

Less on Fo un da tio ns		Monday	Tuesday	Wednesday	Thursday	Friday
	Focus Standard Objective Sub-objectives	G.5 S.5 C.2 P.O2 I can describe the various Effects that Forces can have on Objects and Motions, as related to the Earth's Oceans.	G.5 S.5 C.2 P.O2 I can describe the various Effects that Forces can have on Objects and Motions, as related to the Earth's Oceans.	G.5 S.5 C.2 P.O2 I can describe the various Effects that Forces can have on Objects and Motions, as related to the Earth's Oceans.	G.5 S.5 C.2 P.O2 I can describe the various Effects that Forces can have on Objects and Motions, as related to the Earth's Oceans.	G.5 S.5 C.2 P.O2 I can describe the various Effects that Forces can have on Objects and Motions, as related to the Earth's Oceans.
	Essential Learning/Big Idea/Essential Questions	<p>What do you think conditions are like in Ocean Areas where Coral live?</p> <p>Does Ocean Water freeze at the same temperature as fresh water?</p> <p>What are three details that describe conditions deep in the Ocean?</p> <p>What are three features found on the Abyssal Plains?</p> <p>What are three main ways islands in the Ocean can change?</p> <p>Why is the Main Island of Bora-Bora disappearing?</p> <p>What would happen to a hollow Rubber Ball if the ball was sub-merged 1,000 ft. below the surface of the Ocean?</p>	<p>JA-Day-No Science Lessons.</p> <p>A Guest Teacher: Brig. Gen. Don Harwell will be our Teacher today!</p>	<p>How do Ocean Waves move to get bigger, and bigger, then smaller again?</p> <p>Modern _____ began in Hawaii in the 1800's?</p> <p>How is a Tsunami different from other waves?</p> <p>How is a Surface Current different from a Current near the Ocean Coast?</p> <p>_____ causes the Ocean Water to move. Thus, it causes the currents?</p> <p>How is High Tide different from Low Tide?</p> <p>Tides are caused by the _____ of the Sun & the Moon on the Earth's Oceans?</p> <p>What are Neap & Spring Tides?</p>	<p>In Italy, how have houses almost fallen into the Ocean over time?</p> <p>What are two Features that can be seen along a shore?</p> <p>How do people re-store beaches?</p> <p>How have Under-Water Explorers been able to travel deep into the Oceans?</p> <p>Why a tide-pool is considered a temporary feature of a beach?</p> <p>What is a Hydrothermal Vent?</p> <p>Sand on many Ocean Beaches are colored White.</p> <p>Sand in Hawaii and Iceland are Black.</p> <p>In Bermuda sand is Pink. Why are Beach Sands so different in color?</p>	<p>Assessment #9 on AZ Merit Practice Writing:</p> <p>Suppose you were a Under-Water Explorer in the Ocean. You take a Voyage of the Atlantic Ocean Bottom, Write a story about your 20,000 Leagues Under the Sea Experience?(Jules Verne-1870 circa:)</p> <hr/>
	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	Salinity, water pressure, Continental Shelf, Continental Slope, Abyssal Plain, wave, current, tide, shore, headland, Tide Pool, jetty.	Salinity, water pressure, Continental Shelf, Continental Slope, Abyssal Plain, wave, current, tide, shore, headland, Tide Pool, jetty.	Salinity, water pressure, Continental Shelf, Continental Slope, Abyssal Plain, wave, current, tide, shore, headland, Tide Pool, jetty.	Salinity, water pressure, Continental Shelf, Continental Slope, Abyssal Plain, wave, current, tide, shore, headland, Tide Pool, jetty.	Salinity, water pressure, Continental Shelf, Continental Slope, Abyssal Plain, wave, current, tide, shore, headland, Tide Pool, jetty.

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		If Bora-Bora is disappearing, How will the people there live with no real island except Coral Reef available?	JA Questions- JA Homework:	How can the Sun actually cause water to move? How does all this Ocean Water continue to actually to have a current even without a sunny day?	How does a crack in the Ocean-Floor actually melt Lava, and this Lava continues to burn deep down under the Ocean Waves with all it pounds of Pressure on top of it?	Have a good Spring Break Fifth Graders! Be Safe!
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".