

Activity	Separating Solutions
Time	40 minutes
Materials	<ul style="list-style-type: none"> • Material 1 – solutions (lemonade) • Material 2 – various containers • Material 3 – various plastic (bags, plastic wrap, etc.) • Material 4 – heat source
Guiding Questions	
<p>A. Question 1 – How can you separate water from lemonade?</p> <p>B. Question 2 – How can collect the water?</p>	
Plan	
<ul style="list-style-type: none"> • Plans for part 1 of activity: <ul style="list-style-type: none"> ○ The students will design their own experiments to separate the water from lemonade. ○ Students will write the experiment in their journals. ○ The students will build the experiment and the teacher will use the heat source to test. ○ Students will record results in their journals. ○ Guiding Questions to ask during this part of the activity: <ul style="list-style-type: none"> ▪ <i>Where does the water vapor go?</i> ○ Anticipated Student Responses to guiding questions: <ul style="list-style-type: none"> ▪ <i>Up into the air.</i> • Plans for part 2 of activity <ul style="list-style-type: none"> ○ The students will share their experiment and results with the class. ○ Guiding Questions to ask during this part of the activity: <ul style="list-style-type: none"> ▪ <i>How effective was your design?</i> ▪ <i>What areas are there for improvement?</i> ○ Anticipated Student Responses to guiding questions: <ul style="list-style-type: none"> ▪ <i>Various responses</i> 	
Differentiation	<ul style="list-style-type: none"> • Strategy 1 – small group work • Strategy 2 – technology used to aid in the collection of observations
ELL Modification	<ul style="list-style-type: none"> • Modification 1 – steps for collecting observations displayed in 1, 2, 3 order • Modification 2 – visual representations used with instructions
Check for Understanding	The students will be assessed through the data they collect in their journals and what they share with the class.