

Scope and Sequence
Science - 5th Grade STREAM

Unit : Customary Units of Measurement

Terms to Know:	Convert, Inch, Foot, Yard, Mile, Fluid Ounce, Cup, Pint, Quart, Gallon, Ounce, Pound, Ton, Rename, Regroup,				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 1	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Fourteen, Pages 316-317</i> - Read aloud and discuss how the Customary Units of Length (CU) are related to each other; teacher to provide examples of meter sticks, rulers, and yard sticks; how are they similar yet different? Teacher to focus on only CU at this time - 10 min	Teacher to review homework; create illustrations on the board to assist in understanding; students to use rulers to measure various items in the classroom and gain an understanding of the dimensions of height, length, and width (ex. How tall is one brick vs the number of bricks in the wall?) - 20 min	<i>Sadlier Math, Chapter Fourteen, Page 317</i> - Teacher to review homework and create illustrations to support as needed; students to come to the board to demonstrate knowledge - 15 min	Teacher to review homework and converting from one unit to another; students to come to the board to work through solutions; Teacher to use measuring cups and liquid to display how to measure correct increments; Teacher to create examples that are VERY BASIC for deeper understanding of concepts - 15 min	Teacher to review Customary Units of Measurement (CU) as a class and provide examples of volume and distance to convert; students to work individually to convert but also come to the work to review and assist in discussion - 15 min
	<i>Sadlier Math, Chapter Fourteen, Page 316</i> - Teacher to review the units of measurement in this section and review visual examples; provide items at random for students to practice measuring with; Teacher to assist students in calculating examples of yard to feet and vice versa; Teacher to model how to complete "Practice #'s 1-3", remind students of CU values for each - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 317</i> - Teacher to lead discussion of converting inches to feet and feet to yards; how many feet are in a mile? Provide examples; Teacher to permit calculator use to assist with decimals and fractions as needed to compute; calculator use in ONLY TEMPORARY and will be removed; there should be NO CALCULATOR USE IN MATH CLASS; complete together "Practice #'s 16-18" and evaluate - 10 min	<i>Sadlier Math, Chapter Fourteen, Page 318</i> - Teacher to display graduated cylinders, beakers (flasks), and other liquid containers to display volume; Teacher to discuss cups, pints, quarts, and gallons; Teacher to provide physical examples of volume such as a can of soda pop, a 20-oz bottle of soda pop, an empty 2-L of soda, and an empty gallon of milk; students to see visual comparisons of how volume relates to itself; discuss and compare - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 319</i> - Teacher to assist students in converting units of measurement to other units (ounces to cups, cups to gallons, etc) and discuss how to make conversions; as a class practice together "Practice #'s 13-15" and review solutions; students to individually convert "Practice #'s 16-19"; students to come to the board to present knowledge and information - 20 min	Students to illustrate, color, and label an image of six items and an approximate size in volume or distance; three of the illustrations are to relate to distance and three will relate to volume; include the measurements of each distance and liquid AS WELL AS AT LEAST two converted measurements to correlate with the illustration; for example: if a student illustrates a 20-oz bottle of Pepsi, they must also include a conversion of 2 cups, 4 oz and 1 pint, 4 oz as part of the illustration; Students to be clear in their illustrations and labels as well as their conversions for each; total of six illustrations, six labels, and 12 conversions - 30 min
	<i>Sadlier Math, Chapter Fourteen, Page 316</i> - Students in pairs to practice completing "Practice #'s 4-9"; Teacher to travel to each group to assist as needed and direct students; Teacher to assist with decimal and fraction values; Teacher to review work and illustrate images to help display values - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 317</i> - Teacher to assist students with finding the length of items in the hallway (locker height & width, tile length to calculate the length of the hallway); students in pairs, complete "Practice #'s 19-22" together; Teacher to visit each pair for assistance; review work together as a class - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 318</i> - Teacher to model how to complete "Practice #'s 1-3"; students to individually complete "Practice #'s 4-6" and discuss aloud as a class; Teacher to review each problem for accuracy; Teacher to demonstrate how to convert cups to ounces and quarts to cups; create problems to discuss - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 319</i> - Students in pairs, complete "Practice #'s 20-25" together; Teacher to come to each pair to assist and discuss results; students to work together to solve through each conversion - 10 min	
Bellwork Topic:	What units of measurement are you familiar with? How does each unit relate to other ones that you know of?	Watch "Inches, Feet and Yards Song Measurement Song Customary Units" on YouTube (2:10 min) and discuss how inches, feet, and yards relate; provide examples of each	Teacher-created examples (three) of converting feet to yards and miles and vice versa	Watch "Capacity Song Customary Units of Liquid Measurement Song" on YouTube (2:56 min) and discuss units of liquid measurement; provide examples to review	Teacher-created examples (three) of converting ounces to cups and gallons and vice versa

