

Spot the difference unit overview

| | | SCIENCE OUTCOMES | LITERACY OUTCOMES | LESSON SUMMARY | ASSESSMENT OPPORTUNITIES |
|---------------|-----------------------------------|--|--|---|---|
| | | Students will be able to | Students will be able to | Students | |
| ENGAGE | Lesson 1 Change mystery | represent their current understanding as they <ul style="list-style-type: none"> describe the properties of a food before and after a change explain the reasons for the change describe the time taken to change explain if the change can be reversed. | <ul style="list-style-type: none"> contribute to discussions about changes to a food record their current understanding on a change to food identify the purpose and features of a science journal identify the purpose and features of a word wall. | <ul style="list-style-type: none"> observe a melted ice pole share observations and ideas about the ice pole with a partner share and discuss explanations with the class. | Diagnostic assessment Science journal entries Class discussions Word wall contributions 'What happened?' (Resource sheet 1) Think: Pair: Share (Resource sheet 2) |

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| EXPLORE | Lesson 2 Spaghetti scientists | <ul style="list-style-type: none"> explore and describe the properties of uncooked spaghetti explore and describe the properties of cooked spaghetti compare the properties of cooked and uncooked spaghetti. | <ul style="list-style-type: none"> discuss what they know about the properties of spaghetti and how they can change by cooking contribute to a class chart describing the properties of cooked and uncooked spaghetti create an annotated drawing using spaghetti create a word chain about cooked and uncooked spaghetti. | <p>Session 1 Spaghetti fun</p> <ul style="list-style-type: none"> read a poem about spaghetti explore the properties of cooked spaghetti create an annotated drawing using spaghetti. <p>Session 2 Spaghetti towers</p> <ul style="list-style-type: none"> explore the properties of uncooked spaghetti create a tower using uncooked spaghetti create a word chain about cooked and uncooked spaghetti. | <p>Formative assessment</p> <p>Science journal entries</p> <p>Class discussions</p> <p>Word wall contributions</p> <p>Annotated drawings</p> <p>Word chains</p> |

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| EXPLORE | Lesson 3 Hot and cold | <ul style="list-style-type: none"> predict how heating and cooling food can change foods describe how a food changes when heated and cooled. | <ul style="list-style-type: none"> use talk to share observations with the class describe changes in the properties of food when heated and cooled. | <ul style="list-style-type: none"> observe samples of bread, popcorn and chocolate before and after heating and compare their properties describe observed changes to heated and cooled foods discuss whether different changes to foods are reversible. | Formative assessment Science journal entries Class discussions Word wall contributions 'Heat and cool' (Resource sheet 3) |
| | Lesson 4 Looking for a change | <ul style="list-style-type: none"> describe an egg and its properties identify errors in the explanations of eggs and their properties. | <ul style="list-style-type: none"> use talk to contribute to a class discussion about eggs and their properties draw and explain how eggs can change. | <ul style="list-style-type: none"> discuss the properties of eggs and how they can be changed identify problems with pictures about changing eggs. | Formative assessment Science journal entries Class discussions Word wall contributions 'Silly eggs!' (Resource sheet 4) Drawings |

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| ELABORATE | Lesson 5 Melting moments | <ul style="list-style-type: none"> predict which type of chocolate will melt fastest observe and compare the melting times of different types of chocolate. | <ul style="list-style-type: none"> describe observations of chocolate buds before and after they have changed participate in a class discussion about which type of chocolate will melt fastest. | <ul style="list-style-type: none"> review what they know about foods and how they can change work in cooperative learning teams to investigate melting different types of chocolate buds discuss observations and results of the investigation. | Formative assessment Science journal entries Class discussions Word wall contributions |
| | EVALUATE | Lesson 6 Change champions | <ul style="list-style-type: none"> describe the properties of different foods describe how foods can change through heating and cooling. | <ul style="list-style-type: none"> participate in a class discussion about the properties of foods use words and pictures to describe changes to different foods. | <ul style="list-style-type: none"> describe what they know about a food describe how the properties of the food can change through heating and cooling. |