

Monday April 27	Tuesday April 28	Wednesday April 29	Thursday April 30	Friday May 1
<p>Objective: Classify matter based on multiple physical properties.</p> <p>Overview: Students will find four objects in their home to classify by their physical properties and create a chart to collect their observations.</p>	<p>Objective: Use graphic organizers and data tables to record properties of materials.</p> <p>Overview: Students will find an object at home and create a graphic organizer to record all the physical properties of the item.</p>	<p>Objective: Draw conclusions about the physical properties of various materials.</p> <p>Overview: Students will be given different types of materials and based on their physical properties choose which material would be best to use to construct a boat.</p>	<p>Objective: Demonstrate that light is reflected when it strikes a shiny object that it cannot travel through.</p> <p>Overview: Students will identify which objects in their house are reflective.</p>	<p>Objective: Demonstrate that light is refracted when it travels from one medium to another.</p> <p>Overview: Students will explore how water can refract objects while oil does not refract or bend the light.</p>
Monday May 4	Tuesday May 5	Wednesday May 6	Thursday May 7	Friday May 8
<p>Objective: Compare objects that reflect and refract light.</p> <p>Overview: Students will create a chart of the objects that reflect and refract in their homes.</p>	<p>Objective: Recognize how wind can change Earth's landscape through weathering, erosion, and deposition.</p> <p>Overview: Students will observe a picture of a sand dune and label the parts of weathering, erosion and deposition to point out how wind can change the Earth's surface.</p>	<p>Objective: Recognize how water can change Earth's landscape through weathering, erosion, and deposition.</p> <p>Overview: Students will create a model of land and how water can slowly change the surface of the Earth by weathering, erosion and deposition.</p>	<p>Objective: Recognize how ice can change Earth's landscape through weathering, erosion, and deposition.</p> <p>Overview: Students will create a model of land and use an ice cube to model how glaciers can slowly change the surface of the Earth by weathering, erosion and deposition.</p>	<p>Objective: Recognize how the force of weathering, erosion, and deposition change Earth's landscape.</p> <p>Overview: Students will create a chart of the agents of erosions and the landforms they slowly create over time.</p>

Monday – 30-45 minutes

Activity / Task

Physical Properties of Matter

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day19>

Objective: Classify matter based on multiple physical properties.

Think About It!

Choose an object in your home and look at it closely. Describe the object using as many properties as possible. If possible, share your response with someone at home!

Do It!

What you need:

- Journal
- Pencil
- Four different objects from your home

What to do:

- Find four different objects in your home and examine them closely.
- Copy the table you see here in your journal.
- Fill out the table using information you gather about the objects.

Object	Color	Physical State	Is Attracted to Magnets	Soluble in Water

Table by HISD Curriculum using Microsoft Office

Understand It

We can classify objects based on their physical properties. This means we can arrange objects into groups based on characteristics we can observe and measure such as size, mass, shape, etc.

Yellow,
white, red,
black, &
brown



Image by skeeze from Pixabay

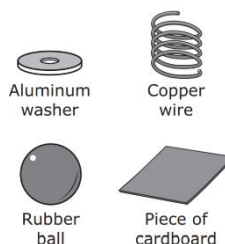
Round

Not attracted
to a magnet

12 inches in diameter

Apply It!

A student wanted to classify the following four objects below based on physical properties.



Aluminum washer

Copper wire

Rubber ball

Piece of cardboard

Image from © TEA release tests with permission.

Materials	Physical Properties		
	Insulate Thermal Energy?	Float in Water?	Conduct Electrical Energy?
1	Yes	No	No
2	No	No	Yes
3	Yes	Yes	No
4	No	No	Yes

Image from © TEA release tests with permission.

The student uses the questions shown in the table to test each object. What do you think each material could be? Justify your answer.

Resources

[Guided Activity Using Google Slides](#)



Tuesday – 30-45 minutes

Activity / Task

Physical Properties of Matter

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day20>

Objective: Use graphic organizers and data tables to record properties of materials.

Think About It!

Look at this picture of sand. What are the physical properties of sand? If possible, share you answer with someone in your home!