Suppliment Extra Time With:	Teacher guided instruction on samples of converting inches to feet and feet to yards	Additional time dedicated to converting feet to a mile	Review conversions from one unit to another including partial measurements	Teacher-created questions regarding converting liquid volume to other units	Additional review questions of converting distance and volume
Daily Homework:	<i>Sadlier Math, Chapter Fourteen, Pages 316-317</i> - Complete "Practice #'s 10-15"; due tomorrow!	<i>Sadlier Math, Chapter Fourteen, Page 317</i> - Complete "Problem Solving #'s 23-27"; due tomorrow!	<i>Sadlier Math, Chapter Fourteen, Pages 318-319</i> - Complete "Practice #'s 7-12"; due tomorrow!	<i>Sadlier Math, Chapter Fourteen, Page 319</i> - Complete "Practice #'s 26-30"; due tomorrow!	Find five items at how that include volume as a unit of measurement; list those items and their volume; convert that volume to two different units of measurement; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 2	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Fourteen, Page 320</i> - Teacher to provide a balance scale and spring scale; display ounces by measuring various items with them; students to assist in measuring process; present 16 ounces so that students know one pound looks like - 15 min	Students to assist Teacher in measuring various items using a gram scale and a spring scale; Teacher to allow students to lead the process and have enough items and scales so that as many students may partake as possible; Teacher to review measuring in distance and volume with examples of each as well - 15 min	Teacher to review measuring in distance, volume, and weight by providing tools for measurement (graduated cylinder, scale, and yard stick); students to come up to practice measuring with each and seated students will practice converting to different units of the same type - 15 min	Teacher to review measuring units in weight, volume, and distance; Teacher to have items to measure with a scale, graduated cylinder, and yard stick; students to come up to practice; students who are seated to convert to measurements that the Teacher specifies - 15 min	<i>Sadlier Math, Chapter Fourteen, "Check Your Progress", Pages 324-325</i> - Students in pairs, complete any five problems (twenty total problems to complete) between #'s 33-40, #'s 41-58, #'s 59-66, and #'s 67-71; Teacher to rotate to each pair and assist as needed, students to randomly alternate between going to the board to complete problems and complete at their seats; Teacher to choose which students go at which time to the board and which problems to complete; Teacher to assist at the board or in pairs as needed - 25 min
	<i>Sadlier Math, Chapter Fourteen, Page 320</i> - Teacher to demonstrate how to convert ounces to pounds and pounds to tons; students may use a calculato to assit but NEVER in math class; Teacher to model how to convert "Practice #'s 1-3" and discuss how to convert; students to follow along and come to the board to assist - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 321</i> - Students to work in groups of 3 or 4, complete "Practice #'s 18-23" together and discuss; Teacher to travel to each group to assist as necessary; students will come to the board when complete to work out solutions and demonstrate - 20 min	<i>Sadlier Math, Chapter Fourteen, Page 322</i> - Teacher to demonstrate how to solve for subtracting or adding a value of customary units from (or to) another value of customary units; Model how to complete "Practice #'s 1-4"; students to approach the board to assist; Teacher to lead but allow students to take an active role in computation - 15 min	<i>Sadlier Math, Chapter Fourteen "Check Your Progress", Page 324</i> - Students to individually complete #'s 1-10 privately and quietly; bring your work to your Teacher after every three problems for review and discussion about accuracy and processing - 15 min	
	<i>Sadlier Math, Chapter Fourteen, Pages 320-321</i> - Students to come to the board and work with the Teacher before the class to convert "Practice #'s 4-8"; students to follow along and work at their seats; individually, students will complete "Practice #'s 9-10" and review as a class - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 321</i> - Students to individually and privately complete "Practice 24-28"; Teacher to circle around to each child to review work and assist as needed - 10 min	<i>Sadlier Math, Chapter Fourteen, Page 323</i> - Divide the class into three groups; one group will work independently, one group will work in pairs, and one group will work together with the Teacher; complete as instructed "Practice #'s 5-10" and review as a class when complete - 15 min	<i>Sadlier Math, Chapter Fourteen "Check Your Progress", Page 324</i> - Students in pairs, complete #'s 17-25 together; after every fifth problem completed, write the correct answer and process of how to solve one problem on the board; do not write the same as other students - 15 min	Quiz on "Terms to Know from Week One" and converting Customary Units of Measurement - 20 min
Bellwork Topic:	Teacher-created examples (four) of converting units based upon their volume and distance	Watch "Ounces , Pounds, & Tons Song ★ Customary Units of Measurement" on YouTube (2:07 min) and discuss examples of materials and their weight	Students to estimate the weight of three items by prediction; Teacher to take the actual weight using a spring scale or balance scale	<i>Sadlier Math, Chapter Fourteen, Page 323</i> - Complete any four problems in "Problem Solving #'s 18-23" and discuss	<i>Sadlier Math, Chapter Fourteen, "Check Your Progress", Page 324</i> - Complete #'s 11-16 and discuss

Suppliment Extra Time With:	Teacher to include other items to practice measuring with and convert those items to different measurements	Teacher-created examples of how to solve for converting customary units of weight	Teacher to lead review of how to solve CU conversion	Additional discussion on how to convert specifically for length, width, and distance	Review and practice on converting areas that are troublesome prior to the quiz
Daily Homework:	<i>Sadlier Math, Chapter Fourteen, Page 321</i> - Complete "Practice #'s 11-17"; due tomorrow!	<i>Sadlier Math, Chapter Fourteen, Page 321</i> - Complete "Problem Solving #'s 29-32"; due tomorrow!	<i>Sadlier Math, Chapter Fourteen, Page 323</i> - Complete "Practice #'s 11-19"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week One" and converting Customary Units of Measurement!	Define any ten of the fifteen "Terms to Know from Week One" in your own words; due tomorrow!

