Glynn County Lesson Plan for ESOL

Teachers : Sheryl Caudle

Course/ Subject: 5th Grade **Science** 9:00-9:50 and 12:40-1:30

Week of Instruction: December 14 – December 18, 2020

Students: 8:55-9:30 - Iordi, Jared, Yonathan, Ariana, Mario, Aylin, Danna, Andres

12:45 – 1:35 – Carmelita, Gustavo, Maylene, Jaiden, Sheyla, David, Gisselle

Opening (I Do)

An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.

TKES 1, 2, 3,4,5, 8,10

Standards:

S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.

a. Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.
b. Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).
c. Construct an explanation that differentiates between the structure of plant and animal cells.

SE.S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.

a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.
b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.

WIDA Standards: Standard 4: **The Language of Science**

English language learners communicate (listening, speaking, reading, writing) information, ideas and concepts necessary for academic success in the content area of **Science.**

*Animals *Body Systems *Ecosystems *Solar System *Weather System *Scientific Process

Learning Targets:

Monday **-** I will be able to identify helpful and harmful bacteria.
Tuesday – I will be able to identify helpful and harmful bacteria.
Wednesday – I will be able to name the functions of a multicellular organism.
Thursday - I will be able to name the functions of a multicellular organism.
Friday - I will be able to name the functions of a multicellular organism.

Success Criteria: I am successful when…

Monday - I know soap can kill harmful microorganisms.
Tuesday- I know helpful and harmful microorganisms.
Wednesday - I know the systems of the human body.
Thursday - I know the systems of the human body.
Friday – I know the systems of the human body.

Introduction/Connection:

Monday- Why do we wash our hands?
Tuesday – Use the Power Point provided by 4 H to introduce bacteria, "Microorganisms".
Wednesday - What are the necessary parts of a multicellular organism? *Tissue, organ and organ system*
Thursday – Honor's Day Celebration. Christmas activity with homeroom class.
Friday – PBIS Celebration. Christmas activity with homeroom class.

Direct Instruction:

Monday: Using the video:
https://www.brainpop.com/socialstudies/news/howsoapworks/

5th Grade Science: Cells (Plant and Animal)

	• Teacher will discuss the benefits of washing our hands against harmful bacteria. **Tuesday:** Using the slide show: • **http://studyjams.scholastic.com/studyjams/jams/science/human-body/immune-system.htm** • Teacher will discuss the harmful effects of bacteria. **Wednesday:** Teacher will ask the students to name the parts of the multicellular organ systems (in order.) **Thursday:** Honor's Day Celebration. Christmas activity with homeroom class. **Friday:** PBIS Celebration. Christmas activity with homeroom class.
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. **TKES 1, 2, 3, 4, 5, 7. 8,10**	**GUIDED PRACTICE:** **Monday:** Discuss with the students a variety of soaps used at home and school and dr.'s offices. Ask students the benefits of the soaps, and ask students if one is preferred to kill germs. **Tuesday:** Using the text on p. 250-251 in Harcourt text as a guide, students will write vocabulary for microorganism and bacteria. **Wednesday:** Using the text on p. 244-45 in Harcourt text, teacher will review the parts of the multicellular organ system. **Thursday:** Honor's Day Celebration. Christmas activity with homeroom class. **Friday:** PBIS Celebration. Christmas activity with homeroom class.
	INDEPENDENT APPLICATION: **Monday:** In student's science notebook, student will create a germ-killing soap (with a name). Student will name its purpose, its price and its consistency (i.e. liquid, foam or bar.) Students will draw a picture of the new soap. **Tuesday:** In student's science notebook, student will name or create a bacteria (with a name). Student will name its purpose, place of residency in the body and draw a picture of the new bacteria. **Wednesday:** Using the text on p. 244-245 in Harcourt text as a reference, students will label the person template with *cell, Tissue, organ and organ system.* **Thursday:** Honor's Day Celebration. Christmas activity with homeroom class. **Friday:** PBIS Celebration. Christmas activity with homeroom class.
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. **TKES : 1,2,3, 4,5,6,7,8**	**Wrap Up:** **Monday**: Students may volunteer to share or try to "sell" their new soap with an oral commercial. **Tuesday:** Students may volunteer to share pictures of the created bacteria. **Wednesday:** Do all living things have: Tissue, organ and organ system? No, only animals and humans **Thursday**: Honor's Day Celebration. Christmas activity with homeroom class. **Friday**: PBIS Celebration. Christmas activity with homeroom class.

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