

<b>Content:</b> Science	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 1 week (45 minutes each)
<b>Standard(s):</b> GDOE Standard 1: Science as Inquiry - Using evidence gathered from investigations, make, and defend conclusions. Standard 2: Life Science - Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.		
<b>Lesson Overview:</b> The focus of this lesson is to understand what living organisms or living things are.	<b>Lesson Objective(s):</b> I CAN STATEMENTS In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Identify common characteristics of living organisms</li> <li>• Define scientific classification</li> <li>• Explain how specific organisms are classified</li> </ul>	
<b>Vocabulary:</b> organisms, taxonomy, cells, tissues, organs, organ systems, and organisms.	<b>Focus Question(s):</b> What are the basic units of organisms and why are they important?	

**Description of Lesson (Including Instructional Strategies):**
**Anticipatory Set:**

Teacher will ask the class about what they know about living things. Ask students differentiate what a living thing from a nonliving thing. Ask students to give examples of the characteristics of living things are. (I.E, Movement, Respiration, Nutrition, Growth)

DAY 1

- The students will think about familiar living organisms: trees, humans, snails, and etc. Have students discuss the similarities and differences of each living organisms and how to group them.
- Introduce and discuss TAXONOMY (way of classifying plants and animals into groups) and ask students why it is important to separate living things into different categories.
- Give examples of plants and animal groupings for better understanding.
- Introduce the structure and function of the first basic unit of an organism, which is the CELL.
  - \* Identify that there are two different types of cells: Animal and Plant Cells

Day 2:

- Review what cells are and the two types of cells. (PLANT & ANIMAL CELLS)
- Introduce the second unit of an organism, which is the TISSUE.

Day 3:

- Review what cells and tissues are.
- Introduce the third unit of an organism, which is the ORGANS.

Day 4:

- Review what cells, tissues, and organs are.
- Introduce the fourth unit of an organism, which is the ORGAN SYSTEMS
  - \* Introduce the different kinds of organ systems

Day 5

- Review the basic units of organisms and why they are important.

**Guided Practice:**

Teacher will ask students oral questions pertaining to the basic units of organisms.

**Formative Assessment:**

Cues and Questions

**Accommodations/Modifications:**

Cooperative Learning Groups

<b>Content:</b> Science	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 1 week (45 minutes each)
<b>Standard(s):</b> GDOE Standard 2: Life Science - Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. 5.2.8 Explain that, like other animals, human beings have body systems.		
<b>Lesson Overview:</b> The focus of this lesson is to understand, describe and identify the different kinds of organ systems in the body.	<b>Lesson Objective(s):</b> I CAN STATEMENTS In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Identify the different kinds of organ systems</li> <li>• Describe the different kinds of organ systems</li> <li>• Differentiate the functions of each organ system from one another</li> </ul>	
<b>Vocabulary:</b> organisms, taxonomy, cells, tissues, organs, organ systems, and	<b>Focus Question(s):</b> What are the organ systems found in the body and their purposes?	

**Description of Lesson (Including Instructional Strategies):**
**Anticipatory Set:**

Teacher will post up a KWL Chart Sheet on the board and divide students into pairs and will be given 3 post its to list what they know (K), what they want to know (W) and what they learned (L). Teacher will ask, "What are organ system and their functions?" Students will be given at least 5-7 minutes to answer to answer the (K)now and (W)ant portion of the chart.

\*Anticipatory questions are subject to change each day depending on what organ system have been discussed the day prior.

**DAY 1**

- Teacher will ask the class, "What is the different between appendages and organs?" Teacher will review the class about the different organs that they have learned the week before. (lungs, heart, liver, stomach, large/small intestines)
- Teacher will describe that each organ is part of an organ system that makes up an organism and in this case, a human being.
- Teacher will introduce the Skeletal System and Integumentary System.

**Day 2:**

- Review the importance and functions of skeletal and integumentary system.
- Introduce the nervous system and excretory/urinary system.

**Day 3:**

- Review the importance and functions of nervous and excretory system
- Introduce the circulatory system and respiratory system

**Day 4:**

- Review the importance and functions of circulatory and respiratory system.
- Introduce the digestive system and muscular system.

