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|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | ⓈSCI.6.8A Compare and contrast potential and kinetic energy.  ⓈSCI.6.9C Demonstrate energy transformations such as the energy in a flashlight battery changes from chemical  energy to electrical energy to light energy.  SCI.6.3B Use models to represent aspects of the natural world such as a model of Earth’s layers.  \*  SCI.6.3C Identify advantages and limitations of models such as size, scale, properties, and materials. | ⓈSCI.6.8A Compare and contrast potential and kinetic energy.  ⓈSCI.6.9C Demonstrate energy transformations such as the energy in a flashlight battery changes from chemical  energy to electrical energy to light energy.  SCI.6.3B Use models to represent aspects of the natural world such as a model of Earth’s layers.  \*  SCI.6.3C Identify advantages and limitations of models such as size, scale, properties, and materials. | ⓈSCI.6.8A Compare and contrast potential and kinetic energy.  ⓈSCI.6.9C Demonstrate energy transformations such as the energy in a flashlight battery changes from chemical  energy to electrical energy to light energy.  SCI.6.3B Use models to represent aspects of the natural world such as a model of Earth’s layers.  \*  SCI.6.3C Identify advantages and limitations of models such as size, scale, properties, and materials. | ⓈSCI.6.8A Compare and contrast potential and kinetic energy.  ⓈSCI.6.9C Demonstrate energy transformations such as the energy in a flashlight battery changes from chemical  energy to electrical energy to light energy.  SCI.6.3B Use models to represent aspects of the natural world such as a model of Earth’s layers.  \*  SCI.6.3C Identify advantages and limitations of models such as size, scale, properties, and materials. | ⓈSCI.6.8A Compare and contrast potential and kinetic energy.  ⓈSCI.6.9C Demonstrate energy transformations such as the energy in a flashlight battery changes from chemical  energy to electrical energy to light energy.  SCI.6.3B Use models to represent aspects of the natural world such as a model of Earth’s layers.  \*  SCI.6.3C Identify advantages and limitations of models such as size, scale, properties, and materials. |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | * Compare * Demonstrate * Identify | * Compare * Demonstrate * Identify | * Compare * Demonstrate * Identify | * Compare * Demonstrate * Identify | * Demonstrate * Identify * Compare |
| **Concept**  -What am I teaching?  -What do the students need to know? | Energy Introduction – Students explore energy as used in everyday life, compare and contrast potential and kinetic  energy interactions, and differentiate and identify examples of different occurrences in energy transformations. | Energy Introduction – Students explore energy as used in everyday life, compare and contrast potential and kinetic  energy interactions, and differentiate and identify examples of different occurrences in energy transformations. | Energy Introduction – Students explore energy as used in everyday life, compare and contrast potential and kinetic  energy interactions, and differentiate and identify examples of different occurrences in energy transformations. | Energy Introduction – Students explore energy as used in everyday life, compare and contrast potential and kinetic  energy interactions, and differentiate and identify examples of different occurrences in energy transformations | Concept assessment |
| **Context**  ***Readiness:***   * Connections from previous grade level. * To what degree will this impact learning two years down the road?   ***Supporting:***   * What Readiness Standards or concepts from the Readiness Standards does it support? * How does it support the Readiness Standards? | Prerequisites  In Grade 5, students;  \* explored the uses of energy including mechanical, light, thermal, electrical, and sound energy  \* demonstrated that the flow of electricity in circuits requires a complete path through which an electric current can  pass and can produce light, heat, and sound | Prerequisites  In Grade 5, students;  \* explored the uses of energy including mechanical, light, thermal, electrical, and sound energy  \* demonstrated that the flow of electricity in circuits requires a complete path through which an electric current can  pass and can produce light, heat, and sound | Prerequisites  In Grade 5, students;  \* explored the uses of energy including mechanical, light, thermal, electrical, and sound energy  \* demonstrated that the flow of electricity in circuits requires a complete path through which an electric current can  pass and can produce light, heat, and sound | Prerequisites  In Grade 5, students;  \* explored the uses of energy including mechanical, light, thermal, electrical, and sound energy  \* demonstrated that the flow of electricity in circuits requires a complete path through which an electric current can  pass and can produce light, heat, and sound | Prerequisites  In Grade 5, students;  \* explored the uses of energy including mechanical, light, thermal, electrical, and sound energy  \* demonstrated that the flow of electricity in circuits requires a complete path through which an electric current can  pass and can produce light, heat, and sound |
