Teacher: Burns King   Subject: Science Lesson Plans   Week of: February 10- February 14, 2020

Lesson Foundations		Monday	Tuesday	Wednesday	Thursday	Friday
	Focus Standard Objective Sub-objectives	G.5 S.6 C.3 P.05 I can understand the relationships of the Earth and other objects in the Solar System, by explaining the apparent motion of the Sun and the stars.	G.5 S.6 C.3 P.05 I can understand the relationships of the Earth and other objects in the Solar System, by explaining the apparent motion of the Sun and the stars.	G.5 S.6 C.3 P.05 I can understand the relationships of the Earth and other objects in the Solar System, by explaining the apparent motion of the Sun and the stars.	G.5 S.6 C.3 P.05 I can understand the relationships of the Earth and other objects in the Solar System, by explaining the apparent motion of the Sun and the stars.	G.5 S.6 C.3 P.05 I can understand the relationships of the Earth and other objects in the Solar System, by explaining the apparent motion of the Sun and the stars.
	Essential Learning/Big Idea/Essential Questions	In what ways do Scientist study objects in space? Why did officials set up Time Zones in the late 1800's? What are the days called that have the most, and the least hours of daylight? In Antarctica, why is it cold even in the summer? If the Earth was not tilted on its axis, how would life on Earth be a lot different? Where do temperatures stay warm, and about the same, all year around, in the Earth? What would a summer vacation be like at Antarctica?	How is the Moon's Surface different from that of the Earth's? What would it be like to walk or move around on cratered land? How difficult would it be to wear heavy gloves or clothing to work or move around in? Contrast the appearance of the moon during a full-moon, versus a new-moon? What is a re-fraction? How do solar and lunar eclipses differ? How would the Moon be different if it had liquid water on its surface?	Exp. #1: Moving through Space with three balls? Exp. #2: Sunrise, Sunset, using a flashlight and the Globe? Exp. #3: Use the high, and the Low of temperatures ever recorded on the Earth and determine through research the range of temperatures on the Earth? Exp. #4: Making Craters with flour, marbles and meter sticks. Exp. #5: Astronauts Moves? How difficult would it be to move and work in Space? Exp. #6: Rolling Through Space? Use a roller chair to maneuver to another part of the pretend Moon? Exp. #7: Research Mary Cohn Livingston, a Space Poet. Write a poem about hers, that you liked best.	What are two ways Scientist classify stars? Does Venus have a stronger pull of gravity than the Earth? What separates the Inner Planets from the Outer Planets? What are some of the Characteristics of the Gas Giants? Why is Pluto not considered part of our Solar System since 2006? Name two other Planets that have since been non-classified as Planets in our Solar System? Describe the Sun's Position and Movement in the Milky Way Galaxy? How has Space Exploration changed since the Apollo Missions? What do you think of a Space Taxi, or Elevator by 2025?	Assessment #6 on relationships of the Earth & other objects in the Solar System and their movements. AZ Merit Practice Writing: Research the Mayan Calendar and write a paragraph comparing it to our standard calendar of today? Draw a picture or the Mayan Calendar.
	Resources	Harcourt Textbooks, Google Research engine on-line, Mr. King's personal research.	Harcourt Textbooks, Google Research engine on-line, Mr. King's personal research.	Harcourt Textbooks, Google Research engine on-line, Mr. King's personal research.	Harcourt Textbooks, Google Research engine on-line, Mr. King's personal research	Harcourt Textbooks, Google Research engine on-line, Mr. King's own research.
	Vocabulary	Sun, rotate, axis, revolve, orbit, equator, moon, crater, moon phase, eclipse, refraction, star, solar system, constellation, planet, universe, galaxy.	Sun, rotate, axis, revolve, orbit, equator, moon, crater, moon phase, eclipse, refraction, star, solar system, constellation, planet, universe, galaxy.	Sun, rotate, axis, revolve, orbit, equator, moon, crater, moon phase, eclipse, refraction, star, solar system, constellation, planet, universe, galaxy.	Sun, rotate, axis, revolve, orbit, equator, moon, crater, moon phase, eclipse, refraction, star, solar system, constellation, planet, universe, galaxy.	Sun, rotate, axis, revolve, orbit, equator, moon, crater, moon phase, eclipse, refraction, star, solar system, constellation, planet, universe, galaxy.

Focus Lesson	Connections I Do (Teacher Model)	Teacher demonstrates lesson's vocabulary and definitions. Teacher show's how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson's vocabulary and definitions. Teacher show's how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson's vocabulary and definitions. Teacher shows how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson's vocabulary and definitions. Teacher shows how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson's vocabulary and definitions. Teacher shows how to write clip notes, highlight key points, and prepare for notes in the lesson.
Guided Practice	We do You do together	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.
Independent Learning	You do	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.
Closure		What is your feelings of temperatures outside in Arizona? What do you think of recorded temperatures of a place like Mars? Where would you like to live for your optimum temperature?	Do you like to hike the outdoors of Arizona? What is your favorite places to just walk? What would it be like to walk or bounce the Moon with no gravity involved in that motion?	How come Astronauts can see up to 16 sunrises, and 16 sunsets a day as they rotate around the Earth in orbit? Where as on the Earth's Surface we can only enjoy one of the those?	Are you still confused, like a lot of the world is, about what constitutes our Solar System? Do you want Pluto back as our Ninth Planet from the Sun? Write a letter of complaint to the National Science and Math Institute and state your argument for Pluto and other Science, Planetary objects?	Fifth Graders, have a good Valentine's Day, & President's Day Week-end!
Homework		The Students will write 5 minute ticket out the door homework assessments to answer the "Big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "Big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "big essential question of the day".