

<p>Grade Level: 5th Grade- Written by Molly Cobb <a href="mailto:molly.murador@fwisd.org">molly.murador@fwisd.org</a></p>	<p><input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input checked="" type="checkbox"/> 3rd <input type="checkbox"/> 4th <input type="checkbox"/> 5th <input type="checkbox"/> 6th Six Weeks</p>
<p>Standards Assigned to Unit/Six Week Period</p>	<p style="text-align: center;"><b>DOLS will be in SchoolCity. You can find the name listed below</b></p> <p style="text-align: center;"><b>LAN Six Weeks Assessment week of 12/16 Blueprint</b></p> <p style="text-align: center;"><b>The new TEKS (and thus curriculum) are heavy hands-on. It is imperative that you spend time planning ahead and prepping for your lessons.</b></p> <p><b><u>Unit 3: Energy (5.8) continued</u></b>  <b>Lights (5.8C)</b>  <b>5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)</b>                  Student Interactive Lesson: <a href="#">TEKS 5.8.C: Light</a>                  Interactive Teacher’s Guide (TG): <a href="#">TEKS 5.8.C: Light</a>                  Lesson slides: <a href="#">TEKS 5.8.C: Light</a></p> <p><b><u>Unit 4: Patterns in Space (5.9)</u></b>  <b>Earth’s Rotation</b>  <b>5.9(A) demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)</b>                  Student Interactive Lesson: <a href="#">TEKS 5.9.A: Earth’s Rotation</a>                  Interactive Teacher’s Guide (TG): <a href="#">TEKS 5.9.A: Earth’s Rotation</a>                  Lesson slides: <a href="#">TEKS 5.9.A, Earth’s Rotation</a></p> <p><b><u>Unit 5: Earth’s Processes (5.10)</u></b>  <b>Weather and the Watery Cycle (5.10A)</b>  <b>5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather</b>                  Student Interactive Lesson: <a href="#">TEKS 5.10.A: Weather and the Water Cycle</a>                  Interactive Teacher’s Guide (TG): <a href="#">TEKS 5.10.A: Weather and the Water Cycle</a>                  Lesson slides: <a href="#">TEKS 5.10.A: Weather and the Water Cycle</a></p> <p><b>Formation of Landforms (5.10C)</b>  <b>5.10(C) model and identify how changes to Earth’s surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes (R) (will be assessed 4th six weeks)</b>                  Student Interactive Lesson: <a href="#">TEKS 5.10.C: Formation of Landforms</a>                  Interactive Teacher’s Guide (TG): <a href="#">TEKS 5.10.C: Formation of Landforms</a>                  Lesson slides: <a href="#">TEKS 5.10.C: Formation of Landforms</a></p>

WEEK 1	MON	11/4/24	TUES	11/5/24	WED	11/6/24	THURS	11/7/24	FRI	11/8/24
	Light				Light		Light		Light	
Student Expectation (SE)	5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)		<b>ELECTION DAY LAN Teachers Off</b>		5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)		5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)		<b>EVERYBODY GROWS</b>  Light Quiz <a href="#">Light Quiz A</a>  <a href="#">Light Quiz B</a> (differentiated)  Great time to use Progress Learning to review/reteach 5.8C (Light)  Be sure to include your activities in your lesson plans	
Objective	Students will be able to describe what happens when light strikes a mirror vs how it reacts when it goes through a convex lens.				Students will describe the different things that happen when light hits an object.		Students will describe what happens when light refracts.			
Unit Guiding Question	Why does a straw look broken in a glass of water?				Why does a straw look broken in a glass of water?					
5E Model with suggested activity	Explore (reflection vs refraction)  Day 3 & 4 Hands-on Activity Lights and Mirrors  Magnificent Magnifier				Explore/Explain Day 5: Exploring Light (shadows)  Lead a Group Discussion to find out what students know about what causes shadows to form. You may decide to have students try to create shadows around the room and discuss their results.  Student book; pg 255-260		Explore/Explain Day 6: Exploring Refraction  Lead a Group Discussion about the ways that light interacts with objects. Ask students for examples of how light behaves when it strikes different objects, such as a convex lens, a concave lens, a prism, and a mirror.  Student book; pg 261-266			
Demonstration of Learning (DOL)	SchoolCity DOL_5thSci_5.8C_11/4				SchoolCity DOL_5thSci_5.8C_11/6		Using RACE or CER, students will answer:  Why does a straw look broken in a glass of water?			
HMH plus Extra Resources (If you have resources you have used in the	<b>HMH</b> <a href="#">Teacher Science Background</a> <a href="#">Vocabulary Cards</a>									

