Lesson 2.1
Can You Change It Back?
Reading: Can You Change It Back?

Students make predictions as they read Can You Change It Back? with a partner and then they complete a notebook activity.

Instructional Guide

1. **Point to the Investigation Question that you wrote on the board before class.** Read it aloud.

   *What can happen after a substance has been heated or cooled and returns to its original temperature?*

   Let students know they should be thinking about this question as they read the book.

2. **Point to the Partner Reading Guidelines and briefly review them.** Let students know that they will be reading Can You Change It Back? with a partner.

3. **Have student pairs read Can You Change It Back?** Remind students to stop and make a prediction each time the book asks them to do so. As students read, check to make sure that they are stopping to make predictions.

4. **On-the-Fly Assessment: Making Predictions While Reading.** Circulate and listen to student predictions about which substances can change back and which cannot. Ask pairs about a substance they have already read about to check their understanding. For example, you might ask questions such as these:

   - “What did you learn about chilling a leaf?”
   - “Can you change a frozen leaf back?”
Embedded Formative Assessment

On-the-Fly Assessment 7: Making Predictions While Reading

Look for: As students are reading Can You Change It Back?, circulate to listen for their predictions and reactions to each substance. You will want to make sure that students are taking time to make predictions before turning the page. Listen to hear if students are basing their predictions on evidence and prior knowledge. After students have completed a section, check in about what they learned. Are they understanding that heating and cooling causes changes? Do they remember as they read what they are learning about each substance?

Now what? If students are not taking the time to make predictions verbally, you may wish to ask them to record their predictions and then, to record whether or not they were confirmed by what they read.

If students are not easily grasping the concept that substances can change when they are heated or cooled, you may choose to reread certain sections of the book after the partner read. Stop after each page to discuss the properties of the substance the class just read about and make comparisons between that substance in its original state, after it has either been heated or cooled, and after it has returned to its original temperature.

Teacher Support

Instructional Suggestion

Literacy Note: Rereading
In this lesson, students read Can You Change It Back? just once, with a partner. You will revisit the text with the class in the next lesson in order to discuss what happens to certain substances when they are heated and cooled. If time permits in this lesson, you may wish to read the book a second time with the class, stopping every few pages to discuss the text. Questions you may want to pose include: What were some examples of substances that could change back after they had been heated or cooled? How do you know they were still the same substances? Are there any other ways that you can change the properties of a substance? How does knowing how to change a substance’s properties help us when we are designing glue?
Reading: Can You Change It Back?

Students make predictions as they read Can You Change It Back? with a partner and then they complete a notebook activity.

Instructional Guide

1. Point to the Investigation Question that you wrote on the board before class. Read it aloud.

¿Qué puede suceder después de que una sustancia ha sido calentada o enfriada y regresa a su temperatura original?

Let students know they should be thinking about this question as they read the book.

2. Point to the Partner Reading Guidelines and briefly review them. Let students know that they will be reading Can You Change It Back? with a partner.

3. Have student pairs read Can You Change It Back? Remind students to stop and make a prediction each time the book asks them to do so. As students read, check to make sure that they are stopping to make predictions.

4. On-the-Fly Assessment: Making Predictions While Reading. Circulate and listen to student predictions about which substances can change back and which cannot. Ask pairs about a substance they have already read about to check their understanding. For example, you might ask questions such as these:

- “What did you learn about chilling a leaf?”
- “Can you change a frozen leaf back?”