

Teacher: Collier	Date: Tuesday, September 5- Monday, September 11, 2017
Content Standard	Introduction to the science lab.
Set the Goal- Without explicit learning goals, it is difficult to know what counts as evidence of students' learning, how students' learning can be linked to particular instructional activities, and how to revise instruction to facilitate students' learning more effectively. Formulating clear, explicit learning goals sets the stage for everything else.	Students will learn where they are sitting, expectations, and rules for working in the science lab.
Focus Planner Notebook	What do I need to know in order to be successful in the science lab? -Rules/Safety -Expectations (working in groups and communicating) -Materials I will need (Science Notebook and pencil) -Where Did the Water Go?
ENGAGE -Create curiosity by raising questions that assess students present scientific understanding. -Introduce student to the Task. -Introduce student to the tools that are available for working on the task. -Introduce students to the nature of the products that students are expected to produce.	Welcome students to the science lab. Make a seating chart for class- ask teacher to create name tags before the next class period. Introduce self and why I love teaching science.
EXPLORE -Encourage Students to work together on Task. -Encourage students to solve the task in whatever ways that make sense to them and be prepared to explain their approach to others in class. -Ask probing questions to redirect students' investigations when necessary.	Review rules (see board) completing demos- foam cup in acetone, -Pie Face, -Eyewash Station, -Fire Blanket, -Suck up the Water Expectations for working in groups (taking turns, sharing ideas, teaching one another and communicating (talking and listening A and E partners).
EXPLAIN- -Facilitates a whole class discussion and summary of the selected, student generated approaches to solving the task and completing the goals above.	Call students to the science circle. Practice moving to the circle and discuss this is my favorite part of the lesson. Here we are either the speaker or the listener- show students the posters of norms and talk moves. What to bring (science notebooks) when we enter this part of the lesson. Do the Where Did the Water Go Trick and allow students to speak to communicate their ideas. What do we need to remember when coming to the Dawes Science Lab? (PACE) What are some topics I would like to learn more about?