Read First: How to Use Getting Nerdy Bundles and Mini-Bundles

Below you will find a general guideline for how to use our lessons in the unit bundle you just purchased. If this is a UNIT BUNDLE, please refer to the Master Lesson Guide in this zipped folder for a more in-depth analysis of this unit which includes the corresponding slide numbers, pdf document titles and an estimate of the amount of time each lesson can take in this bundle.

We spend a great deal of time making our PowerPoints engaging and appealing, as well as functional. **In order to fully appreciate the animations and overlaid text in our presentations, it is important that you view them in SLIDESHOW mode**. If you don't, you will think that there are errors in the text because many text boxes are over other text boxes, which during slideshow mode, will be observed as seamless transitions from one text to the next. We do this to save on the number of slides in a show, but it also helps to reduce the file size and allows you to move through the PowerPoint more quickly. Each PowerPoint is laid out as follows:

- **LESSON TITLE SLIDE**: Title slides will have a Main Heading at the top, usually some sort of catchy name or phrase that will correspond with the PDF with the same title. While we have tried to be consistent with this, you may find that the FILE NAME of the PDF may vary from time to time from the slide or lesson title. **For Unit Bundles, refer to the MASTER LESSON GUIDE to ensure you are using the correct pdf and slides together.** Depending on the nature of the lesson, Title Slides can have an **OBJECTIVE**, **BACKGROUND INFORMATION**, instruct students to complete a **BELLWORK** or create a **HYPOTHESIS** for the day's lesson. Generally, we will have this slide projected as students walk in the door, so they know that it is expected that they must begin work as they come in get settled.
- **LESSON SLIDES**: Lesson slides may follow notes, lab instructions, project instructions, etc. We like to use our projectors daily, for several purposes. Students love to engage in animations, pictures, and fun interactive websites, so we incorporate as much as we can into our daily lessons. Also, having instructions to labs and projects projected on the board allows for all students to be held accountable as you are going over directions. We often like to have students take turns reading the directions aloud as others follow along on their handouts. We find that this method also assists in creating talking points, while also limiting repetitive questions about projects. Additionally, projecting lesson notes and other information is a great differentiating tool for students of all learning modalities, and especially for students with disabilities.

****Please do not remove any images from our PowerPoints to use in other lessons or presentations. All pictures, graphics, and artwork in our lessons are either purchased legally for use or are created by Getting Nerdy, LLC****

Please watch this product in slideshow mode to enjoy the full capability of your Getting Nerdy product! Our products often have overlapping text, animations, and embedded hyperlinks. Some slides will not print clearly.

Be a Science Square!

Objective: Complete this cubing activity to show what you know about science in the world around you. Pair up with a buddy and discuss the bell work.

Bell work:

