

Lesson Elements	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Language Objective <i>We will use <u>forms</u> in order to function.</i> <i>We will function using <u>forms</u>.</i>	We will use <i>do and does</i> in order to <i>describe the actions</i> of solid objects.	We will use <i>does and doesn't</i> in order to <i>describe and classify</i> whether an object sinks or floats.(the property of buoyancy).	We will use <i>does and doesn't</i> in order to <i>describe and classify</i> whether an object attracts to a magnet (the property of magnetism).	We will use <i>conjunctions</i> in order to <i>contrast</i> solids' magnetic properties.	We will use <i>this week's language forms</i> in order to play a board game with solid objects.
ODE State Science Standard Content Objective(s) We will...	K.1P.1 Compare and contrast characteristics of living and non-living things. K.3S.1 Explore questions about living and non-living things and events in the natural world. K3S.2 Make observations about the natural world. We will investigate what happens when solid objects are placed in water. We will describe and compare our observations.	K.1P.1 Compare and contrast characteristics of living and non-living things. K.3S.1 Explore questions about living and non-living things and events in the natural world. K3S.2 Make observations about the natural world. We will investigate what happens when solid objects are placed in water. We will describe and compare our observations.	K.1P.1 Compare and contrast characteristics of living and non-living things. K.3S.1 Explore questions about living and non-living things and events in the natural world. K3S.2 Make observations about the natural world. We will test and sort a set of solids with a magnet.	K.1P.1 Compare and contrast characteristics of living and non-living things. K.3S.1 Explore questions about living and non-living things and events in the natural world. K3S.2 Make observations about the natural world. We will test and sort a set of solids with a magnet. We will describe and compare solids that are attracted to a magnet with those that aren't.	All of the week's standards are used during today's culminating activity. There are no new content or language objectives.
Teacher's Guide Connection (Solids and Liquids) Activities/Experiences Weekly Summary: Lessons 6 and 7: Students conduct experiments around properties of solids that sink/float and solids that are/aren't attracted to a magnet.	Today's lesson is based on lesson 6 in Solids and Liquids. It begins with a float/sink experiment. Students drop each of the solids into water and record whether they sink or float. During the experiment, ask questions such as: - What does the ____ do? - Do all the solids that sink move to the bottom of the cup at the same speed? - Do some of the objects sink faster?	Today's lesson is based on lesson 6 in Solids and Liquids. It is a continuation of the previous day. Students continue to practice the target language while expanding the language forms.	Today's lesson is based on lesson 7 in Solids and Liquids. The lesson gives students the opportunity to test a set of solids and determine if they are attracted to a magnet or not.	Today's lesson is based on lesson 7 in Solids and Liquids. The lesson is a continuation of the previous day and gives students an opportunity to compare the solids that are attracted to a magnet with those that aren't.	N/A
Grammatical Forms/Topic Specific Vocabulary	Solid Objects: blue plastic spoon blue rubber ball blue wood cube blue unifix cube red wood golf tee red pipe cleaner red octagon jewel red plastic button ping pong ball white plastic spoon plastic cup lid steel ball steel washer steel nut jumbo metal paper clip brass washer bobby pin acrylic cube acrylic cylinder cork	Solid Objects: blue plastic spoon blue rubber ball blue wood cube blue unifix cube red wood golf tee red pipe cleaner red octagon jewel red plastic button ping pong ball white plastic spoon plastic cup lid steel ball steel washer steel nut jumbo metal paper clip brass washer bobby pin acrylic cube acrylic cylinder cork	Solid Objects: blue plastic spoon blue rubber ball blue wood cube blue unifix cube red wood golf tee red pipe cleaner red octagon jewel red plastic button ping pong ball white plastic spoon plastic cup lid steel ball steel washer steel nut jumbo metal paper clip brass washer bobby pin acrylic cube acrylic cylinder cork	Solid Objects: blue plastic spoon blue rubber ball blue wood cube blue unifix cube red wood golf tee red pipe cleaner red octagon jewel red plastic button ping pong ball white plastic spoon plastic cup lid steel ball steel washer steel nut jumbo metal paper clip brass washer bobby pin acrylic cube acrylic cylinder cork	Solid Objects: blue plastic spoon blue rubber ball blue wood cube blue unifix cube red wood golf tee red pipe cleaner red octagon jewel red plastic button ping pong ball white plastic spoon plastic cup lid steel ball steel washer steel nut jumbo metal paper clip brass washer bobby pin acrylic cube acrylic cylinder cork

	Aux. Verbs: Does and Do	Aux. Verbs: Does and Doesn't	Aux. Verbs: Does and Doesn't	Aux. Verbs: Does not Conjunctions: but, however, yet	Aux Verbs: Does, Do, Does not, Doesn't Conjunctions: but, however, yet
