

Bridget Scofinsky's Lesson Plans for January 13-17
 Science and English Language Arts

Day	Learning Target	Procedure	Assessment
Monday	<p>*I can discuss how light is a form of energy that behaves in predictable ways.</p> <p>*I can explain that light travels in a straight path.</p> <p>*I can show that light maintains its direction until it comes to a new medium. Then it reflects, refracts or is absorbed.</p>	<ol style="list-style-type: none"> 1. Review the I can statement for refraction. 2. Students complete the last rotation of the Prism Play Stations. 3. Writing Challenge to check their journal entries from station #1 4. Whammy Review-Light Review for tomorrow's test. 5. Kahoot Review for tomorrow's test. 	<p>*Teacher observations</p> <p>*Student responses</p> <p>*Student lab work</p>
Tuesday	<p>*I can discuss how light is a form of energy that behaves in predictable ways.</p> <p>*I can explain that light travels in a straight path.</p> <p>*I can show that light maintains its direction until it comes to a new medium. Then it reflects, refracts or is absorbed.</p>	<ol style="list-style-type: none"> 1. I can statements for light energy 2. Students take their end of unit assessment for Light Energy. 3. Students record their data on their data collection graphs. 4. After their post assessment, students take their preassessment for the Earth and Space Celestial Bodies unit. 5. They record their preassessment data and set their goal for the end of the unit. 6. Introduce the solar system using Bill Nye: Solar System video. 	<p>*Unit Post Assessment</p> <p>*Preassessment</p>
Wednesday	<p>*I can describe the solar system as one that includes the sun and all the celestial bodies that orbit the sun.</p>	<ol style="list-style-type: none"> 1. I can statements celestial bodies that orbit the sun. 2. Introduce Universe, Galaxy and Solar system using the Solar System Placemat activity. 3. If time, have students go to Google Classroom to watch the Real Life Science Solar System Video and to explore Nat Geo What's in Our Solar System website. 4. Brain Drain for quick assessment. 	<p>*Teacher observations</p> <p>*Student placemat</p> <p>* Brain Drain</p>
Thursday	<p>*I can describe the solar system as one that includes the sun and all the celestial bodies that orbit the sun.</p>	<ol style="list-style-type: none"> 1. I can statements for celestial bodies that orbit the sun. 2. Introduce the unit vocabulary and have students complete the vocabulary word map for the following words: solar system, celestial bodies, orbit, elliptical, star, sun, planets, moon, dwarf planets, space debris, gravity 3. Reinforce word meaning using Story Bots and Dr Bioncs video clips. 4. Students create a sticky note list of all the things that orbit the sun in our solar system. 	<p>*Student responses</p> <p>*Teacher observation</p> <p>*Student Sticky Notes</p>
Friday	<p>*I can describe the solar system as one that includes the sun and all the celestial bodies that orbit the sun.</p>	<ol style="list-style-type: none"> 1. I can statement for celestial bodies that orbit the sun. 2. Students work with a partner to complete the reading selection "One Big Family" and complete the questions on the back for a grade. 3. Google Classroom assignment: "The Magic School Bus Gets Lost in Space". 4. Return to Google Classroom to complete Wednesday's assignment. 	<p>*Student work on "One Big Happy Family" WS</p>

Monday	Readers and writers notice and write about characters that have predictable character traits typical of traditional literature, the relationship between the characters' actions and consequences, and how these apply to the life lessons that can be taken from the text.	<p>Vocabulary: Quizlet Learn</p> <p>Read Aloud: —</p> <p>Writing Workshop: Finish Multi-Paragraph Responses</p> <p>Share</p>
Tuesday	Writers choose a form for their writing and organize their thoughts within the features typical of that genre.	<p>Vocabulary: Match and Gravity</p> <p>Read Aloud: They All Saw A Cat</p> <p>Choice Reading/Writing</p> <p>Share</p>
Wednesday	Writers understand that they need to reread and revise while drafting and that they keep doing it over and over with new pieces of writing.	<p>Vocabulary: Match and Gravity</p> <p>Read Aloud: Spider and the Fly</p> <p>Choice Reading/Writing</p> <p>Share</p>
Thursday	Writers continuously check evidence in a text to ensure that writing reflects understanding.	<p>Vocabulary: LIVE</p> <p>Read Aloud: Then Sun</p> <p>Read and Respond: Space Article</p> <p>Choice Reading/Writing</p> <p>Share</p>
Friday	Writers think and write critically about the authenticity of a nonfiction text	<p>Vocabulary: Test</p> <p>Read Aloud: Pluto</p>

	based on facts, scientific evidence, author qualifications, supported statements, arguments, etc.	Read and Respond: Space Article Choice Reading/Writing Share
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