| **I will know my students have mastered this standard when they can….** | * When Students are able to compare and contrast situations that involve energy transformations and can show the relationships between forms of energy. | * When Students are able to compare and contrast situations that involve energy transformations and can show the relationships between forms of energy. | * When Students are able to compare and contrast situations that involve energy transformations and can show the relationships between forms of energy. | * When Students are able to compare and contrast situations that involve energy transformations and can show the relationships between forms of energy. | * When Students are able to compare and contrast situations that involve energy transformations and can show the relationships between forms of energy. |
| **I will assess the standard by…..** | Check for understanding techniques, exit tickets, test on Friday | Check for understanding techniques, exit tickets, test | Check for understanding techniques, exit tickets, test on Friday | Check for understanding techniques, exit tickets, test on Friday | Test |
| **Vocabulary**  (Academic and Content) | \* potential energy  \* kinetic energy  \* thermal energy \* Law of Conservation of Energy \* chemical energy \* mechanical energy \* hydroelectric energy \* radiant energy \* energy transformation | \* potential energy  \* kinetic energy  \* thermal energy \* Law of Conservation of Energy \* chemical energy \* mechanical energy \* hydroelectric energy \* radiant energy \* energy transformation | \* potential energy  \* kinetic energy  \* thermal energy \* Law of Conservation of Energy \* chemical energy \* mechanical energy \* hydroelectric energy \* radiant energy \* energy transformation | \* potential energy  \* kinetic energy  \* thermal energy \* Law of Conservation of Energy \* chemical energy \* mechanical energy \* hydroelectric energy \* radiant energy \* energy transformation | \* potential energy  \* kinetic energy  \* thermal energy \* Law of Conservation of Energy \* chemical energy \* mechanical energy \* hydroelectric energy \* radiant energy \* energy transformation |
| **Lesson Topic** (Content Objective) | * Students will demonstrate and model potential energy and kinetic energy interactions through hands-on investigations and indentify examples of energy transformations in everyday life situations. | * Students will demonstrate and model potential energy and kinetic energy interactions through hands-on investigations and indentify examples of energy transformations in everyday life situations. | * Students will demonstrate and model potential energy and kinetic energy interactions through hands-on investigations and indentify examples of energy transformations in everyday life situations. | * Students will demonstrate and model potential energy and kinetic energy interactions through hands-on investigations and indentify examples of energy transformations in everyday life situations. | * Students will demonstrate and model potential energy and kinetic energy interactions through hands-on investigations and indentify examples of energy transformations in everyday life situations. |
| **ELPS** (Language Objective) | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.2g Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.   ELPS C.4c Develop basic sight vocabulary, derives meaning of environmental print, and comprehends English vocabulary and language structures used routinely in written classroom materials. |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening**  **(5 min)** | Why is this cat glowing? Page 204 | Edu Smart: Kinetic and Potential |  |  |  |
| **Explore:**  **INM/Review (0 min):** | LAB: p. 205 titled “Can you make a change in matter?” |  |  |  | Test |
| **Explain:**  **Guided Practice** |  | Teacher explains Energy, Kinetic Energy, Potential Energy (pages 205-208). |  | Other Forms of Energy (Page 210-211) |  |
| **Elaborate:**  **Independent Practice (20 min):** | Student’s do a brief review for upcoming Snap Shot and complete Explore Activity. | Student’s do a brief review for upcoming Snap Shot and compete “Apply It” on page 209. | Edusmart | Students compete “Summarize It” (page 212) where they compare and contrast the different forms of energy. | Have students create a poster and compare and contrast different forms of energy such as electrical, thermal, chemical, mechanical using a graphic organizer. Have students present diagrams which illustrate changes in energy from one form to another. |
| **Evaluate:**  **Closing (5 min.):** | Exit Ticket | Exit Ticket | Exit Ticket | Exit Ticket | 10 question quiz |
| **Reinforcement** | **Materials/ Resources:** | Textbooks, copies of page 205 | textbooks | Notebooks | Textbooks, copies of page 212 | Quiz, poster paper, markers, |
| **Homework** |  |  |  |  |  |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student |

**\*All lesson plans are subject to revisions and addendums by teacher.**