Image by congerdesign from Pixabay

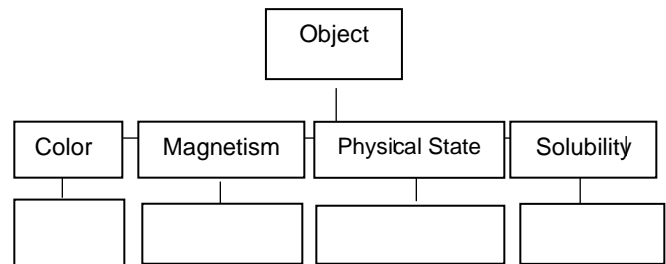
Do It!

What you need:

- Journal
- Pencil or pen
- One object from your home

What to do:

- Find an object in your home.
- Draw a graphic organizer like this one in your journal.
- Record the physical properties of the object in your graphic organizer.



Understand It!

Objects have physical properties that can be seen and measured. These properties include mass, magnetism, physical state (solid, liquid, gas), thermal and electrical conductivity, relative density, and solubility. Graphic organizers and tables allow us to organize information about physical properties of matter and show us patterns and relationships.

Apply It!

The table lists some properties of four different samples of matter.

Sample	State of Matter at Room Temperature	Color	Attracted to Magnet?	Conducts Electricity?
1	Solid	Clear	No	No
2	Solid	Silver	Yes	Yes
3	Liquid	Clear	No	Yes
4	Liquid	White	No	Yes

Image from ©TEA release tests with permission.

Which of these samples could be glass? Which sample could be saltwater? Explain your answer.



Image by Devanath from Pixabay



Image by Pexels from Pixabay

Resources

[Guided Activity Using Google Slides](#)



Wednesday – 30-45 minutes

Activity / Task

Physical Properties of Matter

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day021>

Objective: Draw conclusions about the physical properties of various materials.

Think About It!

Think about the pencil you are holding.

Do you think it is soluble in water?

Do you think it is attracted to a magnet?

If possible, share your answers with someone in your home!



Image by Devanath from Pixabay

Do It!

What you need:

- Journal
- Pencil or pen

What to do:

- Imagine you wanted to build a boat.
- Use the descriptions of each material from the table to help you decide which material to use to build your boat.
- Use the sentence stem below:
I would use the _____
to build my boat because _____

Understand It!

We can draw conclusions about the use of various materials based on their physical properties. In the activity, you chose the material that floated in water. Another component of your boat is electricity. A metal like copper is a flexible material that conducts electrical energy. Plastic is also a flexible material, but it is an excellent insulator of electrical energy. Electrical wires in boats are often made of copper and coated in plastic. The copper is to ensure that the appliances on the boat work, and the plastic is to protect against the dangers of electricity.

Apply It!

The table lists some physical properties of two objects.

Based on their properties, which of the objects is most likely a metal? Explain your thinking.

Material	Picture	Descriptions
Cork	 Image by Alicia from Pixabay	Light brown Has small holes Floats in water
Marble	 Image by InspiredImages from Pixabay	Blue Shiny Sinks in water
Wood Cube	 Image by Hans Braxmeier from Pixabay	Light brown Not attracted by a magnet Floats in water
Rubber Stopper	 Image by Shutterbug75 from Pixabay	Black Sinks in water Not attracted by a magnet

Object 1	Object 2
Solid	Solid
Insulates thermal energy	Conducts thermal energy
Less dense than water	More dense than water
Poor electrical conductor	Good electrical conductor

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Resources

[Guided Activity Using Google Slides](#)

Thursday – 30-45 minutes

Activity / Task

Reflection

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day22>

Objective: Demonstrate that light is reflected when it strikes a shiny object that it cannot travel through.

Think About It!

Look in the mirror. What do you see? Why do you see yourself and other things in the room? If you can, discuss this question and share your thinking with someone on your home!

Do It!

What you need:

- Journal
- Pencil or pen

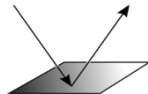
What to do:

- Walk around your home and find 3 shiny objects that allow you to see your reflection.
- Identify the source of light that is allowing you to see a reflection.
- Describe the object as shiny or not shiny and smooth or not smooth
- Create the chart to your right in your journal to answer questions

Object	Source of light	Shiny or not shiny	Smooth or not smooth

Table by HISD Curriculum using Microsoft Office

Understand It!

Objects that Reflect Light	Reflection is when light traveling in a straight-line hits a (shiny and or smooth) surface and bounces off.
Shiny metal knife	 <p>Image by Klaus-Deiter Keller from Wikimedia Commons</p>
Bicycle reflector	
Stainless steel pan	
Aluminum Foil	

Apply It!

