

Goal(s): Student will

- increase understanding about science.
- analyze current knowledge about physical science.

Unit I Relating to Science Lesson #1

Standards:

- Science 1, 3
- Language Arts 1-2, 6
- GLO 1-5

Topic	Task/Activity	Materials/Time	Notes
Welcome	<ul style="list-style-type: none">• Welcome students (Ss) to science.• Display Curriculum Overview OH for 6th Grade Physical Science and briefly share focus of 6 units for the year.• Display Unit Overview OH #1.1 and share Unit 1 goal: Help Ss see the relevance of science in daily life.• Introduce Ss to the video entitled <i>Science of Sport</i> by asking Ss how paddling, surfing, and hang gliding might relate to science.• View video.• Discuss video by asking Ss the same question for each sport, "How might (sport) relate to science?"• Ask Ss to think about a sport they like and how it relates to science and briefly share with a partner.• Explain to Ss that they will learn to use the scientific method (aka scientific process and scientific inquiry) to explore many topics and ask many questions during the school year.	Curriculum Overview OH Unit Overview OH #1.1 <i>Science of Sport</i> Video (5 minutes) Est: 5-7 minutes	
Teacher (T) Introduction	<ul style="list-style-type: none">• Introduce yourself by sharing selected personal information to foster community and model sharing. (i.e., meaning of your name, family history, personal interests, etc.)		

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Community Building	<ul style="list-style-type: none"> Invite Ss to participate in an activity called Line Up by asking Ss to: <ol style="list-style-type: none"> form a straight line, in alphabetical order by first name. interview the person on their right to find out more about them, (name & its meaning, family info, where they are from, family members, special interests or hobbies, etc.) (2 minutes per person). line up again by birth months and discuss findings (e.g., months represented, ones with many or no Ss). 	Est: 8-10 minutes	
Values	<ul style="list-style-type: none"> Display Values poster entitled "Our Community of Learners" OH #1.2. Invite a few Ss to volunteer their understanding of the term "values." Define the term "values" and explain these are 3 of many values people regard as important and will be a focus during our science class. Invite Ss to form pairs to identify examples of people demonstrating these values during the community-building activity. Ask Ss to identify how these values can guide their behavior in and out of class. Explain the focus of this course is to work collaboratively. Discuss what Ss already know about how to work collaboratively (protocols). Begin a chart of class work protocols (Ways to Be). 	Values Poster: Our Community of Learners Values OH #1.2	

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Assessment for Learning: Unit Pretest	<ul style="list-style-type: none"> Explain the need to assess Ss prior knowledge and the purpose for pretest is to: <ol style="list-style-type: none"> help guide instruction provide evidence of learning introduce Ss to the unit content Tell Ss you do not expect them to already know all of the information. Explain how to complete the pretest and your protocols for test-taking (expectations). Distribute Unit 1 Pretest and monitor as Ss complete. Collect assessments when done and answer any questions. Explain to Ss that they will take this same pretest again, at the end of the unit. 	<p>Pretests</p> <p>Est: 15-20 minutes</p>	
Course Overview	<ul style="list-style-type: none"> Distribute course overview worksheet #1 while simultaneously displaying OH #1.3 and #1.4 – What and How physical science will be structured: Explain how and why this science curriculum will feature Hawai'i and Hawaiians: <ul style="list-style-type: none"> This is our “host” culture. Hawaiian ancestors were extremely advanced scientists in many areas. Hawai'i's location makes it a very special place for scientific work. Display OH #1.5 and describe each of the units for the 6th grade Physical Science Curriculum . 	<p>Course Overview Worksheet #1</p> <p>Big Ideas in Physical Science OH #1.3-1.4</p> <p>Course Overview – Units OH #1.5</p> <p>Est: 10 minutes</p>	
Review	<ul style="list-style-type: none"> Ask several Ss to share something they learned today. Add ideas needing reiteration. 	<p>Est: 5 minutes</p>	

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Homework	<ul style="list-style-type: none"> Explain homework while referring to wall-chart or OH #1.6. Distribute Course Self Assessment: <i>Science and Me – Culture and Me</i> Worksheet #2. Explain there are no correct answers – this is to see their current thinking and will be given again at the end of the year to see if any changes have occurred. Distribute 6th Grade Physical Science Course Overview Worksheet #2. <p>WHAT:</p> <ol style="list-style-type: none"> Course Self-Assessment (Science and Me Culture and Me) Worksheet #2 Course Overview Worksheet #1 <p>HOW:</p> <ol style="list-style-type: none"> Complete worksheet #2 - Course Self-Assessment. Share worksheet #1 (Course Overview) with an adult (parent or guardian). Ask adult to share their definition of science (<i>What is science? Why study it?</i>) write notes, and sign. Obtain a 2" 3-ring binder with 8 dividers and 3-ring spiral notebook or notepaper (for Science Binder and Observation Log (aka ObLog). 	<p>Wall-chart or OH #1.6</p> <p>Course Self Assessment: Science and Me - Culture and Me Worksheet#2</p> <p>Course Overview Worksheet #1</p> <p>Est: 5 minutes</p>	