

Dates: January 15-19, 2018

Grade & Subject: 5th Grade Science Bailey-Duffey

		Differentiation:
Standards	<p>S5P2. Obtain, evaluate, and communicate information to investigate electricity.</p> <p>S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.</p>	<p>Content: Use of other materials(textbook, leveled readers)</p> <p>Process: Students will gather information in a variety of ways</p> <p>Product: Different projects based on data</p> <p>Students needing most support: Intense direct Instruction in small groups when needed. Students will complete centers with additional support when needed. Student independent centers will be on an easy level.</p> <p>Students needing some support: Students will complete on level centers with additional support on an as needed basis.</p> <p>Students needing minimal/no support: Students will complete centers on a challenging level.</p>
Teacher Tech	https://www.georgiastandards.org/Georgia-Standards/Documents/Science-Fifth-Grade-Georgia-Standards.pdf	Assessment(s)
Conductor Electric Cell Electric Charge Electric Current Electromagnet Magnet	Vocabulary Parallel Circuit Series Circuit Static Electricity	<p>Pre-assessment:</p> <p>Formative: Video quiz, reading comprehension</p> <p>Summative:</p>
Day 1	<p>Target Learning: Dr. Martin Luther King Jr. Day</p> <p>Activating Strategy:</p> <p>Activity/Work Session:</p> <p>Summary/Share Time:</p>	
Day 2	<p>Target Learning: Matter and Mass</p> <p>Activating Strategy: Lesson and vocabulary review.</p> <p>Activity/Work Session: Reading Comprehension worksheet.</p> <p>Summary/Share Time: Ticket out the door. Answer to review question.</p>	
Day 3	<p>Target Learning: Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity. Design a complete, simple electric circuit, and explain all necessary components.</p> <p>Activating Strategy: Lesson and vocabulary review.</p> <p>Activity/Work Session: Physical Science Unit Vocabulary Quiz.</p> <p>Summary/Share Time: Ticket out the door. What questions do you think will be on your Unit Test?</p>	
Day 4	<p>Target Learning: Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. (Clarification statement: Function is limited to understanding temporary and permanent magnetism.)</p> <p>Activating Strategy: Lesson and vocabulary review. Reading Comprehension assignment.</p> <p>Activity/Work Session: Matter review game</p>	

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	<u>Summary/Share Time:</u> Ticket out the door.
Day 5	<u>Target Learning:</u> Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object. (Clarification statement: The interaction should include placing materials of various types (wood, paper, glass, metal, and rocks) and thickness between the magnet and the magnetic object.) <u>Activity Strategy:</u> Matter Unit Test. <u>Activity/Work Session:</u> Lesson and vocabulary review.