Journal Entry: Look at the image of the tree next to a lake and complete the sentence stem.

Reflection is caused by _____ and the source of light is _____.



Image by Bessi from Pixabay

Resources

[Guided Activity Using Google Slides](#)



Activity / Task

Refraction

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day23>

Objective: Demonstrate that light is refracted when it travels from one medium to another.

Think About It!

Look at the image to the right.

What changed? Why do you think the bananas look different behind the pitchers of water? If you can, discuss this question and share your thinking with someone in your home!



Image by Steve Buissonne from Pixabay

Do It!

What you need:

- Journal
- Clear glass or container
- Water
- Straw
- ½ cup measuring cup
- Cooking oil (or dish soap, syrup, or honey)



Photo by HISD Curriculum using iPhone



What to do:

- Fill the glass or container with ½ cup of water and ½ cup of cooking oil (or other liquid).
- Allow the oil and water to separate.
- Place the straw into the glass or container so that it touches the bottom.
- Draw a picture in your journal of what you see. Consider the following questions. What does the straw look like in the water and cooking oil? Why do you think it looks like this?

Understand It!

Light energy travels in a straight line until it strikes an object or passes through matter such as air, glass, and water. **Refraction** is the bending of the light as it passes into another material or **medium** of different density such as water or air. Refraction allows objects to look bigger or appear closer than what they really are. The images below are examples of refraction.



Image by Reimund Bertrams from Pixabay

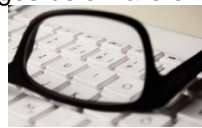


Image by slightly_different from Pixabay



Image by OpenClipart-Vectors from Pixabay

Apply It!

Journal Entry: Look at the image to the right. Create the table in your journal and put checks in the boxes under the reasons for the appearance of the girl's eye through the lens. Explain your thinking in your journal using the words *refract*, *transmit*, *lens*, *bend*, and *light*.



Image from ©TEA release tests with permission

The lens magnified the object.	The lens caused the light to reflect.	Light traveled in a straight line.	Refraction occurred through the lens.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table by HISD Curriculum using Microsoft Office

Resources

[Guided Activity Using Google Slides](#)



Monday – 30-45 minutes

Activity / Task

Reflection and Refraction

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day24>

Objective: Compare objects that reflect and refract light.

Think About It!

What best describes the behavior of the light ray as it encounters material 1 and material 2?

The light _____ in material 1 and _____ in material _____.
If you can, discuss this question and share your thinking with someone in your home!

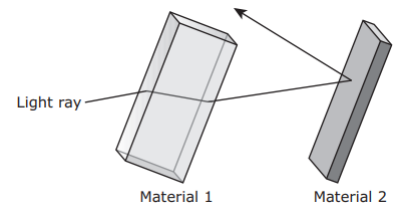


Image from ©TEA release tests with permission

Do It!

What you need:

- Journal
- Pencil or pen

Reflection	Refraction

What to do:

- Create a T-chart in your journal like the one above and write the descriptions from the bulleted list under reflection or refraction.

Descriptions

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Prism ○ Surface of Water ○ How your leg appears underwater in the swimming pool ○ Aluminum Foil | <ul style="list-style-type: none"> ○ Glasses that make objects appear closer ○ Microscope ○ Rearview Mirror ○ Shiny metal spoon |
|--|---|

Understand It!

Comparison	Reflection	Refraction
Figure	<p style="text-align: center;">medium</p> <p><small>Image by HISD Curriculum</small></p>	<p style="text-align: center;">medium</p> <p><small>Image by HISD Curriculum</small></p>
Light	Bounces off the surface and changes direction.	Passes through the surface and bends.
Medium	Light bounces off of the medium.	Light travels through one medium to another.

Apply It!

Journal Entry:

Look at the image of the swan. Explain how this image shows reflection and refraction.



Image by Susanne Jutzeler_suju-foto from Pixabay

Resources

[Guided Activity Using Google Slides](#)



Tuesday – 30-45 minutes

Activity / Task

Landforms - Wind

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day25>

Objective: Recognize how wind can change Earth's landscape through weathering, erosion, and deposition.

Think About It!

How do you think this landform was created? Do you think this landform was created over time or quickly? If you can, discuss these questions with someone in your home!



