

Date		Subject	Science					
TEKS (Numbers) DAILY OR WEEKLY	Day	Objective (What will the students take away from the lesson) DAILY	Materials Needed	Procedure (Technology, worksheets, books, lecture, etc)	Evaluation/Assessment (Observation, quiz, test, etc.) DAILY	Enrichment (Students who finish early, what more can they do to help solidify the lesson) WEEKLY	Remediation (Students who struggle, what more can we do to help them) WEEKLY	Notes
1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3D, 4A, 4B, 7B, 7C	Monday	SNOW DAY				Students may re-read articles and take notes.	Students may listen to articles read aloud on the Studies Weekly website.	
	Tuesday	ESS Week 6: To Protect and Conserve Read aloud: To Protect and Conserve; Where does the word conservation come from?; Rachel Carson; Fast food investigation Students will define natural resources and identify where they come from; Students will read about Rachel Carson and explain why her book, "Silent Spring" important (It helped people understand the harmful nature of some pesticides used on crops.) Students will be introduced to Fast Food Investigation project (alt: garbage breakdown poster).	Studies Weekly Pencil Highlighter	Read aloud Direct instruction Inquiry	Observation	Students may answer practice questions on the Studies Weekly website. Students may complete enrichment worksheet.	Students may answer practice questions for the articles on the Studies Weekly website. http://www.rachelcarson.org/Bio.aspx	If you could limit or restrict the use of one harmful substance, what would it be and why would you choose it?
	Wednesday	ESS Week 6: To Protect and Conserve Read aloud: Earth's Resources; Science and Industry Tug of War Students will define natural resources and identify where they come from; Students will identify different categories of natural resources; Students will discuss the two sometimes opposing views of science and industry; Students will work on wk 6 crossword.	Studies Weekly Pencil Highlighter	Read aloud Direct instruction Inquiry	Observation			If water is an inexhaustible resource, why are we encouraged to conserve it? (So we don't waste it since some places do not have enough even if some places do.) What makes one side believe that industrial/agricultural productivity ought to outweigh environmental concerns? What makes the other side believe that environmental concerns are paramount?
	Thursday	ESS Week 6: To Protect and Conserve Read aloud: Let's Investigate; Terracing Students will build a model to illustrate how terracing prevents erosion.	Studies Weekly Pencil Highlighter Soil Building materials	Read aloud Direct instruction Inquiry Group modeling project	Observation			
	Friday	Students will complete a recyclables graphing activity	Worksheet Pencil	Worksheet Independent work	Worksheet			