**Day 5**

- Review the importance and functions of circulatory and respiratory system.
- Introduce the endocrine system and reproductive system.

**Closure**

Students will list what they learned on the last post it and put it up on the KWL Chart.

**Guided Practice:**

Teacher will ask students oral questions pertaining to the organ systems of the human body.

Students will work in pairs/groups to identify and/or describe different organ systems for better understanding.

**Formative Assessment:**

Cues and Questions

KWL Chart

Check for Understanding (Thumbs Up, Middle, or Down)

**Accommodations/Modifications**

Cooperative Learning Environment

Visual Aids

**Resources**

Resource Link: <http://www.msucleus.org/membership/slideshows/bio6.html>

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<b>Vocabulary:</b> organisms, taxonomy, cells, tissues, organs, organ systems, and	<b>Focus Question(s):</b> What are the organ systems found in the body and their purposes?	

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**Formative Assessment:**

Cues and Questions

KWL Chart

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**Accommodations/Modifications**

Cooperative Learning Environment

Visual Aids

**Resources**

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<b>Content:</b> Science	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 1 week (45 minutes each)
<b>Standard(s):</b> GDOE: 5.2.6: Explain that living things, such as plants and animals, differ in their characteristics and that sometimes these differences can give members of these groups an advantage in surviving and reproducing.		
<b>Lesson Overview:</b> The focus of this lesson is to understand, describe and identify the different kinds of vertebrate/invertebrate animals and vascular/nonvascular plants.	<b>Lesson Objective(s):</b> I CAN STATEMENTS In this lesson, students will be able to <ul style="list-style-type: none"> <li>Classify animals with or without backbone and give examples</li> <li>Classify plants with or without tubes and give examples</li> </ul>	
<b>Vocabulary:</b> invertebrate, vertebrate, mammals, amphibians, reptiles, vascular plants, and nonvascular plants	<b>Focus Question(s):</b> What are a vertebrate and an invertebrate? What are vascular and nonvascular plants?	

**Description of Lesson (Including Instructional Strategies):****Anticipatory Set:**

In groups of 4-5 students teacher will ask, "Why do scientists group living things?" Students are given a few minutes to list their answers and teacher will randomly pick students to present their answer.

Day 2 & 3: In groups, have students recall what they have learned in Animal Classification

Day 4 & 5: In groups, have students recall what they have learned in Plant Classification

**DAY 1**

- Teacher will review the class about CLASSIFICATION (act of grouping things by using a set of rules)
- Teacher will refresh the students about classifying living things in the 5 Kingdoms (animals, plants, fungi, protists, and monerans)

**Day 2 & 3**

- Teacher will review students about the 5 Kingdoms discussed from the previous day.
- Teacher will introduce how animals can be classified
- Discuss that mammals, reptiles, and amphibians, fish, and birds are VERTEBRATES.
- Discuss that arthropods, mollusks, and worms are INVERTEBRATES
- Give examples of animals with vertebrates and invertebrates.

**\*At the end of Day 3, have students answer Review Questions in pg. A47 (Harcourt Science Book)**

**Day 4 & 5**

- Teacher will review students about the Animal Classification
- Teacher will introduce how plants can be classified.
- Discuss that plants can be classified with tubes (VASCULAR) or without tubes (NONVASCULAR)

**\*Day 4 Homework: Have students bring in at least 2 pieces of leaves with a LONG stem for Day 5 Activity\* (See pg. A57 for the activity: Why do leaves give off water?)**

- With the materials ready, have students read the procedures for the activity found in pg. A57 and create their model.
- After the activity, have students draw conclusions on what happened.

**Closure**

Teacher will pick random students to reflect on what they have learned from today's discussion

**Guided Practice:**

Teacher will ask students oral questions pertaining to animal and plant classification

**Formative Assessment:**

Cues and Questions  
Check for Understanding (Thumbs Up, Middle, or Down)

**Accommodations/Modifications**

Cooperative Learning Environment  
Visual Aids

**Resources**

Harcourt Science

<b>Content:</b> Science	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 1 week (45 minutes each)
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<b>Vocabulary:</b> invertebrate, vertebrate, mammals, amphibians, reptiles, vascular plants, and nonvascular plants	<b>Focus Question(s):</b> What are a vertebrate and an invertebrate? What are vascular and nonvascular plants?	