Image by Free-Photos from Pixabay

Do It!

What you need:

- Landform picture
- Journal or paper
- Pencil or crayons

What to do:

- Look at the picture of the Sand Dune.
- Draw a picture of this landform in your journal.
- Label the sand, wind and sediments in your picture.
- Complete this sentence stem:
The _____ moved the sand and _____ over time created a _____.
 (Use these words to fill in the blanks: *sand dune, wind, sediments*)

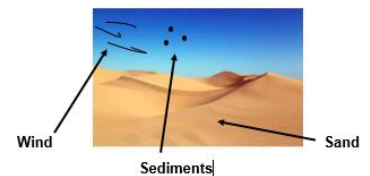


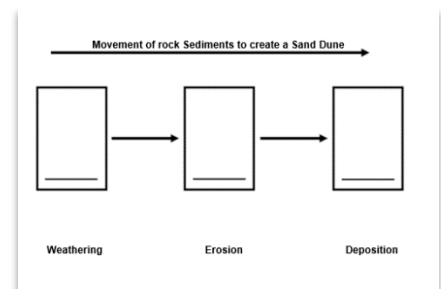
Image by Falkenpost from Pixabay; Annotations by HISD Curriculum using Microsoft Office

Understand it!

Weathering is the process of breaking down rocks, soils, and their minerals. Sediments are the small pieces of rock that have been broken down. Erosion is the moving of weathered sediment. Deposition occurs when the sediment is deposited or placed in a new location. Wind erosion is wind blowing away soil, sand, or any substance that is light enough for the wind to carry it and deposit it at a different location. Wind takes many years to weather landforms and create a sand dune.

Apply It!

- Draw the graphic organizer below in your notebook.
- In the weathering box, draw rocks being broke down.
- In the erosion box, draw the wind blowing the sand and other sediments
- In the deposition box, draw the sand and rocks dropping down in a new location. Draw the sand dune that was created by these processes.



Graphic Organizer by HISD Curriculum using Microsoft Office

Resources

[Guided activity using Google Slides](#)



Wednesday – 30-45 minutes



<p>Activity / Task</p>	<p>Landforms – Water</p> <p><i>To access this interactive lesson, visit https://tinyurl.com/HISDGrade5Day26</i></p> <p>Objective: Recognize how water can change Earth’s landscape through weathering, erosion, and deposition.</p> <p><u>Think About It!</u> How are landforms changed by moving water? How do ocean waves change the Earth’s surface? If you can, discuss these questions with someone in your home!</p> <p><u>Do It!</u> What you need:</p> <ul style="list-style-type: none"> • Plate (paper, Styrofoam, kitchen plate) *Get permission if you must use a plate from the kitchen • Water • Soil and rocks from outside • Cup • Journal or paper • Pencil or crayons <p>What to do:</p> <ul style="list-style-type: none"> • Pack the upper end of the plate with moist soil. • Use your finger to create a narrow riverbed in the surface of the soil. • Place rocks along the top of the riverbank. • Pour water very slowly at the top of the river located at the upper end of the plate. • Make and share observations. <p><u>Understand it!</u> You have created a landform called a river delta! Erosion includes the transport of earth materials by flowing water. Deposition occurs when particles moved by erosion are dropped off and build a new landform. Running water that comes in the form of a flood causes drastic changes on the land’s surface in comparison to a river that may cause land to widen over years. Water erosion causes landforms such as canyons and river deltas to form. When deltas are formed, rocks and soil float and move in water down the river. The rocks and soil get dropped off at the mouth of the river.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Image by 珂 琦 from Pixabay</p> <p>Canyon</p> </div> <div style="text-align: center;">  <p>Image by Petra4711 from Pixabay</p> <p>River Delta</p> </div> </div> <p><u>Apply It!</u> Journal Entry: Write what your setup above represents (You made a model of river delta). Pretend that you are one of the rocks at the top of the riverbed. Write what process transported you down the river and what you were floating in down the river. Also, write where you were dropped off at the end of your journey. Explain using the words: weathering, erosion, deposition, and water.</p>
<p>Resources</p>	<p>Guided Activity using Google Slides</p>



