

Grade 5

Distance Learning Module 4: Week of:4/20th – 4/24th

Science: Grade 5 - Modified from [Unit #3 - Ecosystem Sustainability](#)

Photosynthesis

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Develop a model to describe photosynthesis

Vocabulary: Carbon, Hydrogen, CO₂, H₂O, carbohydrate, ROYGBIV, energy, fiber, glucose

Skills: Students will be able to create a model that demonstrates CO₂, H₂O, and the Sun's energy combine to create carbohydrate in the process of plant respiration and photosynthesis.

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Today you will explore Photosynthesis vocabulary using the website Flocabulary.	Go to: Flocabulary Photosynthesis Read the definitions and images, then practice the vocabulary by writing the definitions and then drawing your own sketches. When you're done, explore the other tabs: 1) Video 2) Vocab Game 3) Read and Respond	Start preparing for the Flocabulary Ecosystems vocabulary quiz on Friday.
Tuesday: Today you will learn conditions that allow plants to grow. You will also learn the	Watch: Photosynthesis Video	After watching BOTH videos, complete the following exit slip. Photosynthesis Exit Slip

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
scientific formula for photosynthesis.	Next, watch: The Simple Story of Photosynthesis	
Wednesday: Today you will determine which colors of the light spectrum are the most important for plant growth.	Go to: Light and Plant Growth Virtual Lab 1) Read “Which colors of the light spectrum are most important for plant growth?” 2) Follow the directions listed under “Procedure”.	After completing the lab, please answer the following exit slip. *Remember* White light is made up of ROYGBIV. Each color has its own energy. Light & Plant Growth Virtual Lab Exit Slip
Thursday: Today you will synthesize what you’ve learned to create a picture that shows the process of photosynthesis.	Create a poster that shows the process of photosynthesis. Be creative. Criteria for Success: <ul style="list-style-type: none"> ● Draw a picture of a plant on a blank piece of paper. ● Add labels to describe the process of photosynthesis. (Required Vocabulary: Carbon Dioxide (CO₂), Oxygen, Water (H₂O), Hydrogen, Cellulose, Sun, Energy, Stomata) ● Add color to your image. 	Upload an image of your picture to the Google Classroom page. How to upload an image onto Google Classroom
Friday: Today you will determine how the Giant Sequoias get their tremendous mass.	Go to: Giant Redwood Tree 1) Look at the giant Redwood tree. Notice the people standing at the base of the giant tree. Answer: Approximately how big is a Redwood tree? Next, go to: Redwood Tree Seeds 1) Look at the tiny seeds. 2) Think about this week’s lessons and answer, “Where did the tree get all of its mass?”	Answer the following exit slip. Be sure to use specific evidence to support your thinking! Redwood Tree Exit Slip

Week criteria for success

- 1) 80% or greater on vocabulary and on Exit Slips
- 2) Photosynthesis Poster
 - Add labels to describe the process of photosynthesis.
 - Required Vocabulary
 - Carbon Dioxide (CO₂)
 - Oxygen, Water (H₂O)
 - Hydrogen
 - Cellulose
 - Sun,
 - Energy
 - Stomata
 - Add color to your image

Supportive resources and tutorials for the week (plans for re-teaching):

[Flocabulary Photosynthesis](#)

[Photosynthesis Video](#)

[The Simple Story of Photosynthesis](#)

[Photosynthesis Exit Slip](#)

[Light and Plant Growth Virtual Lab](#)

[Light & Plant Growth Virtual Lab Exit Slip](#)

[Giant Redwood Tree](#)

[Redwood Tree Seeds](#)