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**Formative Assessment:**

Cues and Questions  
Check for Understanding (Thumbs Up, Middle, or Down)

**Accommodations/Modifications**

Cooperative Learning Environment  
Visual Aids

**Resources**

Harcourt Science

<b>Content:</b> Science	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 1 week (45 minutes each)
<b>Standard(s):</b> GDOE Standard 2 Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. 5.2.1 Explain that for offspring to resemble their parents there must be a reliable way to transfer information from one generation to the next.		
<b>Lesson Overview:</b> The focus of this lesson is to understand that all animals (including humans) have a life cycle.	<b>Lesson Objective(s):</b> I CAN STATEMENTS In this lesson, students will <ul style="list-style-type: none"> <li>• Describe how animals grow and reproduce</li> <li>• Observe the changes that occur during growth and development</li> <li>• Understand that stages of life vary from one species to another</li> </ul>	
<b>Vocabulary:</b> life cycle, reproduction	<b>Focus Question(s):</b> What is a life cycle? Why is it important? What is reproduction? How do animals grow and reproduce?	

**Description of Lesson (Including Instructional Strategies):**
**Anticipatory Set:**
**Day 1 & 2**
**KWL Chart**

On the board, teacher will ask for volunteers to share about what they **know** about how animals grow and reproduce. Then, students will be randomly called to answer the question of, "What do you **want** to learn about animals' growth and reproduction?"

**Day 3 & 4**
**Think-Pair-Share**

Ask students to **think** about the question, "What is a cycle?" followed up with a 2<sup>nd</sup> question, "What is a life cycle?" Students will **pair** up with an elbow partner and discuss about the questions given. After a few minutes, each pair will **share** what they have discussed.

**DAY 1 & 2**

A. Teacher will discuss that all living things produce offspring (reproduce), but life begins DIFFERENTLY for different animals.

- Show video Hatchling and Newborns (<http://www.pbslearningmedia.org/resource/tdc02.sci.life.cyc.newborns/hatchlings-and-newborns/>)

-Ask students to pay attention to how the birth process varies from species to species.

-Ask,

\*What was similar about the births of the chick and the turtle? (Hatch from Eggs but the Mom's were not present)

\*What was similar about the births of goat and seal? (Live Births and Mom was present)

\*In what ways did the newborns resemble their parents?

B. To help students understand that living things grow and change during their life cycle, have students work with a partner to study pictures of 3 human infants and a 10 year-old girl using:

[http://d43fweuh3sg51.cloudfront.net/media/assets/wgbh/tdc02/tdc02\\_img\\_babypics/tdc02\\_img\\_babypics.jpg](http://d43fweuh3sg51.cloudfront.net/media/assets/wgbh/tdc02/tdc02_img_babypics/tdc02_img_babypics.jpg)

- Ask students to answer the following questions,

\*What do you notice in the shape of the infant's heads and their faces?

\*What differences do you notice?

THEN,

Ask students to try and figure out which of the 3 babies belong to the 10 year old girl. Have students look for similarities in head, jaw, and eye shape. Discuss some of their evidence and ask:

- How did the shape of the girl's head, eyes, nose, and mouth change as she grew older?
- What other kinds of physical change occurs as newborns grow?
- How does body size change?

C. Discuss that most newborn human babies are between 19 and 21 inches long. To find out how much students have grown, use the tape measure to measure their height. Have students record their height on the line graph.

D. Discuss the following.

- Why do you think babies aren't bigger than they are?
- What kinds of things can affect how tall you'll be when you're fully grown?
- At what age do girls and boys typically reach their adult height? Early Teens for girls (18 years old), Late teens for boys (21 years old)
- Ask students for examples of growth and change in other animals.