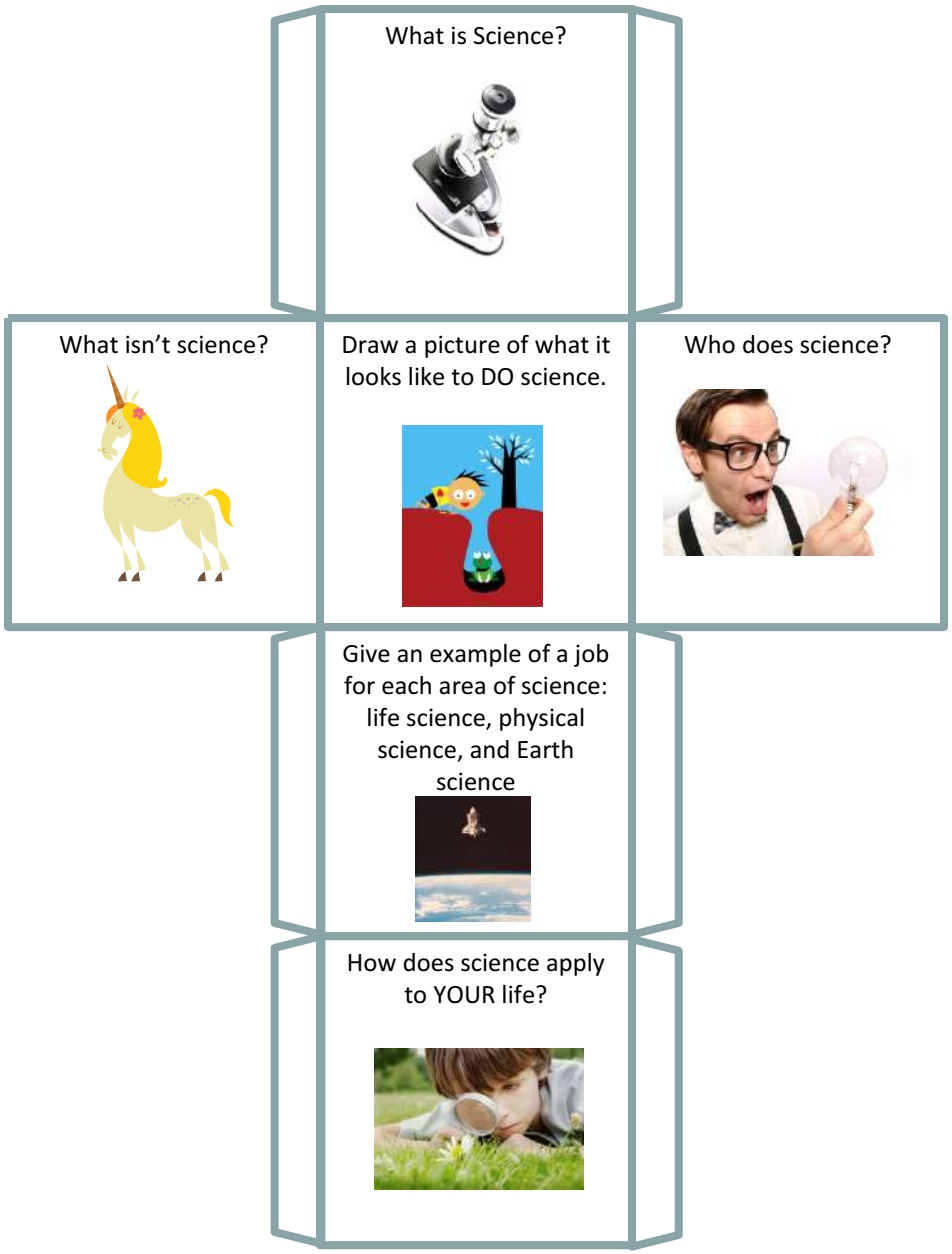
What do you know about science? What about the people who do science?

Discuss with your group mates.

What do YOU think?

What You Do:

Take out a sheet of notebook paper. Using the following slides, think about the answers to each of the parts of the cube. Write, draw or list your answers to the questions on your paper.



Side 1: What is science?

What does science look like to you. List or draw those things that remind you of “science”.

Side 2: What isn't science?

List those things that do not represent science to you…think hard!

What would you draw to show what isn't science?

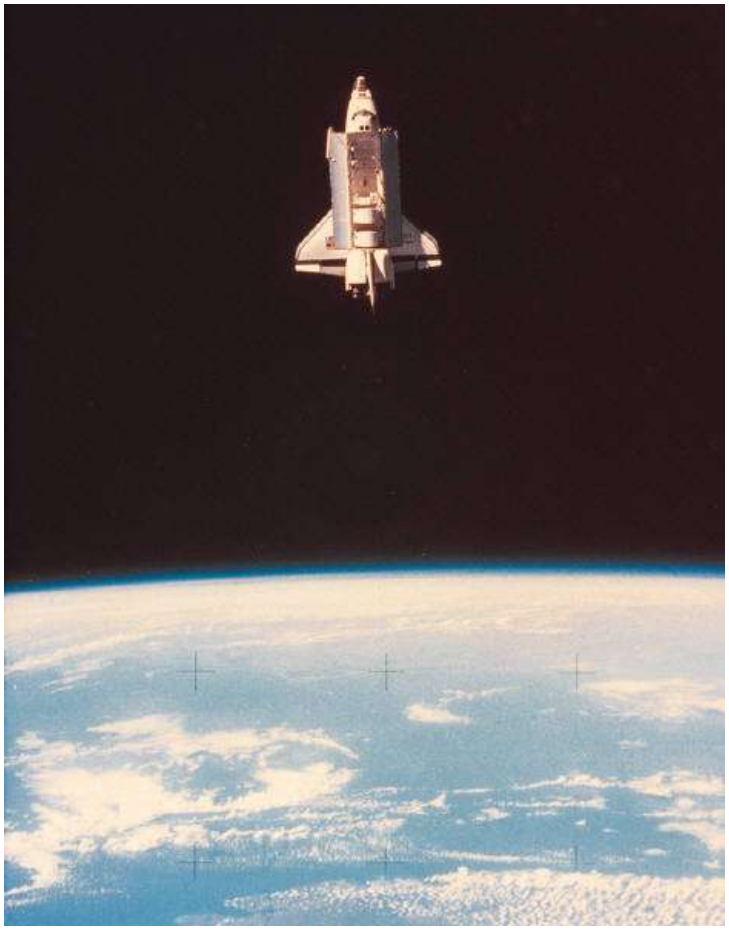
Side 3: Draw a picture of what it looks like to DO science.