Unit: Cells, Biomes, and Diversity of Life

Terms to Know:	<i>Organism, Cell, Environment, Interaction, Biodiversity, Species, Extinction, Adaptation, Microorganism, Kingdom, Binary Fission, Virus, Nucleus, DNA, Chomosomes, Bacteria, Archaea, Producer, Decomposer, Parasite</i>
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STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
Week 3	<i>ML Science, Diversity of Living Things, Pages xv-xxi</i> - Read aloud and discuss the "What it Means" and "Why It's Important" sections on each page; what do you think Life Science is? How is it different than any other type of science? What do you know about diversity? - 20 min	<i>ML Science, Diversity of Living Things, Pages 2-5</i> - Read aloud and discuss how various types of animals adapt to the weather changes, specifically the cold; what do you do to adjust to the cold? Name a few animals that typically live outside in NE Ohio, how do they adjust to the winter? - 20 min	As a class, go to the following website " www.coolantarctica.com/Antarctica%20fact%20file/arctic_animal.php " and briefly discuss some of the organisms on this page; students in pairs, create a Venn Diagram comparing & contrasting any two of these organisms against each other with two statements per section (six total statements); focus upon how they're similar but their own individual adaptations; review and discuss as a class when complete - 25 min	<i>ML Science, Diversity of Living Things, Page 11</i> - Students in pairs, review the section titled "Living Things Share Common Characteristics"; students to select three important facts from this section; Teacher to lead classwide discussion on student facts and why cells are the building blocks of life - 20 min	Watch "What Is A Virus ? Best Learning Videos For Kids Dr Binocs Peekaboo Kidz" on YouTube (4:22 min) and discuss how viruses work; how large are viruses compared to bacteria? How do viruses infect entire organisms? Why do viruses need a "host cell" to reproduce? - 10 min
	<i>ML Science, Diversity of Living Things, Pages xv-xxi</i> - As a class review the bold-faced terms in this section, specifically "organism, cell, environment, interaction, biodiversity, species, extinction" and "adaptation"; as a class, create "Frame Game" graphic organizers for each of these terms using previous knowledge and the information from the text - 25 min	As a class, students to go to the following website " https://blog.therainforestsites.greatertgood.com/cs-animals-cold-weather/ " and explore animals that thrive in cold weather; what adaptations do each of these animals have that allows them to live easily in the cold? How are we similar to each of them in terms of human adaptations? - 20 min	<i>ML Science, Diversity of Living Things, Pages 9-11</i> - Read aloud and discuss what bacteria are; how many cells make up one single bacteria? Are bacteria alive? What are microorganisms? Why are living things organized into kingdoms? - 15 min	Students to go to the following website " www.yourgenome.org/sites/default/files/projects/cellsnap/ " to match up the names of the internal parts of a cell; when completed, select the terms "nucleus, DNA" and "chromosomes" to see what they look like and read about them - 10 min	Students to research three different types of viruses in the world today: Measles, Norwalk virus, and the SARS-CoV-2 virus; what does each of them cause? Illustrate a sketch of what each of them looks like; what organelles make them up? Share your research and illustrations with the class - 20 min
		Students in pairs, as a class but students working together create a T-chart on the board (and at your seats) to compare humans to two different organisms on the list from the previous website; what similarities are common as good adaptations? - 10 min	Students in pairs, as a class use a "Description Wheel" (aka "Word Wheel") to outline and define the term "microorganisms"; Teacher to lead the process as students assist by providing information - 10 min	<i>ML Science, Diversity of Living Things, Pages 12-14</i> - Read aloud and discuss bacteria and how they reproduce; what is binary fission? What are the organelles found inside bacteria (ans. DNA and maybe a nucleus)? What are viruses? Are they alive? Why are they more dangerous than harmful bacteria? - 15 min	Students will continue to research the three different viruses with a focus on how all three of them reproduce; students should Google "how does _____ reproduce?" with the blank as the name of the virus; students should look at Google Images as well for easy to read diagrams and infection rates; share and review information with the class - 15 min

Bellwork Topic:	What is Life Science? What does it focus upon? What do you think that we will be studying in this unit?	Define the terms "adaptation, species" and "extinction" in your own words	Teacher to lead students in how to create a Venn Diagram of something that they're familiar with, such as sports, TV shows, or music groups	Use the terms "organism, environment, interaction" and "species" to write a paragraph about two organisms that we studied in the previous lesson	What are viruses? Are they alive? Why are they more harmful than bacteria?	
Daily Homework:	Write the definition of the terms "cell, organism, environment" and "biodiversity" in your own words	Think of any three animals that typically live outside; what are three ways that EACH OF THEM has adapted to live in its environment?	Create a list of ten places in your home that you think you'd find bacteria	<i>ML Science, Diversity of Living Things, 1.1 Review, Page 14</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Diversity of Living Things, 1.1 Review, Page 14</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	
Timeline:						
Week 4	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Quiz on Bacteria and "Terms to Know from Week Three" - 20 min	
	<i>ML Science, Diversity of Living Things, Pages 16-19</i> - Read aloud and use a "Main Idea Web" to outline the characteristics of bacteria; students to create three webs based upon this reading: one on bacteria characteristics, one on Archaea, and one on roles bacteria play in the environment; create webs together as a class and discuss as you proceed - 30 min	<i>(Part II of II) ML Science, Diversity of Living Things, Page 17</i> - Students will complete their illustration, coloring, and labeling of the differences between a virus and a bacteria cell; use Google Images and your text book to assist as needed; provide to Teacher when complete - 15 min	<i>ML Science, Diversity of Living Things, Pages 20-21</i> - Read aloud and discuss how bacteria can be both helpful and harmful; Teacher to create a T-Chart outlining the aspects of helpful (left) and harmful (right) bacteria; which are producers, decomposers, and parasites? Do you see patterns in their characterization? - 15 min	<i>ML Science, Diversity of Living Things, "Chapter One Review, Reviewing Vocabulary, #'s 1-2", Page 37</i> - Students working independently, complete the word triangle for each term provided on notebook paper; share and discuss with the Teacher when complete - 15 min		<i>ML Science, Diversity of Living Things, "Chapter One Review, Reviewing Vocabulary, #'s 5-7", Page 37</i> - Students in groups of 3 or 4, complete this section together using Google Docs; submit your answers to Teacher when complete - 15 min
	<i>(Part I of II) ML Science, Diversity of Living Things, Page 17</i> - Students will illustrate, color, and label the differences between a virus and a bacteria cell; label the parts of a bacteria cell including DNA, label the parts of a virus including DNA; use Google Images and your text book to assist as needed - 15 min	Students in groups of 3 or 4, think of examples of producers, decomposers, and parasites; make a table in Google Sheets listing them and share your spreadsheet with the Teacher; discuss your examples as a class - 15 min	Watch "Good Germs vs. Bad Germs" on YouTube (2:55 min) and discuss how bacteria can be helpful to your body but also harmful; What are antibiotics? Why shouldn't you take antibiotics if you don't need them? - 10 min	Review for the quiz tomorrow by playing Jeopardy; Teacher to organize the game and students to be divided into three teams to play; Teacher may use the website www.superteachertools.us/jeopardyx/ to create the game or make it manually - 25 min		Teacher to conduct an in-class spelling bee on the "Terms to Know from Week Three"; winning students will receive extra credit on their quiz today! - 20 min
Bellwork Topic:	Describe how viruses reproduce; draw a sketch to assist your answer	What are Archaea? Define producers, decomposers, and parasites	Think of two ways that bacteria can be helpful and two ways that it could be harmful	What could happen to you if all bacteria died in and on your body at once?	None	
Daily Homework:	What are some common traits of bacteria and archaea?	Complete your acrostic if it was not completed and turned in today in class	<i>ML Science, Diversity of Living Things, 1.2 Review, Page 21</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	Study for quiz tomorrow on bacteria and "Terms to Know From Week Three"! Study the spelling for the "Terms to Know from Week Three"!	<i>ML Science, Diversity of Living Things, 1.2 Review, Page 21</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	