past, please share  
and I will link)

[ScienceSaurus Physical Science: Light and Sound  
Supplemental Lesson \*What Is Light?\*  
Light \(TEKS 5.8.C\) Quiz A  
Light \(TEKS 5.8.C\) Quiz B \(differentiated\)](#)

**Brainpop Jr**  
[Light](#)

**Flowcabulary**  
[Light](#)

[LAN 5th grade Science Google Folder](#)

WEEK 2	MON	11/11/24	TUES	11/12/24	WED	11/13/24	THURS	11/14/24	FRI	11/15/24
	<b>Earth's Rotation</b>		<b>Earth's Rotation</b>		<b>Earth's Rotation</b>		<b>Earth's Rotation</b>		<b>Earth's Rotation</b>	
<b>Student Expectation (SE)</b>	5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)		5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes		5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes		5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes		<b>Everybody Grows</b> 5.9A - Day 6 Students will be able to explain that the Earth's rotation causes the day/night cycle, and the apparent movement of the sun in the sky causes changes in the lengths and direction of shadows	
<b>Objective</b>	Students will be able to research and design their own sundial.		Students will build a prototype based on their design, test it, and communicate how to use it.		Students will analyze their data to identify patterns and draw conclusions about the sun and shadows.		Students will be able to use a model to explain the cause-and-effect relationship between Earth and the sun that causes day and night.		Video and Student Book, pg. 292-298	
<b>Unit Guiding Question</b>	What causes day/night cycles, changing shadows, and the sun appearing to move across the sky?									
<b>5E Model with suggested activity</b>	Engage/Explore Days 1 & 2  Activate Prior Knowledge  Hands-on Activity Engineer It: Shadows, Part 1		Explore/Explain Day 3  Hands-on Activity Engineer It; Shadows, part 2		Explore/Explain Day 4  Hands-on Activity Engineer It; Shadows, part 3		Explore/Explain Day 5  Hands-on Activity Earth's Movement			
<b>Demonstration of Learning (DOL)</b>	No DOL/Day 1		SchoolCity DOL_5thSci_5.9A_11/12		SchoolCity DOL_5thSci_5.9A_11/13		SchoolCity DOL_5thSci_5.9A_11/14			
<b>HMH plus Extra Resources (If you have resources you have used in the past, please</b>	<p style="text-align: center;"><b>HMH:</b>  <a href="#">Teacher Science Background</a>  <a href="#">FUNOMENAL READER: SEARCHING FOR SUNRISE</a>  <a href="#">ScienceSaurus: Earth and its Moon, pg 218</a>  <a href="#">Supplemental Lesson: How Do the Sun, Earth, and Moon Differ?</a></p>									

share and I will  
link)

[You Solve It : Measuring Shadows](#)  
[You Solve It: Measuring Shadows \(Teacher's Guide\)](#)  
[Earth's Rotation \(TEKS 5.9\) Quiz A](#)  
[Earth's Rotation \(TEKS 5.9\) Quiz B \(differentiated\)](#)

**BrainPop**

[Seasons](#)

**BrainPop Jr**

[Seasons](#)

**Flowcabulary**

[Earth's Rotation](#)

[Seasons](#)

