

<b>Timeline</b>	<b>5th Grade</b>	<b>2nd Grade</b>	<b>Kindergarten</b>
<b>Teaching 5th grade</b>	<ul style="list-style-type: none"> <li>• Learned differences and similarities between mixtures and solutions</li> </ul>		
<b>Preparing for the 5th–2nd lesson</b>	<ul style="list-style-type: none"> <li>• Chose a lesson to teach matching the second grade-level expectation to know that not all objects or materials respond to change in the same way</li> <li>• They developed the outline of the activity and then some questions to support the development of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed a KWL on mixtures and solutions</li> </ul>	
<b>5th–2nd lesson</b>	<p>Buddy pairs used salt, pepper, water, and coffee filters to explore solutions and mixtures. The fifth graders used questions to get the second graders to predict what would happen and then verbalize observations of what happened with the coffee filter and the water/pepper/salt mixture. The second graders learned that not all objects react with water in the same way in addition to introducing them to the terms <i>solution</i>, <i>mixture</i>, and <i>evaporate</i>.</p>		
<b>After the 5th–2nd lesson</b>	<ul style="list-style-type: none"> <li>• Reflected on the lesson from the position of teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Continued to observe what happened with the water/salt solution that they had left out</li> </ul>	
<b>Preparing for the 2nd–K lesson</b>		<ul style="list-style-type: none"> <li>• Picked out the vocabulary words that they had learned over the past two weeks and decided which ones were most important to teach the kindergarten class</li> <li>• Developed an activity to teach the kindergarteners characteristics of solids and liquids</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared by Mrs. Shumbera explaining behavior expectations and safety guidelines for when their buddies were visiting</li> </ul>
<b>2nd–K Lesson</b>		<p>In partners, the second grade students asked the kindergarteners questions about various mixed foods and had this opportunity to describe what the materials</p>	

		<p>they were given looked and smelled like. Then, the students mixed salt and water together in a plastic cup. The solution was poured onto a tray lined with black paper. After the completion of these tasks, the students came back to the rug for a whole group discussion in which kindergarten students made predictions on what they thought would happen in the tray.</p>	
<p><b>After the 2nd–K lesson</b></p>			<ul style="list-style-type: none"> <li>• A few days later, students were asked to predict what happened. Most thought it was “magic.”</li> <li>• Mrs. K explained that the salt dissolved in the water, which was one change. Then sunlight from the window (heat) made the water change by evaporating and leaving just the salt.</li> <li>• Students were introduced to the terms <i>dissolve</i> and <i>evaporate</i> and an example of a change that could be reversed.</li> </ul>