

Dr. V's 630's Science Weekly Summary

Week of October 9th 2017

Monday October 9th: Columbus Holiday

Tuesday October 10th: Students were encouraged to view their quiz grade on the grade portal, students that could not were reminded to try again at home or request a reprint of their login detail from the office. Students reviewed the steps of the scientific method and we used a class example for a tilted desk and the direction an inverted bottle of whiteboard cleaner would fall to illustrate independent and dependent variable as well as how to write a hypothesis. Students were given a brief story to read and some questions to answer in GC.

Wednesday October 11th: We reviewed the Marge Simpson story about plants. Students shared what they identified as the independent variable (IDV) and the dependent variable (DV). We then worked together to come to an consensus (agree) that the IDV should have been: the number of seeds Marge put in each pot. The DV should have been: the health of the plants in a pot. For the hypothesis we recalled that it was an educated guess, that should be testable. Several students shared their hypothesis and we evaluated each as a class. We agreed that the hypothesis should be detailed enough to require the experiment that Marge designed. As always in Grade 6, a hypothesis will start with "If" and have the word "then" in the middle. If Marge plants 2 seeds and double the number of seeds 4 times then after 25 days the healthiest plants will be in pots containing less than 16 seeds. Some classes came up with a slightly different dependent variable (which is fine).

Thursday October 12th: Students worked in pairs to discuss the answers to their homework. Students were then asked to share what they discussed with their partner. We reviewed Homer's experiment and the students got another chance to try out their ability to identify constants, dependent and independent variables as well as create a hypothesis that is testable. We then used Peardeck to look at another experiment and worked as a class to gauge student understanding of the parts of a experiments and how to create a hypothesis. Students that were going to take the vocab retest did so this morning and this afternoon.

Friday October 13th: Students worked in groups to discuss Lisa's experiment after we reviewed how to edit the PearDeck using the link that students received. Students that were present on Thursday participated in the PearDeck and received their individual answer back. This weekend students are to put "I got this correct" in the Notes section below slides they answered correctly. For those slides where their answers were not correct, they should type the correct answer in the notes section. When completed they should mark as done in Google Classroom. I am the owners of the google docs so you do not need to attach anything for me to see your work.