[LAN 5th grade Science Google Folder](#)

WEEK 3	MON	11/18/24	TUES	11/19/24	WED	11/20/24	THURS	11/21/24	FRI	11/22/24
	<b>Earth's Rotation</b>		<b>Earth's Rotation</b>		<b>Weather and the Water Cycle</b>		<b>Weather and the Water Cycle</b>		<b>Weather and the Water Cycle</b>	
<b>Student Expectation (SE)</b>	5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)		<b>HMH UNIT ASSESSMENT</b>  5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes		5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather		5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather		<b>Everybody Grows</b>  <b>FLEX INSTRUCTIONAL DAY</b>  Great day to do Progress Learning to review Earth's Rotation 5.9A	
<b>Objective</b>	Students will engage in non-fiction reading to connect to the phenomena around what causes day/night cycles.		Students will demonstrate mastery of Patterns in Space by scoring an 80% or better on the Unit assessment.		Students will use tools such as a thermometer to observe, measure, and identify cause-and-effect relationships to explain scientific phenomena.		Students will investigate how energy flows through systems by using tools such as a hot plate to create a model of a system.			
<b>Unit Guiding Question</b>	What causes day/night cycles, changing shadows, and the sun appearing to move across the sky?				How do the sun and ocean interact to form hurricanes?					
<b>5E Model with suggested activity</b>	Elaborate/Extend  <a href="#">FUNomenal Reader: Searching for Sunrise</a>  <a href="#">FUNomenal Reader Teacher Guide</a>		Unit Assessment:  <a href="#">Patterns in Space Test A</a>  <a href="#">Patterns in Space Test B (differentiated)</a>		Engage/Explore Day 1 & 2  Activate Prior Knowledge  Hands-On Activity: Ocean Temperature and Weather		Explore/Explain Day 3  Hands-on Activity: Rising Air			
<b>Demonstration of Learning (DOL)</b>	Using RACE or CER, students will answer:  What causes day/night cycles, changing shadows,		No DOL		No DOL/Day 1		SchoolCity  DOL_5thSci_5.10A_11/21			

	<p>and the sun appearing to move across the sky?</p>				
<p><b>HMH plus Extra Resources (If you have resources you have used in the past, please share and I will link)</b></p>	<p><b>HMH:</b>  <a href="#">Teacher Science Background</a>  <a href="#">FUNOMENAL READER: SEARCHING FOR SUNRISE</a>  <a href="#">ScienceSaurus: Earth and its Moon, pg 218</a>  <a href="#">Supplemental Lesson: How Do the Sun, Earth, and Moon Differ? You Solve It : Measuring Shadows You Solve It: Measuring Shadows (Teacher's Guide)</a>  <a href="#">Science in Careers/Wrap Up</a>  <a href="#">Earth's Rotation (TEKS 5.9) Quiz A</a>  <a href="#">Earth's Rotation (TEKS 5.9) Quiz B</a>                      (differentiated)</p> <p><b>BrainPop</b>  <a href="#">Seasons</a></p> <p><b>BrainPop Jr</b>  <a href="#">Seasons</a></p> <p><b>Flowcabulary</b>  <a href="#">Earth's Rotation</a>  <a href="#">Seasons</a></p> <p><a href="#">LAN 5th grade Science Google Folder</a></p>		<p><b>HMH:</b>  <a href="#">Teacher Science Background</a>  <a href="#">ScienceSaurus: Earth Science: Water on Earth, pg 122</a>  <a href="#">Supplemental Lesson: How Does Water Move on Earth's Surface? People in Science (Meteorologist)/Wrap Up</a>  <a href="#">Weather and the Water Cycle (TEKS 5.10A) Quiz A</a>  <a href="#">Weather and the Water Cycle (TEKS 5.10A) Quiz B</a>                      (differentiated)</p> <p><b>BrainPop</b>  <a href="#">Water Cycle</a>  <a href="#">Weather</a></p> <p><b>BrainPop Jr</b>  <a href="#">Water Cycle</a></p> <p><b>Flowcabulary</b>  <a href="#">Water Cycle</a>  <a href="#">Weather vs. Climate</a></p> <p><a href="#">LAN 5th grade Science Google Folder</a></p>		