Sentence Frames	A: What does the solid object do ? B: The <u>solid object sinks/floats</u> .	A: Does the solid object float? B: Yes, the <u>solid object</u> floats. OR B: No, the <u>solid object</u> doesn't float. It sinks.	A: Does the <u>solid object</u> attract to the magnet? B: Yes, it does . OR B: No, it doesn't .	The solid object attracts to the magnet, <u>conjunctions</u> the solid object does not. <i>Ex: The paperclip attracts to the magnet, but the rubber ball does not.</i>	Frames from days 1-4
Open the Lesson (Connect to prior lesson or personal experiences, explain the language students are expected to learn and for what purpose/ context)	Say: <i>Today we are going to put 20 solid objects into water to see if they sink or float.</i> <i>We are also going to practice asking and answering questions with our partners using does and do.</i> Watch the video. During the video ask the students, say: <i>What does the sponge do? The sponge floats. What does the rubber duck do? The rubber duck floats. What does the shell do? The shell sinks.</i> <i>This is the language we are going to use when we are observing each solid object today.</i>	<i>Today we are going to put 20 solid objects into water to see if they sink or float.</i> <i>We are also going to practice asking and answering questions with our partners using does and doesn't.</i> During the video ask the students,: <i>"Does the sponge float? Yes, the sponge floats. Does the rubber duck float? Yes, the rubber duck floats. Does the shell float? No, the shell doesn't float.</i>	<i>Today we are going to explore with magnets and discover which solids are attracted to magnets and which solids are not.</i> <i>Yesterday we used does and doesn't to ask and answer questions about things sinking and floating. Today we are going to use the language does and doesn't again, but this time we will use it to answer questions in short form.</i> <i>For example, yesterday we practiced asking and answering questions like this: Does the rubber duck float? And we responded, Yes, the rubber duck floats. But today we are going to answer questions in short form like this: Does the rubber duck float? Yes it does. See how we can answer the question without using all the other words? We are answering in short form. Does means 'yes' and doesn't means no. If you look closely at the word doesn't you can see a little apostrophe. We use that instead of writing out the 2 words does not. We squish them together and put an apostrophe. Doesn't means does not.</i> Have students sort the solids using the Magnet Record Sheet.	<i>We will use what we know about the solid objects to contrast them. That means talk about how they are different. The way we can do that is to use our Magnet Record Sheet to talk about which solids are attracted to the magnet and which are not. If we put it into a sentence, it might sound like this: The paperclip attracts to the magnet BUT the ball does not. Did you hear how I added the word but?</i> But tells us that the two things are different in some way. My dad is tall, BUT my sister is short. <i>There are other fancy words that we could use instead of BUT. We could say My dad is tall, HOWEVER my sister is short. WOW. That's a fancy word! Another word to use when we contrast is YET. For example, my dad is tall, yet my sister is short.</i> <i>Let's practice using these new words when we contrast our solid objects.</i>	Set up the game board and spinners for each pair. Have students play the game using the numbered spinner and the language spinner. The number indicates how many spaces to move, the frame indicates the language students need to use. The solid objects on the board are the objects they include in the frames.
I Do (Introduce and Model the Frame) <i>My Turn/Your Turn</i> <i>Sentence Frames</i> <i>Word Banks</i> <i>Visuals /word cards</i>	Model dropping 1 solid object into a tub and use the sentence frame to describe the action. It can also be helpful to have the sentence frames on sentence strips in the pocket chart. Then, you can easily switch out different nouns (solid objects) and verbs (floats/sinks). Display sentence frames. My Turn/Your turn A: What does the cork do? B: The cork floats. Repeat with several other objects. At this point, you may want to very clearly review the expectations for working with the water/solids.	Review the process of dropping the solids in the water and sentence frames and introduce the new forms by using My turn/Your turn. A: Does the cork float? B: Yes, the cork floats. Repeat with several other objects. At this point, you may want to very clearly review the expectations for working with the water/solids.	Display a large version of the magnet recording sheet. Begin by modeling how to use a magnet to attract one of the solids. Show students how to place the object in the correct tray. My turn/your turn A: Does the <u>solid object</u> attract the magnet? B: Yes, it does. OR No, it doesn't.	Display the large version of the magnet recording sheet from the previous lesson. Model the new sentence frames using My turn/Your turn. Use the magnet recording sheet demonstrate how to pick one object from each category (attract/doesn't attract) in order to form their sentences. It can also be helpful to have the sentence frames on sentence strips in the pocket chart. Then, you can easily switch out different words to create many new sentences.	Play a mini-game in the whole group so that students learn how to play.