Image by PublicDomainPictures from Pixabay

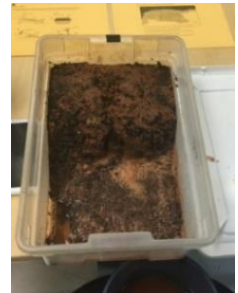


Photo by HISD Curriculum using iPhone

Thursday – 30-45 minutes

<p>Activity / Task</p>	<p>Landforms – Ice</p> <p><i>To access this interactive lesson, visit https://tinyurl.com/HISDGrade5Day27</i></p> <p>Objective: Recognize how ice can change Earth’s landscape through weathering, erosion, and deposition.</p> <p><u>Think About It!</u> A glacier is a large accumulation of ice that moves downhill by the force of gravity. Which landforms could be formed by glaciers? How do glaciers change the Earth’s surface? If you can, discuss these questions with someone in your home!</p> <p><u>Do It!</u> What you need:</p> <ul style="list-style-type: none"> • Plate (paper, Styrofoam, kitchen plate) *Get permission if you must use a plate from the kitchen • Ice cubes • Soil and rocks from outside • Toothpicks or small sticks from outside • Journal or paper • Pencil or crayons <p>What to do:</p> <ul style="list-style-type: none"> • Pack the upper end of the pan with moist soil. • Place a small amount of the rocks on the layer of soil. • Stand a few broken toothpicks or sticks in the layer of soil. • Apply force on the top of the ice cube as you push it across the layer of soil. • Make and share observations. <p><u>Understand it!</u> Weathering is the breaking down of rock. Erosion is the carrying away if this rock. Deposition is when the rock is dropped off in a new location. Glaciers can also be agents of erosion/deposition. Ice can change the Earth’s surface through glaciers that are considered to be rivers of ice that slowly move and erode the land and are located in cold, mountainous areas. Glacial erosion over many years will create a U-shaped valley.</p> <p><u>Apply It!</u> Journal Entry: Create your very own comic strip. Tell the story of a glacier (you can give your glacier a name) and its journey in making a u-shaped valley. Describe how the glacier eroded the land and how it scraped the surface over many years.</p>
<p>Resources</p>	<p>Guided activity using Google Slides</p>



Image by Free-Photos from Pixabay



Photo by HISD Curriculum using iPhone



Image by Pexels from Pixabay

Friday – 30-45 minutes

Activity / Task

Landforms – Comparing Landforms and all Agents of Erosion

To access this interactive lesson, visit <https://tinyurl.com/HISDGrade5Day28>

Objective: Recognize how the force of weathering, erosion, and deposition change Earth’s landscape.

Think About It!

What are some rapid changes to Earth’s surface? What are some slow changes? If you can, discuss these questions with someone in your home!



Image by Julius Silver from Pixabay

Volcano
(Rapid Change)



Image by Ioannis Ioannidis from Pixabay

Canyon
(Slow Change)

Do It!

What you need:

- Pencil
- Journal or paper

What to do:

- Create the chart to the right in your notebook or a piece of paper. Agents of Erosion are Wind, water and Ice.
- Wind erosion creates these landforms: sand dunes and arches
- Water erosion creates these landforms: deltas, beaches, sea arches, and canyons
- Ice erosion creates these landforms: U-shaped valleys and moraines
- For each Agent of Change, draw one of the landforms that it creates in the empty box.

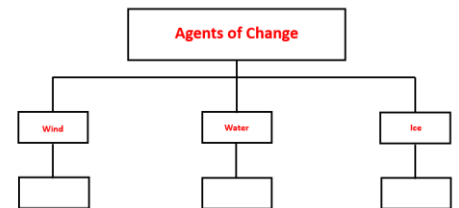


Chart by HISD Curriculum using Microsoft Office

Understand it!

Agents of Erosion like wind, water and ice help to shape the Earth’s surface and land. Wind, water and ice erosion are slow changes to the surface of the Earth. A sand dune is created by wind erosion, and it takes a long time for a sand dune to build up while volcanoes, earthquakes and landslides make rapid changes to the land.

Apply It!

Journal Entry: In your notebook or using a piece of paper, choose whether you would want to change the Earth rapidly or slowly. If you choose to change it rapidly, describe how it would happen (volcano, earthquake or landslide). If you choose to change the earth’s surface slowly, describe how it would happen (wind, water or ice erosion). Write how that land would change and what kind of landform would be created.

Resources

[Guided Activity created using Google Slides](#)

