**“Separating Salt and Pepper” Worksheet**

A **physical property** is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Some **examples** of physical properties include: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hypothesis**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Observations about the salt:** | **Observations about the pepper:** |
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**Separation Experimentation:**

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| --- | --- | --- |
| **Tool/Method Used** | **Method Effectiveness/Efficiency** | **Physical Property Used** |
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**The 5E Learning Model**

**Topic:**

**Objective(s):** The student will be able to…

**ENGAGE** – Access prior student knowledge; spark interest and involvement. Throughout the 5E process, students should develop their own questions and hypotheses.

**EXPLORE –**Students should have the opportunity to participate in hands-on learning, inquiry, struggle with concepts, and perform the scientific method. The teacher acts as a facilitator.

**EXPLAIN –** Students should generate their own explanations. Teacher should mediate a discussion to address misconceptions, illustrate connections, and introduce new definitions.

**ELABORATE –** Demonstrate how this concept relates to other scientific concepts/the real world/local community/learners’ lives. Learners build on their new knowledge.

**EVALUATE –** Formative, summative or continuous assessment which can show if learners have achieved lesson objectives or if there are gaps in understanding.