Terms to Know:	Host Cell, Algae, Plankton, Protozoa,				
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Mini-Project Theme:	Students will research the two viruses the caused the Spanish Flu of 1918 and the Coronavirus. Students will include illustrations of what both viruses look like along with a coloring scheme of each virus of their choice (viruses don't have color so just make them pretty). Students will answer the following questions about EACH VIRUS: what type of virus is it? What is the death rate of this virus? What is the infection rate of this virus? What are five common symptoms of the illness caused by this virus? How does it most-commonly spread? What can be done to prevent spreading it further? How many people worldwide have died to date from this virus? How many people worldwide have been infected by this virus? What country in the world was most-effected by this virus? Students will display this information on poster board side-by-side to each other similar to a T-Chart or table. Turn in this mini-project to your Teacher when it is due or when you're finished, whichever comes first.				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 5	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>ML Science, Diversity of Living Things, Page 24</i> - Teacher to demonstrate mini-lab of how bacteria and viruses are different in size; students to answer questions and discuss as lab proceeds - 15 min	In-class time to work on mini-project on Spanish Flu compared against Coronavirus - 25 min	In-class time to work on mini-project on Spanish Flu compared against Coronavirus - 25 min	In-class time to work on mini-project on Spanish Flu compared against Coronavirus - 25 min	In-class time to work on mini-project on Spanish Flu compared against Coronavirus - 25 min
	<i>ML Science, Diversity of Living Things, Pages 26-28</i> - Read aloud and use a "Sequence" graphic organizer to outline how viruses reproduce; what is a host cell? What happens to it when the virus injects its DNA? What are polio, smallpox, AIDS, and the Spanish flu? - 20 min	Students and Teacher to go to the following website "www.claytonschools.net/cms/lib/MO01000419/Centricity/Domain/498/6%20characteristics%20of%20living%20things.pdf" and read aloud to discuss the six characteristics of all living organisms; which ones do viruses NOT do? - 15 min	<i>ML Science, Diversity of Living Things, Pages 30-32</i> - Read aloud and discuss what protists are; why are they such a diverse Kingdom? What is seaweed? What is algae? What parts of a cell do most protists have? - 15 min	<i>ML Science, Diversity of Living Things, Pages 33-35</i> - Read aloud and discuss algae, plankton, and protozoa; how do algae and protozoa differ in the way that they obtain energy? What could you compare algae and protozoa to that we are more commonly familiar with? - 15 min	<i>ML Science, Diversity of Living Things, "Chapter One Review, Thinking Critically, #'s 21-29", Page 38</i> - Students in pairs, work together to complete each question via Google Docs; submit to your Teacher when complete; discuss and review your responses as a class when complete - 25 min
	Teacher to introduce mini-project and provide in-class time for students to begin - 10 min	<i>ML Science, Diversity of Living Things, Page 27</i> - Review as a class how viruses reproduce; as a class, use a T-Chart to outline the pros (left) and cons (right) of this style of reproducing - 10 min	Watch "Introduction to the Protists" on YouTube (3:12 min) and discuss how protists move; what are some cool features that Protists can do? How do many of them move? How are they NOT LIKE other cells you've seen before? Define producer and consumer - 10 min	Teacher to use Google Images to show photos of "diatoms", "euglena", "algae", "amoeba", and "paramecium"; Discuss what each organism looks like and what they may use their individual structures for - 10 min	
Bellwork Topic:	What are two ways that viruses are not alive?	How do viruses reproduce?	Write two things that you've learned about the Spanish Flu and two things that you've learned about Coronavirus	Define Protists in your own words	What are the three different types of Protists?
Daily Homework:	Work on mini-project; conduct research for it	<i>ML Science, Diversity of Living Things, 1.3 Review, Page 28</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Diversity of Living Things, 1.3 Review, Page 28</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	Work on mini-project; conduct research for it; it is due in four days	<i>ML Science, Diversity of Living Things, 1.4 Review, Page 35</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 10 min	