THANKSGIVING BREAK 11/25 - 11/29

WEEK 4	MON	12/2/24	TUES	12/3/24	WED	12/4/24	THURS	12/5/24	FRI	12/6/24
	<b>Weather and the Water Cycle</b>		<b>Weather and the Water Cycle</b>		<b>Weather and the Water Cycle</b>		<b>Weather and the Water Cycle</b>		<b>EVERYBODY GROWS</b>	
<b>Student Expectation (SE)</b>	5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather		5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather		4.10(C) differentiate between weather and climate		5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather		Elaborate 5.10A	
<b>Objective</b>	Students will investigate how energy flows through a system by developing models for evaporation and condensation in the water cycle.		Students will investigate how the ocean and sun interact and use a data table to compare relationships between temperature and location		Students should be able to define climate, differentiate it from weather, and compare three climate zones on Earth		Students will demonstrate mastery of Weather and the Water Cycle by scoring an 80% or better on the quiz.		Students will study the role of a meteorologist and how they work to inform the public about the weather	
<b>Unit Guiding Question</b>	How do the sun and ocean interact to form hurricanes?									
<b>5E Model with suggested activity</b>	Explore/Explain Day 4  Hands-on Activity: Cloud Formation		Explore/Explain Day 5  Students will learn that the ocean absorbs energy from the sun and that oceans help moderate the weather. They will understand that land and water heat up and cool down at different rates and that ocean currents move heat energy.  Student book; pg 326-332		Explore/Explain Day 4 (From 4th grade)  <a href="#">What is Climate?</a>  Flowcabulary: <a href="#">Weather vs. Climate</a>		Evaluate  <a href="#">Weather and the Water Cycle (TEKS 5.10A) Quiz A</a> <a href="#">Weather and the Water Cycle (TEKS 5.10A) Quiz B (differentiated)</a>			
<b>Demonstration of Learning (DOL)</b>	SchoolCity DOL_5thSci_5.10A_12/2		Using RACE or CER, students will answer:  How do the sun and ocean interact to form hurricanes?		SchoolCity DOL_5thSci_5.10A_12/4		NO DOL			



HMH plus Extra Resources (If you have resources you have used in the past, please share and I will link)

**HMH:**  
[Teacher Science Background](#)  
[ScienceSaurus: Earth Science: Water on Earth, pg 122](#)  
[Supplemental Lesson: How Does Water Move on Earth's Surface?](#)  
[You Solve It : Measuring Shadows](#)  
[You Solve It: Measuring Shadows \(Teacher's Guide\)](#)  
[People in Science \(Meteorologist\)/Wrap Up](#)  
[Weather and the Water Cycle \(TEKS 5.10A\) Quiz A](#)  
[Weather and the Water Cycle \(TEKS 5.10A\) Quiz B](#)  
(differentiated)

**BrainPop**

[Water Cycle](#)

[Weather](#)

**BrainPop Jr**

[Water Cycle](#)

**Flowcabulary**

[Water Cycle](#)

[Weather vs. Climate](#)

[LAN 5th grade Science Google Folder](#)