Side 4: Who does science?

Write all that you can about WHO you think does science.

Who/what would you draw to represent this?

Side 5: Give an example of a job for each area of science: Life Science, Physical Science, and Earth Science



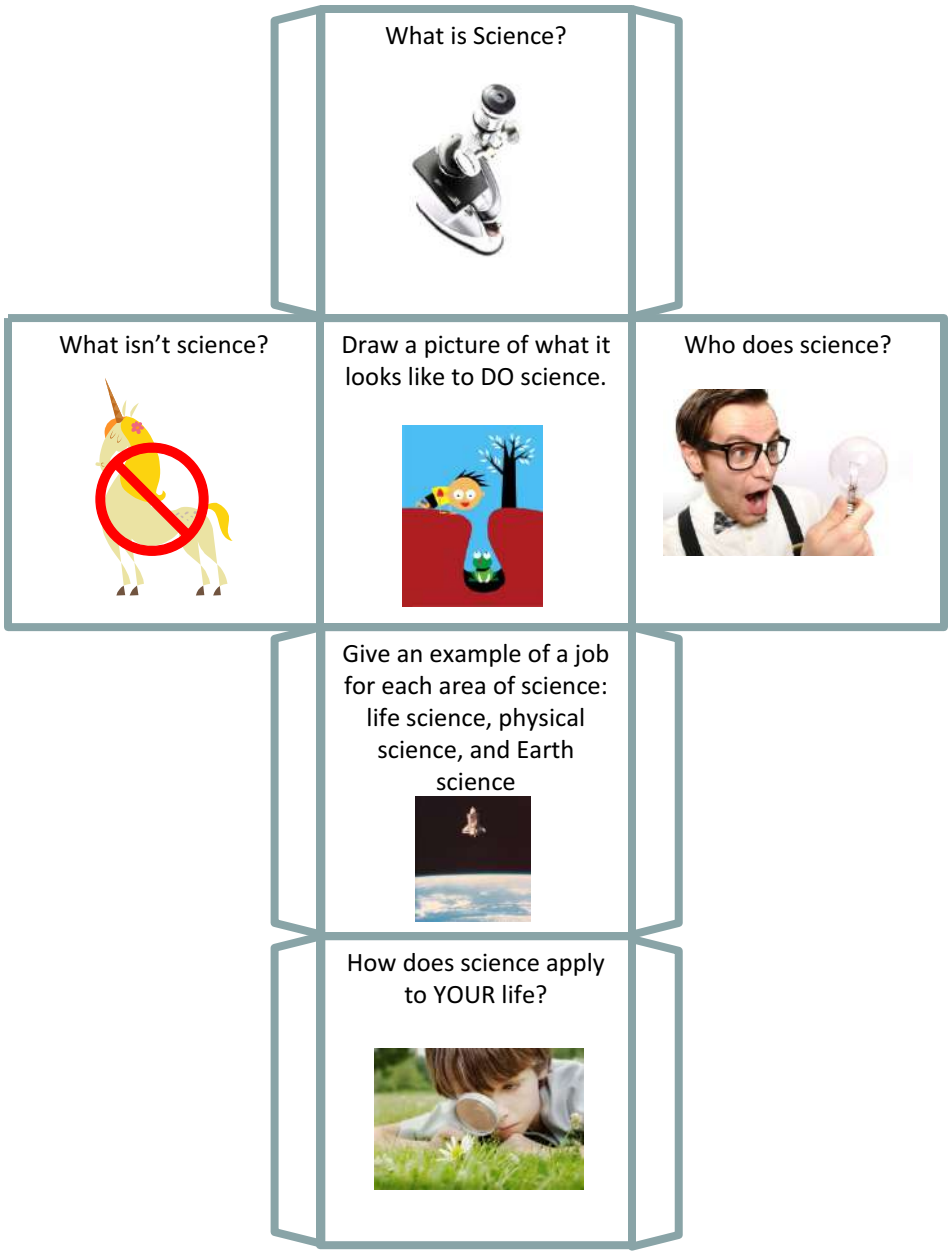
Side 6: How does science apply to your life?

Write about how science affects you every day. DOES it affect you every day?

What would you draw to show your life and how science influences it?

What You Do:

Now, come together with your group mates and compare your answers, discuss, and determine which ideas should be written and drawn on your final draft cube. Once you are ready, raise your hand and I will give your group a cube!



Now, cut out your cube, making sure not to cut off the flaps. When finished, assemble your cube by folding the cube on the lines and placing glue on each flap to secure the cube together. We'll hang them up when we're all done!