, RAN (touch)
    - Compare the hardness of a bowling ball and a beach ball. PS, RAN

**Concept Web**

- ⇒ You have been learning about properties of matter. Find the 'How can matter be described?' concept web you glued in your CRISELLA notebook a few days ago.
- ⇒ Underneath the title, complete the sentence by defining matter. Matter is... (anything that takes up space and has mass)
- ⇒ Locate the orange box entitled 'Properties of Matter.' Let's read the first sentence together. A property is something about matter that you can observe with your senses.
- ⇒ List seven examples of properties of matter on the concept web. PS, RAN (texture, hardness, shape, size, color, magnetism, ability to sink or float)
- ⇒ Now write the seven properties on the lines in the orange box.
- ⇒ Great job listing some properties of matter. We will work on the completing the concept web next week.

## **ELABORATE** 15 min

### **Vocabulary Smart Cards - Matter**

Open your CRISELLA notebook and find the Matter vocabulary cards you added a few days ago.

- Locate the matter vocabulary card. Read the definition.
- Underneath the flap, write a sentence using the word matter. WI, RAN
- Locate the property vocabulary card. Read the definition.
- Underneath the flap, write another meaning of the word property. WI, RAN (something you own)
- Locate the hardness vocabulary card. Read the definition.
- Underneath the flap, write a word we use to describe hardness. WI, RAN (hard, firm, soft)
- Locate the texture vocabulary card. Read the definition.
- Underneath the flap, write a sentence using the word texture. WI, RAN
- Locate the magnetism vocabulary card. Read the definition.
- Underneath the flap, write an example of an object that is attracted to magnets. WI, RAN
- Locate the ability to sink or float vocabulary card. Read the definition.
- Underneath the flap, write an example of an object that floats in water. WI, RAN

## **EVALUATE** 5 min

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### **Got It? Quiz: What is matter?**

⇒ Slide 2

- If you heard a rock described as “rough,” what property was being described? TT, RAN
- Click on D. texture, then click SUBMIT

⇒ Slide 3

- \_\_\_\_\_ is anything that takes up space and has mass. TT, RAN
- Click on A. matter, then click SUBMIT

⇒ Slide 4

- What is something about matter that you can observe using only your senses. TT, RAN
- Click on D. properties, then click SUBMIT

⇒ Great job answering questions about matter and its properties.

**EVALUATE** 20 min

Display Evaluate W6D5 on the document camera. Guide students to find the next blank page in their composition notebooks. Model writing the title 'Properties of Matter' at the top of the page. Also make sure to model adding the title and page number to the Table of Contents.

- ⇒ This week you have talked about and read about describing properties of matter. Today you will write about properties of matter.
- ⇒ Observe this metal marble. Write a paragraph describing the properties of the metal marble. Make sure to include the following vocabulary words: matter, property, shape, size, color, hardness, texture, magnetism, ability to sink or float.
- ⇒ Teachers monitor and assist as needed, checking for concept misconceptions, and reinforcing grammar and spelling.

**ELABORATE** 25 min**Multiple Meaning Words** 15 min

- ⇒ Pass out the half-sheet 5 tab foldable template.
  - Cut out the 5 tab foldable template. Fold along the long flap. Then write the title Multiple Meaning Words on the flap.
  - Cut along the lines of the foldable. Remember to stop cutting when you get to the fold.
  - Glue the flap down onto a blank page in your CRISELLA notebook. Add the title and page number to your Table of Contents.
- ⇒ Display Elaborate W6D5 on the document camera. Read through the directions. Teachers monitor and assist as students complete Flaps 1-2 of the Multiple Meaning Words foldable.

**Vocabulary Smart Cards – Measuring Matter** 10 min

Students will cut out Vocabulary Smart Cards from p. 345 in the Interactive Science student editions.

Note: Students should already have used two of the blank vocabulary card templates from p. 345 (either the actual page in the book, or the copy you provided).

- ⇒ Cut cards from book:
  - Next week you will learn about measuring matter. Today you will add new vocabulary cards to your journal.
  - Turn to page 343 and carefully cut out the following vocabulary cards: volume, and mass. Make sure to also cut the remaining blank vocabulary card template.
  - On the blank vocabulary card write 'length'. On the back of the length card write the definition 'distance from one end of an object to the other end'.
  - Use a piece of notebook paper to create one more blank vocabulary card template. Write the vocabulary word 'temperature.' On the back of this card write the definition 'a measurement that tells how hot or cold something is.'

- Turn to the next blank page in your CRISELLA notebook. Write the title 'Measuring Matter.' Teacher models in his/her own notebook and also models adding the title and page number to the Table of Contents.
- Make a thin fold along the left side of each vocabulary card. This is going to be the tab you use to glue the card into your notebook. Glue the following vocabulary cards into your notebook: volume, mass, length, and temperature. Teacher models folding thin tab and gluing cards into notebook. Monitor that the fold does not include the definition on the back of the card. (Save any loose vocabulary cards to be used next week).

⇒ Option (cut cards from teacher provided copies). Display Elaborate W6D5 on document camera:

Next week you will learn about measuring matter. Today you will add new vocabulary cards to your journal.

- Refer to the directions on the Elaborate W6D5 handout displayed on the document camera.
- After students are finished cutting and creating the two additional vocabulary cards, Turn to the next blank page in your CRISELLA notebook. Write the title 'Measuring Matter.' Teacher models in his/her own notebook and also models adding the title and page number to the Table of Contents.
- Make a thin fold along the left side of each vocabulary card. This is going to be the tab you use to glue the card into your notebook. Glue the following vocabulary cards into your notebook: volume, mass, length, and temperature. Teacher models folding thin tab and gluing cards into notebook.
- Now write the definition to each of the words on the back of each card. For example on the volume card write 'the amount of space an object takes up.'
- Next week you will learn more about measuring matter.