Week 6	In-class time to work on mini-project on Spanish Flu compared against Coronavirus - 25 min	In-class time to work on mini-project on Spanish Flu compared against Coronavirus - 25 min	Teacher and students to go to the following website "www.theschoolrun.com/homework-help/animal-adaptation" and read about how various animals adapt to different areas to live; how have some marine animals adapted? How have some desert animals adapted? Students in pairs, as a class the Teacher to lead students in creating a "Concept Map" outlining the different organisms on this site; students to work together to outline the map correctly and provide information to the class - 25 min	Teacher to Google Image tigers, lions, jaguars, cheetahs, and panthers; how has each adapted to live in their environment? - 15 min	Quiz on viruses, Protists, and "Terms to Know from Week Five" - 20 min	
	Students in pairs, use a Venn Diagram to compare & contrast Protists to bacteria; have at least three statements per section (nine total statements); share and review with the class - 20 min	<i>ML Science, Diversity of Living Things, Pages 43-45</i> - Read aloud and discuss; use a "Main Ideas and Details" graphic organizer to outline the concept of multicellular; what does it mean? What is a system? What systems can you think of in your body? What task does each system complete for your body? Why is specialization of tasks more efficient than one organ doing many jobs? - 20 min			Teacher to review adaptations and discuss how some Protists have adapted to live in various areas; how have humans adapted to live in deserts, the arctic, and in rainforests? Think of specific changes in the human body, not added clothing or new tools that were invented - 10 min	Teacher to conduct an in-class spelling bee on the "Terms to Know from Weeks Three and Five"; winning students will receive extra credit on their quiz today! - 20 min
		<i>ML Science, Diversity of Living Things, Page 44</i> - Students in groups of three, complete the mini-lab together; answer the questions including "CHALLENGE" together as a class - 10 min	<i>ML Science, Diversity of Living Things, Pages 46-47</i> - Read aloud and review the adaptations made by the different breeds of fox; what specifically have been done to allow the fennec to live in the desert, the arctic fox to live in the cold, and the red fox to live across the northern hemisphere? How have cats and dogs adapted for survival? View different breeds online and discuss their adaptations - 20 min	Review for quiz tomorrow on viruses, Protists, and "Terms to Know from Week Twenty-Five" - 20 min	Students in groups of five; Teacher to provide each group an animal that has adapted to live in several different regions or climates; students will analyze them and create a list of the different ways that these animals have adapted to survive; recommendations include wolves, horses & camels, lizards, and apes - 15 min	
Bellwork Topic:	<i>ML Science, Diversity of Living Things, "Chapter One Review, Short Answer, #'s 18-20", Page 38</i> - Answer all three questions in complete sentences	What do you think the words "multicellular" and "unicellular" mean? What clues do you see in the words that lead you to that conclusion?	Why is it better for an organism to have specialized organs doing specific jobs, than to have each organ or cell doing everything?	Define Adaptation, Multicellular, Tissue, and Organ	None	
Daily Homework:	<i>ML Science, Diversity of Living Things, 1.4 Review, Page 35</i> - Complete #'s 4-5 in complete sentences or as requested; due tomorrow!	Complete your virus mini-project; it is due tomorrow!	How have bears adapted to live in the arctic, rain forests, and mountains? Think of different types of bears to help you answer	Study for quiz tomorrow on viruses, protists, and "Terms to Know from Week Five"!	How have birds adapted to live in the arctic, rain forests, and mountains? Think of different types of birds to help you answer	
Terms to Know:	<i>Multicellular, Tissue, Organ, Adaptation, Photosynthesis, Autotroph, Cellular Respiration, Stimulus, Consumer, Heterotroph, Behavior, Predator, Prey, Migration, Hibernation, Herbivore, Carnivore, Omnivore</i>					
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!						
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	
	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	

Week 7	<p><i>ML Science, Diversity of Living Things, Pages 51-53 (stop at "Plants are adapted to different environments")</i> - Read aloud and discuss how plants make food for themselves; where do they capture energy from to do this? What does autotroph mean? Define cellular respiration - 20 min</p>	<p><i>ML Science, Diversity of Living Things, Pages 53-57</i> - Read aloud and discuss how plants adapt to stimulus in the environment; what are three stimulus that plants relate to? What are some plants adaptations that plants have that protect them or provide specific needs? - 20 min</p>	<p>Illustrate, color, and label plants adapting to the three different stimulus described in the text (gravity, touch, and light); student illustrations should clearly display knowledge of the effect that the stimulus created and how the plant adapted to it; students labels should include a brief description of the stimulus and how the plant adapted - 30 min</p>	<p><i>ML Science, Diversity of Living Things, Pages 58-60</i> - In Literacy Circle of 3 or 4 students, read these pages together and discuss as a student group; students to write down six important facts from the reading; as a class, review these pages and discuss the notes written; Teacher to fact check and relay what to know - 25 min</p>	<p>As a class, use a "Main Idea & Supporting Ideas" graphic organizer to outline the important facts in this section so far; include the terms discussed so far in this Chapter including heterotroph, autotroph, consumer, producer, herbivore, carnivore, and omnivore - 15 min</p>
	<p>Watch "Photosynthesis for Kids Learn how plants MAKE their own food" on YouTube (5:32 mn) and discuss the three things needed for photosynthesis to occur; what do plants "breathe in" and "exhale" back out? What part of the plant conducts photosynthesis? What is the food that plants make from photosynthesis? - 10 min</p>	<p>Students in pairs, use a "Cause and Effect" graphic organizer to outline how specific plants adapt to different stimulus; BE SPECIFIC and include details in your descriptions; share your organizers with the class and discuss - 20 min</p>	<p>Students to go to the following website "https://switchzoo.com/games/pleasedo/feedtheanimals.htm" and read about herbivores, carnivores, and omnivores; click "PLAY" and begin; read the information about each organism before moving them to their correct box - 15 min</p>	<p><i>ML Science, Diversity of Living Things, Pages 61-64</i> - Read aloud and use the previously used "Main Idea & Supporting Ideas" graphic organizer to continue outlining this section; Teacher to emphasize that food chains track energy flow, NOT what each organism eats; what is a predator and prey? - 20 min</p>	
	<p><i>ML Science, Diversity of Living Things, Page 51</i> - Teacher to demonstrate the mini-lab for students; students to observe the situation and discuss how the potato, celery, and pear change; students to answer questions aloud as a class - 15 min</p>	<p>Teacher to Google Image "climbing plants" to review adaptations of various plants; Teacher to discuss how different plants in the images adapted to climbing up the stimulus; how did gravity effect this plant? How did light effect this plant? - 10 min</p>	<p>Students and Teacher to go to the following website "www.nps.gov/grsa/learn/nature/plants.htm"; view three different plants as a class and discuss the adaptations that it made to survive based upon the different stimulus in the text; students in groups of 3 or 4, choose three more plants from this website and review together the adaptations to the stimulus that your selected plants made; share and discuss as a class - 20 min</p>	<p>Teacher to introduce food chains, as a class create a simple food chain beginning with the sun and progressing to a carnivore; examples include using grass, deer, and a wolf; additional examples should be created that include labeling producers, herbivores, omnivores, and carnivores - 15 min</p>	<p>Students in pairs, Teacher to provide the following organisms to the pairs and students will create a food chain from them: insect, Sun, lizard, rose bush, chipmunk, hawk; students to put them in the correct order for the food chain and label them as herbivore, omnivore, and carnivore; share as a class and discuss - 10 min</p>
Bellwork Topic:	How do plants make food? Are there any plants that are consumers? If so, what are they?	What is photosynthesis? What are the three things needed for it to occur?	Define autotroph and cellular respiration	What are three adaptations that plants make to adjust to their surroundings or changes in their environment?	Define herbivore, carnivore, and omnivore
Daily Homework:	<i>ML Science, Diversity of Living Things, 2.1 Review, Page 49</i> - Complete #'s 1, 2, & 6 in complete sentences or as requested; due tomorrow!	Describe how gravity, touch, and light EACH effect a plant to respond to EACH of those different stimulus	<i>ML Science, Diversity of Living Things, 2.2 Review, Page 57</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Diversity of Living Things, 2.2 Review, Page 57</i> - Complete #'s 4-5 in complete sentences or as requested; due tomorrow!	Create three food chains beginning with the Sun and ending with a carnivore; each food chain must have four organisms plus the sun
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min		Bellwork - 10 min	Bellwork - 10 min	