E. Explain that humans go through different growth and development stages.

Newborn Infant 0-1 > Toddler 1-3 > Child 4-10 > Adolescent (Teenager) 11-18 > Young Adult 19-39 > Middle-Aged Adult 40-65 > Elderly Adult 66 - older

Show the video Growing Up, Growing Old : <http://www.pbslearningmedia.org/resource/tdc02.sci.life.cyc.growingup/growing-up-growing-old/>

F. Divide the class into small groups and have them discuss the following questions.

- In what stage(s) do we accomplish: learning to talk, learning to walk, ride a bike, read, going to high school, college, married, having children, retiring from work, etc.
- How old do most people live to be?
- Give each group a POST-IT Note and have them write them where they would put each accomplishment in and have them discuss what they have talked about.

### **Day 3 & 4**

A. Show vide of Metamorphosis: Change of Plans

<http://www.pbslearningmedia.org/resource/tdc02.sci.life.cyc.metamorph/metamorphosis-change-of-plans/>

- Divide the class into 3 groups and distribute, Life Stage Cards and assign each group with an animal (Frog, Dragonfly, Butterfly)
- Have students arrange the cards in a circle and instruct group members to explain the life cycles to each other and discuss their similarities and differences.
- Have students watch the video again to answer the following questions
  - \*How long do the changes take?
  - \*Where do the babies live? Where do the adults live?
  - \*Do the babies eat different things than the adults?

B. Have groups present what they have and discuss the questions given;

- How are the life cycles of the organisms similar? How are they different?

### **Closure**

Teacher will pick random students to reflect on what they have learned from today's discussion

### **Guided Practice:**

Teacher will ask students oral questions pertaining to life cycle and animal's growth and reproduction

### **Formative Assessment:**

Cues and Questions

Check for Understanding (Thumbs Up, Middle, or Down)

### **Accommodations/Modifications**

Cooperative Learning Environment

Visual Aids

### **Resources**

Harcourt Science

<b>Content:</b> Science	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 1 week (45 minutes each)
<b>Standard(s):</b> GDOE Standard 2 Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. 5.2.1 Explain that for offspring to resemble their parents there must be a reliable way to transfer information from one generation to the next.		
<b>Lesson Overview:</b> The focus of this lesson is to understand that all animals (including humans) have a life cycle.	<b>Lesson Objective(s):</b> I CAN STATEMENTS In this lesson, students will <ul style="list-style-type: none"> <li>Identify and describe the two kinds of metamorphosis: incomplete and complete metamorphosis</li> <li>Identify a dominant and a recessive trait in an organism</li> </ul>	
<b>Vocabulary:</b> life cycle, metamorphosis, dominant, recessive	<b>Focus Question(s):</b> What is a life cycle? Why is it important? What is metamorphosis? What are dominant and recessive traits?	

**Description of Lesson (Including Instructional Strategies):****Anticipatory Set:****Day 1 & 2****KWL Chart**

On the board, teacher will ask for volunteers to share about what they **know** about metamorphosis.

Then, students will be randomly called to answer the question of, "What do you **want** to learn about metamorphosis?"

**Day 3 & 4****Think-Pair-Share**

Ask students to **think** about the question, "What is a dominant trait and what is a recessive trait?"

Students will **pair** up with an elbow partner and discuss about the questions given.

After a few minutes, each pair will **share** what they have discussed.

**DAY 1 & 2**

A. Teacher will define and explain what LIFE CYCLE is to the students.

B. Differentiate how humans and different kinds of animals have different stages in their lives.

\*Humans: Newborn Infant 0-1 > Toddler 1-3 > Child 4-10 > Adolescent (Teenager) 11-18 > Young Adult 19-39 > Middle- Aged Adult 40-65 > Elderly Adult 66 – older

\*Animals, specifically Insects have two types: Incomplete and Complete Metamorphosis.

