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: January 11 – January 15, 2021

Students: 8:55-9:45 - 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:
S5P2
Obtain, evaluate, and communicate information to investigate electricity.
a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.
b. Design a complete, simple electric circuit, and explain all necessary components.
c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity**.**

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 different types of electricity.
Tuesday – I will be able to identify different types of electricity.
Wednesday –I will be able to identify different types of electricity.
Thursday - I will be able to identify different types of electricity.
Friday - I will be able to identify different types of electricity.

Success Criteria: I am successful when…
Monday - I can identify static electricity as natural electricity.
Tuesday -I can identify static electricity as natural electricity.
Wednesday -I can identify static electricity as natural electricity.
Thursday - I can identify static electricity as natural electricity.
Friday – I can identify static electricity as natural electricity.

Introduction/Connection:
Monday- https://www.brainpop.com/science/energy/staticelectricity/
Tuesday – What is static electricity?
Wednesday - Show picture of clothes in dryer. Ask: Why are the clothes "sticking" together?
Thursday – Rub an inflated balloon on a student's head. Students should observe static electricity.
Friday – https://www.brainpop.com/science/energy/staticelectricity/

Direct Instruction:

Monday: Teacher will discuss with students their real-life experiences with static electricity. Allow students to share aloud.
Tuesday: Teacher will discuss with students: What is a negative charge? What is a positive charge?

5th Grade Science: Electricity

	Wednesday: Use the Whirlpool article to explain that the clothes "gain" electrons while in the dryer. This causes static electricity. https://getridofthings.com/get-rid-of-static-cling/ **Thursday:** Give each student pieces of tissue paper. Ask the students, how can I charge the balloon? **Friday:** Teacher will ask the students: What is a natural source of electricity? (i.e. lightning, static electricity) Review information from BrainPop and solidify information from this week's lessons.
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:** Students will write vocabulary in their science folders: *electric charge, static electricity and electric field* **Tuesday:** Students will draw an example in their notebooks of positively and negatively charged items. The + and - should reflect the items' charge. (see p. 180-181 in Harcourt text for example) **Wednesday:** Have discussion with the class. The clothes are "sticking" together. Is this a pushing or pulling force? **Thursday:** Teacher will charge the balloons then hold the balloons above the tissue paper. Students can also charge the balloons. **Friday:** Give each group of students a plastic comb and puffed rice cereal.
	INDEPENDENT APPLICATION: Practice and Differentiation **Monday:** Students will volunteer to read a vocabulary term aloud and share a real life example of each. **Tuesday:** Students will describe why the item in their notebook drawing is positively or negatively charged. **Wednesday:** What causes static electricity? Answer in student's notebook. **Thursday:** Students will record observations in science notebook. **Friday:** Students will record observations. 1. Hold the comb over the top of the cereal. Record observations. 2. Teacher will rub the wool on the comb. Hold the comb over the top of the cereal again. Record observations.
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**: Why is static electricity natural? **Tuesday:** Why is static electricity natural and not man made? **Wednesday:** Why is static electricity natural? **Thursday**: Why did the paper move? **Friday**: What happened to the cereal? Why?

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