We Do (Guided Practice) <i>(see Tab 4-Instructional Routines)</i> - Board Games - Card Games - Think-Pair-Share - Structured Role Play	Students work in pairs to conduct the experiment. Monitor students and use the observation checklist to assess student use of the target language.	Students work in pairs to conduct the experiment.	Students work in pairs to conduct the experiment.	Gradually stop modeling the sentences and allow students to build the sentences (orally) and share with a partner.	Students work in pairs to play the game.
You Do (Independent Practice) - A/B Partners - Talking Stick - Give One, Get One - Clock Appointments - Lines of Communication	Once the experiment is complete, call the group back together and explain the Venn diagram. Model adding a few of the solids into the diagram. In pairs, they continue to add the objects to the sink/float Venn while using the sentence frames in A/B partners to ask and answer questions about the solids.	Once the experiment is complete, call the group back together and practice the sentence frames. A/B partners pull one object out of a paper bag and ask/answer questions about it. Alternate which student is asking/answering. Example: A: <i>Does the shell float?</i> B: <i>No, the shell doesn't float. It sinks.</i>	Once the experiment is complete, call the group back together. Add all of the objects to the class magnet recording sheet Use A/B partners to have students pull one object out of a paper bag and ask/answer questions about it. Alternate which student is asking/answering. Example: A: <i>Does the shell attract the magnet?</i> B: <i>No it doesn't.</i>	Students work in pairs to continue building sentences. One partner chooses the two objects to compare and the other partner makes the sentence. Then, they write the sentence on the frame.	Continue game play.
Closure/Extension - Review Objective - Exit Slip - Language Log - Theme Picture Card - Connect target language to - Real-life applications	Exit slip: Complete one sentence following the frame (either orally or written). The <u>solid object</u> floats/sinks.	Gather students on the rug and pull several objects out of the bag. Ask students if the object floats/sinks (using the frames) and they provide a choral response. Write “sink or floats” on the properties of solids chart.	Gather students together and pull several objects out of the bag. Ask students if the object is attracted to the magnet (using the frames) and they provide a choral response.	Gather students together and share out sentences that they created. Collect the student sheets. *Write “magnetic” on the properties of solids chart.	Gather students together and congratulate them for all their great work. Choose a few students to share one of the sentences that they learned during the week.
Materials/Resources	Reference - Solids and Liquids teacher’s guide lesson 6 - Lesson 1 Float or Sink Video Whole Group - Sentence frames on sentence strips (teacher created) - Large Sink/Float Venn diagram (teacher created) - Week 3, lesson 1 sentence frames Per every ____ student(s): 2 clear plastic tubs 2 cup of water (not included) 21 set of 20 solids 1 Week 3, lesson 1 sentence frames	Reference - Solids and Liquids teacher’s guide lesson 6 - Lesson 1 Float or Sink Video Whole Group - Large Sink/Float Venn diagram (teacher created) - Week 3, lesson 2 sentence frames Per every ____ student(s): 2 clear plastic tubs 2 cup of water (not included) 21 set of 20 solids 1 Week 3, lesson 2 sentence frames	Reference - Solids and Liquids teacher’s guide lesson 7 Whole Group - Sentence frames on sentence strips (teacher created) - Large magnet record sheet (teacher created) - Week 3, lesson 3 sentence frames Per every ____ student(s) 2 1 set of 20 solids 2 magnets 1 Week 3, lesson 3 sentence frames 1 magnet record sheet – student version	Reference - Solids and Liquids teacher’s guide lesson 7 Whole Group - Sentence frames on sentence strips (teacher created) - Large magnet record sheet (teacher created) - Week 3, lesson 4 sentence frames Per every ____ student(s) 2 1 set of 20 solids 1 magnets 1sentence frames recording sheet 1magnet record sheet – student version	Reference - Solids and Liquids teacher’s guide lessons 6 & 7 Whole Group - Large Charts from the week’s lessons Per every ____ student(s) 2 1 set of 20 solids 2 Lesson 5 game board 2 Lesson 5 spinners 1 game board markers (not included)