C. Introduce Incomplete Metamorphosis (pg. A73)

\*Incomplete Metamorphosis: 3 Stages – Egg, Nymph and Adult

Examples include: crickets, grasshoppers, praying mantis, cockroaches, termites, dragonflies and lies

\*Complete Metamorphosis: 4 Stages – Egg, Larva, Pupa, and Adult

Examples include: flies, beetles, butterflies, moths, and fleas

Video of Incomplete Metamorphosis: Dragonfly: [https://www.youtube.com/watch?v=Ezq\\_JWd1Sd8](https://www.youtube.com/watch?v=Ezq_JWd1Sd8)

Video of Complete Metamorphosis: Butterfly: <https://www.youtube.com/watch?v=7AUeM8Mbalk>

D. **Activity:** Have students create a Foldable for either an Incomplete or a Complete Metamorphosis

Triangle Foldable for Incomplete and Square Foldable for Complete Metamorphosis:

<http://thesciencepenguin.com/2012/11/life-science-interactive-notebook.html>

E. Have students answer pg. A75 of their Harcourt Science Textbook

**Day 3 & 4**

**Activity:** Have students do the activity in pg. A76 with an elbow partner.

\*Students will observe 3 inherited traits (tongue rolling, ear lobes, and folded hands) from their partner.

\*Students will create a table chart found in pg. A77 for the Inherited Traits Activity.

\*Ask random students to present what they have observed with their partners. In the end, the teacher will calculate how many students can do or have the inherited traits.

A. Show Mendel's Pea Plant Video: <https://www.youtube.com/watch?v=Mehz7tCxjSE>; Stop Video at 1:17minute mark and focus only on the Dominant and Recessive Traits

\*Have students think about what a Dominant and Recessive Trait might be. (Use Think-Pair-Share Strategy)

\*Explain that Dominant Trait is the strong trait, while Recessive Trait is the weak trait.

B. Students read-a-loud pg. A78-A81



Discuss that students can inherit traits from their parents and are either called dominant trait or recessive trait.

C. Have students answer pg. A81 of their Harcourt Textbook

D. Other resource: Show video of Genes and Inherited Traits - Bill Nye Genes Episode:

<https://www.youtube.com/watch?v=5aN4mzUNwQs>

**Closure**

Teacher will pick random students to reflect on what they have learned from today's discussion

**Guided Practice:**

Teacher will ask students oral questions pertaining to metamorphosis and inherited traits.

**Formative Assessment:**

Cues and Questions

Check for Understanding (Thumbs Up, Middle, or Down)

**Accommodations/Modifications**

Cooperative Learning Environment

Visual Aids

**Resources**

Harcourt Science

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<b>Lesson Overview:</b> The focus of this lesson is to understand that all animals (including humans) have a life cycle.	<b>Lesson Objective(s):</b> I CAN STATEMENTS In this lesson, students will <ul style="list-style-type: none"> <li>• Identify a dominant and a recessive trait in an organism</li> <li>• Explain what a water cycle is</li> <li>• Identify the states of matter</li> </ul>	
<b>Vocabulary:</b> dominant trait, recessive trait, nonrenewable, renewable, matter, liquid, water cycle	<b>Focus Question(s):</b> What are dominant and recessive traits? What is a water cycle? What is matter?	

**Description of Lesson (Including Instructional Strategies):**
**Anticipatory Set:**
**Day 1 & 2**
**Think-Pair-Share**

Ask students to **think** about the question, "What is a dominant trait and what is a recessive trait?"

Students will **pair** up with an elbow partner and discuss about the questions given.

After a few minutes, each pair will **share** what they have discussed.

**Day 3**
**KWL Chart**

On the board, teacher will ask for volunteers to share about what they **know** about resources (Natural Resources)

Then, students will be randomly called to answer the question of, "What do you **want** to learn Nonrenewable and Renewable Resources

**Day 1 & 2**

**Activity:** Have students do the activity in pg. A76 with an elbow partner.

\*Students will observe 3 inherited traits (tongue rolling, ear lobes, and folded hands) from their partner.

\*Students will create a table chart found in pg. A77 for the Inherited Traits Activity.

\*Ask random students to present what they have observed with their partners. In the end, the teacher will calculate how many students can do or have the inherited traits.