Week 8	Teacher to model how to create a simple food chain from four organisms; students to include the terms producer, consumer, herbivore, omnivore, carnivore, predator, and prey; Teacher to provide four additional organisms to the students; individually students will create a food chain from those four new organisms; Teacher to review and discuss - 15 min	Teacher to go to the following website "https://pbskids.org/plumlanding/educators/activities/migration_challenge_ed.html" to complete this lesson about migration with students; This lesson is to include the Warm-Up (10 min), Activity (30-40 min), and Wrap-Up (10 min); ask questions as provided throughout and follow instructions as provided; for homework, complete the following: "Locate a bird after school today; answer the following questions about it: What color is it? Where did you see it? What was it doing? What do you think it eats? How big is it? Is this a bird you see all the time? Do you think it lives in this area or is just migrating through? Where do you think it might be heading?" - 55 min	Students to go to the following website "https://switchzoo.com/zoo.htm" and create your own organisms; don't just play around! Create three different organisms AND name them based upon their characteristics; what adaptations does EACH of your new organisms have for survival based upon the characteristics that you just provided? List your answers, organism names, and screen shot of them in Google Docs; submit to your Teacher - 20 min	Students in pairs, go to the following website "https://onekindplanet.org/top-10/top-10-hibernators/" and select two animals from the list of ten; students will read about the two selected organisms and how they hibernate; what reasons may an organism have for hibernating? Share your thoughts and information with the class; students to teach about their selected organisms to the rest of the class - 25 min	Quiz on plants and animals and "Terms to Know from Week Seven" - 20 min
	Students and Teacher to go to the following website "https://kids.kiddle.co/Migration" and read aloud to understand migration; study the map about bird migration; track the routes of various birds, which continents do they cross over? Why do some animals migrate? What may follow them when they migrate? - 15 min		Watch "Migrations: Big Animal Trips Science for Kids" on YouTube (4:32 min) and discuss what migration is, the benefits of it, and why specific animals do it - 10 min		Teacher to conduct an in-class spelling bee on the "Terms to Know from Weeks Three, Five, and Seven"; winning students will receive extra credit on their quiz today! - 20 min
	As a class, create a T-Chart together listing the pros (left) and cons (right) of migration; what benefits may there be for birds to migrate south for the winter? As a class, create a set of food chains with new organisms being introduced to an ecosystem due to migration; how do they change what happens in an area? - 15 min		Students in pairs, create two food chains with EACH CHAIN containing seven organisms; remember to begin with the Sun; include organisms that would have migrated into the environment that would not normally be there; indicate which organisms migrated; share and discuss with the class - 15 min		Review for the quiz tomorrow on plants and animals and "Terms to Know from Week Seven" - 20 min
Bellwork Topic:	Define migration; what are some organisms that you know of that migrate?	None - follow the Teacher's instructions	Define predator, prey, and heterotroph	Watch "Getting Ready for Hibernation!" on YouTube (3:47 min) and discuss what hibernation is, why some animals do it, and what are benefits of it	None
Daily Homework:	Why do you think that birds migrate in the shape of a letter "V"? What advantages may there be to this? Is this something that they learned or an adaptation over time? Why do you think that?	See the above lesson for homework, due tomorrow!	<i>ML Science, Diversity of Living Things, 2.3 Review, Page 64</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	Study for quiz tomorrow on animals, plants, and the "Terms to Know from Week Seven"!	<i>ML Science, Diversity of Living Things, 2.3 Review, Page 64</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!
Terms to Know:	<i>Fungi, Hyphae, Spore, Lichen, Yeast, Decomposer</i>				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	

