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| **Week of Lesson:** August 25, 2014 | | | | |
| **Time of Daily Lesson**  9:05-10:10 (ELA) and 11:05-11:35 (OEVC)  3:30-3:45 (reteach/enrich) | | | **Grade Level**  5th grade | |
| **English Language Proficiency Standard**  **I II III IV V** | | | **Essential Questions:**   1. **What is a force?** 2. **What effect does force have on an object?** 3. **What happens when two unequal forces push an object in the same direction?** 4. **What happens when two unequal forces push an object in opposite directions?** | |
| ***Schedule***  **English, OEVC, and Reteach/Enrich** | | | | |
| **ELP Standard/Performance Indicator:**  W.1: HI: 3 Students will take notes using self-selected formats based upon knowledge of oral or written text structures with instructional support.  **Student Friendly Language Objective:**  I can take Cornell Notes with help from my teacher.  I can gather information from multiple sources to answer the essential questions (5.RI.7 and 5.W.2) | | | | |
| **Academic Vocabulary**  Analyze  Attribute (verb)  Compare/Contrast  Evaluate  Summarize | | Vocabulary  **Science:**  effect  equal  force  opposite  unequal  **Reading:**  chaos  collision  comforting  evaporating  flashback  isolated  jolt  ominous  rumbling  shattered | | Figurative Language:  simile  metaphor |
| **Materials**  Discovery Education (laptops)  Student Textbook (Houghton Mifflin Harcourt)  Slates/Markers | | | | |
| **Anticipatory Set** | 8/25 TW show students a video clip from DE entitled Video Field Trip.Students summarize what the video was about and how it relates to force. | | | |
| 8/26 TW show a picture of a force and ask students to explain how it’s representative of force. | | | |
| 8/27 TW show a brief video of a force in action and ask students to explain the force. | | | |
| 8/28 TW show a photograph of damage from a natural force and ask students to explain the force. | | | |
| 8/29 TW show a brief video of a force in action and ask students whether it’s a “push” or a “pull”. | | | |
| **I Do** | TW create a an interactive KWL chart and add information/questions daily  TW introduce the essential questions and explain to students that an ability to answer the questions will result in an ability to complete the writing prompt for their performance objective. | | | |
| **We Do** | Class tells what we know about force from the first week when we talked about motion (force is either a push or a pull)  Class discusses what we learned about force from our friction exercises during the previous week and from this week’s lessons about force. | | | |
| **You Do** | Students will take Cornell Notes  Students will complete interactive explorations on DE  Students will define vocabulary words pertaining to this week’s lesson(s)  Students will collaborate within their groups  Students will answer questions from Earthquake Terror  Students will summarize what they know about the earthquake that took place in Los Angeles | | | |
| **Assessment/Check for Understanding**  Slates with written answers  Cornell notes  Assessment: Students will write a paragraph (or more) for one of the following prompts:   1. Goal or Skill: What goal do you have or skill you would like to perfect? What steps or skills (in order) do you need to accomplish in order to reach your goal or perfect your skill? 2. Imagine you could ask Brian Robeson (Hatchet) any question you would like. Write the question and have “Brian” answer your question in at least one paragraph with varied sentence types. | | | | |

**Monday, August 25, 2014-Friday, August 29, 2014**

Teacher reads *Earthquake Terror* to students. (HMH textbook)

Students read the same passage using close reading strategies, i.e. taking notes; discussion with group, etc.

Student groups record unknown vocabulary from reading, then attempt to define the words from dictionary, sentence context, root words, etc. Students report their findings to the class.

Students answer related questions from text.

Students search the internet for information related to the recent California Earthquake.

Students search for answer to the question “What causes earthquakes in California?”

Students write a paragraph explaining the cause of the recent earthquake (tectonic plate shift, San Andreas Fault, etc.)

\*Note: I am following the associated prompts from “Teacher Instruction” listed on the LEARN page for this section.