A. Show Mendel's Pea Plant Video: <https://www.youtube.com/watch?v=Mehz7tCxjSE>; Stop Video at 1:17minute mark and focus only on the Dominant and Recessive Traits

\*Have students think about what a Dominant and Recessive Trait might be. (Use Think-Pair-Share Strategy)

\*Explain that Dominant Trait is the strong trait, while Recessive Trait is the weak trait.

B. Students read-a-loud pg. A78-A81

Discuss that students can inherit traits from their parents and are either called Dominant Trait or Recessive Trait.

C. Have students answer pg. A81 of their Harcourt Textbook

D. Other resource: Show video of Genes and Inherited Traits - Bill Nye Genes Episode:

<https://www.youtube.com/watch?v=5aN4mzUNwQs>

**Day 3**

Review what the students have learned in Natural Resources.

Discuss that there are two kinds of natural resources; Nonrenewable and Renewable.

Have students give examples of what they know about Nonrenewable and Renewable Energy

Educational Video about Energy: <https://www.youtube.com/watch?v=wMOpMka6PJI>

**Day 4 & 5**

Introduce the 3 States of Matter and focus on the LIQUID State

Introduce the WATER Cycle; do vocabulary terms on pg. B14

Discuss the vocabulary terms and its importance.

**Closure**

Teacher will pick random students to reflect on what they have learned from today's discussion

**Guided Practice:**

Teacher will ask students oral questions pertaining to the lesson.

**Formative Assessment:**

Cues and Questions

Check for Understanding (Thumbs Up, Middle, or Down)

**Accommodations/Modifications**

Cooperative Learning Environment

Visual Aids

**Resources**

Harcourt Science

<b>Content:</b> Science	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 1 week (45 minutes each)
<b>Standard(s):</b> <b>Standard 3: Physical Science</b> 5.3.1 Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.		
<b>Lesson Overview:</b> The focus of this lesson is to understand the stages of a Water Cycle	<b>Lesson Objective(s): I CAN STATEMENTS</b> In this lesson, students will <ul style="list-style-type: none"> <li>Identify the stages of the Water Cycle</li> <li>Explain what is an evaporation, condensation, and precipitation</li> </ul>	
<b>Vocabulary:</b> evaporation, condensation, collection, precipitation	<b>Focus Question(s):</b> What is a water cycle?	

**Description of Lesson (Including Instructional Strategies):**
**Anticipatory Set:**
**Day 1 -3**
**KWL Chart**

On the board, teacher will ask for volunteers to share about what they **know** about the Water Cycle

Then, students will be randomly called to answer the question of, "What do you **want** to learn about the Water Cycle

**Day 4-5**
**Think-Pair-Share**

Ask students to **think** about the question, "What is the Water Cycle?" How does it work?

Students will **pair** up with an elbow partner and discuss about the questions given.

After a few minutes, each pair will **share** what they have discussed.

**Day 1 & 2**

Have students list and define the vocabulary words for the Water Cycle found in the Harcourt Science Book

Teacher will discuss the Water Cycle with the use of a PowerPoint Presentation Water Cycle

Discuss that the cycle includes Evaporation, Condensation, and Precipitation

**Day 3 & 4**

Review what the students have learned so far in the Water Cycle

Have student create a Pin Wheel of the Water Cycle

Have the students write, memorize, and sing the Water Cycle Song

**The Water Cycle Song** (Tune of Do You Want to Build A Snowman?)

"Do you know the water cycle?

We see it almost every day.

It starts with collection, like the ocean,

And then evaporates..."

"The water vapor forms clouds,

Condensation, and then it precipitates.

Do you know the water cycle? We all need the water cycle..in our lives."

**Day 5**

Have students present the Water Cycle song with their Pin Wheel Picture

Have students answer the questions at the end of the chapter for better understanding

Video: Water Cycle: <https://www.youtube.com/watch?v=ncORPosDrjI>

**Closure**

Teacher will pick random students to reflect on what they have learned from today's discussion

**Guided Practice:**

Teacher will ask students oral questions pertaining to the lesson.

**Formative Assessment:**

Cues and Questions

Check for Understanding (Thumbs Up, Middle, or Down)

**Accommodations/Modifications**

Cooperative Learning Environment

Visual Aids

**Resources**

Harcourt Science