WEEK 5	MON	12/9/24	TUES	12/10/24	WED	12/11/24	THURS	12/12/24	FRI	12/13/24
	<b>Formation of Landforms</b>						<b>Formation of Landforms</b>		<b>Formation of Landforms</b>	
<b>Student Expectation (SE)</b>	5.10(C) model and identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes (R)		<b>FALL BENCHMARKS</b>  <b>Reading</b>  <b>Specific Date will be set by campus</b>		<b>FALL BENCHMARKS</b>  <b>Math</b>  <b>Specific Date will be set by campus</b>		5.10(C) model and identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes (R)		5.10(C) model and identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes (R)	
<b>Objective</b>	Students should be able to describe how wind can change Earth's surface.						Students will describe how water changes Earth's surface.		Students will describe where and how flowing water forms deltas.	
<b>Unit Guiding Question</b>	How did the sedimentary rock in Palo Duro Canyon form?						How did the sedimentary rock in Palo Duro Canyon form?		Explore/Explain	
<b>5E Model with suggested activity</b>	Engage/Explore Day 1 & 2  Activate Prior Knowledge  Hands-on Activity: Sand Dunes						Explore/Explain Day 3  Hands-On Activity" Water Changes Rock		<b>Hands-On Activity: Water Forms Deltas</b>	
<b>Demonstration of Learning (DOL)</b>	No DOL/Day 1						SchoolCity DOL_5thSci_5.10C_12/12			
<b>HMH plus Extra Resources (If you have resources you have used in the past, please share and I will link)</b>	<p><b>HMH</b></p> <p><a href="#">Teacher Science Background</a></p> <p><a href="#">FUNomenal Reader: Ghost Forest</a></p> <p><a href="#">ScienceSaurus Earth Science: Earth's Changing Surface., pg 170</a></p> <p><a href="#">Supplemental Lesson: What Are Processes that Shape Earth's Surface</a></p> <p><a href="#">Formation of Landforms (TEKS 5.10.C) Quiz A</a></p> <p><a href="#">Formation of Landforms (TEKS 5.10.C) Quiz B</a></p> <p><b>BrainPop</b></p> <p><a href="#">Weathering</a></p> <p><a href="#">Erosion</a></p> <p><b>BrainPop Jr</b></p> <p><a href="#">Slow Land Changes</a></p>									

	<p><b>Flowcabulary</b>  <a href="#">Weathering and Erosion</a>  <a href="#">LAN 5th grade Science Google Folder</a></p>	
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WEEK 6	MON	12/16/24	TUES	12/17/24	WED	12/18/24	THURS	12/19/24	FRI	12/20/24 End of 6 WKS
	Formation of Landforms									
Student Expectation (SE)	5.10(C) model and identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes (R)		LAN Assessment Review 5.8C, 5.9A, 5.10A, 4.10C		6W3 Assessment in School City LAN_CA_6W3_Gr05_Sci_2425  *Actual testing day to be determined by campus.		FLEX INSTRUCTIONAL DAY  This day is set aside as a FLEX Instrucional Day.  Use today to catch up on instruction, or use this time to go over the assessment from yesterday.		LAN Teacher Day OFF	
Objective	Students will engage in non-fiction reading to connect to the phenomena around how water from a river can form a canyon		We will review taught TEKS and demonstrate mastery in preparation for the LAN assessment.							
Unit Guiding Assessment	How did the sedimentary rock in Palo Duro Canyon form?									
5E Model with suggested activity	Extension <a href="#">FUNomenal Reader: Ghost Forest</a>									
Demonstration of Learning (DOL)	SchoolCity DOL_5thSci_5.10C_12/12		(No DOL)							
HMH plus Extra Resources (If you have resources you have used in the past, please share and I will link)					<p><b>HMH</b>  <a href="#">Teacher Science Background</a>  <a href="#">FUNomenal Reader: Ghost Forest</a>  <a href="#">ScienceSaurus Earth Science: Earth's Changing Surface., pg 170</a>  <a href="#">Supplemental Lesson: What Are Processes that Shape Earth's Surface</a>  <a href="#">Formation of Landforms (TEKS 5.10.C) Quiz A</a></p>					

[Formation of Landforms \(TEKS 5.10.C\) Quiz B](#)  
(differentiated)

**BrainPop**

[Weathering](#)

[Erosion](#)

**BrainPop Jr**

[Slow Land Changes](#)

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