Week 9	<p><i>ML Science, Diversity of Living Things, Pages 66-68 (stop at "Molds")</i> - Read aloud and discuss what fungi is; are fungi heterotrophs or autotrophs? How do they get their energy? Are they producers, consumers, or decomposers? What do they eat? Where would they fit in a food chain? - 20 min</p>	<p><i>(Part I of II) ML Science, Diversity of Living Things, Page 66</i> - Students in groups of 3 or 4, complete the mini-lab together and discuss predictions as to what will happen within your groups and as a class; as a class, review the shape of the mushroom; what purpose may their be to its shape and structure? - 15 min</p>	<p><i>(Part II of II) ML Science, Diversity of Living Things, Page 66</i> - Students in groups of 3 or 4, check the status of the mushrooms from the previous day; discuss as a group the outcome of their resting overnight; review as a class what happened, what do you see? What do you think that they are? - 10 min</p>	<p><i>ML Science, Diversity of Living Things, Pages 66-71</i> - Students in pairs, create a "Concept Map" of this section including the important terms and an example of each; make sure to include the terms to know from this week; share your maps with the class and discuss - 20 min</p>	<p>Quiz on Fungi and "Terms to Know from Week Nine" - 20 min</p>
	<p>Watch "You Didn't Know Mushrooms Could Do All This National Geographic" on YouTube (3:31 min) and discuss how fungi can be used for food, antibiotics, and building materials for destroyed areas; discuss some of the different types of fungi from the video (ex. shiitake, morel mushrooms, and oyster); why are these so valuable to the world? Why do you think they're so frequently overlooked? - 10 min</p>	<p><i>ML Science, Diversity of Living Things, Pages 68-71</i> - Read aloud and discuss molds like athlete's foot, mildew, and penicillin; how do you feel about a fungus growing on your body (athlete's foot) or in your home (mildew)? Teacher to Google Image what athlete's foot looks like close up; how can you prevent being infected with it? - 20 min</p>	<p>Watch "Fungi: Why Mushrooms Are Awesome Biology for Kids" on YouTube (3:49 min) and discuss some of the special traits of fungi; what could happen if you eat a toxic mushroom? How are fungi like the stomach acid in our bodies? What is the main job of fungi in a forest? What may happen in a forest if fungi didn't exist? - 10 min</p>	<p>Students and Teacher to go to the following website "www.kidsdiscover.com/quick-reads/penicillin-found-functional-fungus/" to read about Alexander Fleming and how he discovered penicillin; what was noticeable about pneumonia after WWI and WWII? What did penicillin actually do to the bacteria? what does the fungi specifically do the bacteria cell? - 15 min</p>	<p>Teacher to conduct an in-class spelling bee on the "Terms to Know from Weeks Three, Five, Seven, and Nine"; winning students will receive extra credit on their quiz today! - 20 min</p>
	<p>Teacher to Google Image "different types of fungi" and discuss the different types of fungi shown; in a review of adaptations, how may each of these different fungi adapted to living in these conditions? Do you think that fungi adapt to gravity, touch, and light like plants? Why do you think they are various colors and shapes? - 15 min</p>	<p>As a class, create a food chain but include an offshoot to include where decomposers (fungi) would fit in; what would fungi decompose in the food chain? Which organisms would be decomposed by fungi? Where does that place them in a food chain? - 10 min</p>	<p><i>ML Science, Diversity of Living Things, "Chapter Two Review, Thinking Critically, #'s 18-23", Page 76</i> - Students in pairs, using Google Docs complete each question in complete sentences and submit to Teacher; review and discuss as a class - 25 min</p>	<p>Review for quiz tomorrow on Fungi and "Terms to Know from Week Nine" - 10 min</p>	<p><i>ML Science, Diversity of Living Things, "Standardized Test Practice", Page 77</i> - As a class, review the chart and discuss how to read it correctly; answer #'s 1-7 together; Teacher to discuss how to best integrate the terms into sentence writing - 15 min</p>
Bellwork Topic:	<p>What are mushrooms? Where do you usually see mushrooms (BE SPECIFIC)? What do you think mushrooms do in nature?</p>	<p>Define spore, Fungi, and hyphae</p>	<p>What is a lichen? Where in the world can they live? What two terms that we studied are they a combination of?</p>	<p>Name three ways that Fungi can be harmful to organisms</p>	<p>None</p>
Daily Homework:	<p>Why do you think many fungi are bright or different colors? Why may these colors be an adaptation for them? How have they adapted to eat and live in different ways?</p>	<p>Create a food chain with six organisms (not including the sun) but include fungi as an offshoot as we did in class; label the autotrophs, heterotrophs, and decomposers</p>	<p><i>ML Science, Diversity of Living Things, 2.4 Review, Page 71</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!</p>	<p>Study for quiz tomorrow on Fungi and "Terms to Know from Week Nine"!</p>	<p><i>ML Science, Diversity of Living Things, 2.4 Review, Page 71</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!</p>

Unit: Scientific Method

Terms to Know:	<p><i>Scientific Method, Hypothesis, Analysis, Data, Conclusion, Procedure, Inference, Observations, Goggles, Graduated Cylinder, Beaker, Testtube, Microscope, Slide, Cover Slip, Course Adjust, Fine Adjust, Base, Stage, Stage Clips, Objective Lens, Eyepiece</i></p>
IEP Students to Know:	<p><i>Scientific Method, Hypothesis, Data, Conclusion, Procedure, Observations, Goggles, Beaker, Microscope, Slide, Cover Slip, Adjust, Base, Stage, Stage Clips, Objective Lens, Eyepiece</i></p>

STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
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	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
Week 10	<i>ML Science, Diversity of Living Things, Pages R2-R4</i> - Students to read aloud and discuss the difference between Quantitative observations and Qualitative observations; students in pairs, create a T-chart of five different ways of expressing quantitative observations (left) and quantitative observations (right) and share with the class - 30 min	Students and Teacher to go to the following website " https://examples.yourdictionary.com/examples-of-inference.html " and read the examples of inferences provided; discuss how various examples could lead to other potential inferences - 15 min	Teacher to review bias and what makes up a bias; include that bias is not necessarily a prejudice, it is a false opinion based upon facts or conclusions given; Teacher to Google "Images of People at the Supermarket" to discuss how biases can be created in daily life; discuss very practical reasons for what people may be also doing without a bias involved - 15 min	Teacher to review facts and opinions and complete a worksheet together reviewing this subject; use the following website for examples of free worksheets " www.ereadingworksheets.com/free-reading-worksheets/fact-and-opinion-worksheets/ " to complete together - 20 min	<i>ML Science, Diversity of Living Things, R12-R13</i> - Students to read aloud and review the different types of materials in scientific labs; Teacher to display and demonstrate how to use various items; if they are not available, Teacher to show images or videos of them online - 25 min
	Watch "LUCKIEST PEOPLE CAUGHT ON CAMERA!" on YouTube (9:18 min) and discuss while pausing and discussing the difference between hypothesis and predictions; students to predict what they think will happen in some frames of the video while in other frames they will hypothesize what they think will happen; Teacher will note the difference between the two terms and discuss - 20 min	Students to create their own scenarios and share them via Google Docs with Teacher; Teacher to review their examples and discuss inferences from them as a class - 20 min	<i>ML Science, Diversity of Living Things, Pages R7-R9</i> - Students to read aloud and discuss how to analyze the difference between fact, opinion, and faulty reasoning - 20 min	<i>ML Science, Diversity of Living Things, R10-R11</i> - Students to read aloud and discuss as a class the reasons for lab safety; working in pairs, create a T-chart reviewing at least five rules (left) and the reason for them (right); share as a class and review - 25 min	<i>ML Science, Diversity of Living Things, R14-R15</i> - Students to read aloud and discuss about microscopes, their parts, and preparing a slide; Teacher to demonstrate using a microscope where the parts are and how to use them; students to use microscopes as they're provided to locate areas and examine them as well; Teacher to provide worksheet of blank parts of the worksheet (found online) for students to complete - 20 min
Bellwork Topic:	In your opinion, what is the Scientific Method? How does it outline science experiments?	What is the difference between Quantitative observations and Qualitative observations?	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Provide an example of three biases; review and discuss the examples as a class	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Daily Homework:	Define hypothesis, prediction, and observation in your own words	Teacher to create two situations; students to create at least two inferences based upon EACH situation (total of four inferences); due tomorrow!	Complete the "Fact vs. Opinion Worksheet" started in class today; due tomorrow!	None	Complete worksheet from class today of labeling the parts of the microscope that wasn't finished in class; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	
	Teacher to review the microscope and the parts of it; students to name the various parts of the microscope and their uses - 10 min	Students in groups of 3 or 4, complete a mini-lab practicing measuring various amounts of mass with a spring scale,	<i>ML Science, Diversity of Living Things, Pages R20-R21</i> - Students to read aloud and discuss the metric system; what are SI Units? What is Kelvin? Teacher to demonstrate how to convert a Celsius temperature to Kelvin and vice versa; students to practice - 20 min	Teacher to review SI Units and how to convert a number to Kelvin from Celsius and vice versa - 10 min	Quiz on Scientific Method, lab materials, and SI Units - 25 min

Week 11	<i>ML Science, Diversity of Living Things, Pages R16-R19</i> - Students to read aloud and discuss how to use a spring scale, graduated cylinder, metric ruler, and scales; Teacher to demonstrate how to use each type of equipment - 25 min	volume with a graduated cylinder, distance with a metric ruler, and additional mass with a balance scale - 35 min	Watch "The Metric System and SI Units" on YouTube (6:58 min) and discuss SI Units and the most common units; that are some of the prefixes that you're already familiar with? Teacher to review milli, centi, kilo, and others - 15 min	Teacher to review SI Units and how to convert a unit of the metric system from one unit to the next unit - 15 min	Teacher to lead an in-class spelling bee for each of the words from the "Terms to Know for Week Ten"; highest achieving students will receive extra credit on their quiz - 25 min
	Watch "Measuring Liquid Volume with a Graduated Cylinder" on YouTube (4:31 min) and discuss how to appropriately measure volume; what is the meniscus? Why should you measure at this point? - 10 min	Teacher to review the devices found commonly in science labs including goggles, beakers, graduated cylinders, scales, and balances and how to use them again; review the need for each device - 10 min	<i>ML Science, Diversity of Living Things, Page R20</i> - Teacher to review how to convert one unit of SI Units to the next unit; use very easy examples to demonstrate - 10 min	Review for quiz tomorrow on the Scientific Method, lab materials, SI Units, and "Terms to Know for Week Fourteen" - 20 min	
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes; complete a lesson on microscope parts if possible	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes; complete a lesson on graduated cylinders if possible	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes; complete a lesson with metric rulers if possible	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Daily Homework:	None	Teacher created worksheet of measuring volume, distance, and weight; due tomorrow!	Study for quiz in two days on the Scientific Method, lab materials, SI Units, and "Terms to Know from Week Ten"!	Study for quiz tomorrow on the Scientific Method, lab materials, SI Units, and "Terms to Know from Week Ten"!	None

Unit: SI Units and Geometry

Terms to Know:	<i>SI Units, Metric System, Convert, Mass, Volume, Distance, Meter, Gram, Liter, Milli, Centi, Deci, Base Unit, Deka, Hecto, Kilo, Metric Ton, Compare, Variable, Constant, Independent Variable, Dependent Variable</i>
IEP Students to Know:	<i>SI Units, Metric System, Mass, Volume, Distance, Meter, Gram, Liter, Milli, Centi, Deci, Base Unit, Deka, Hecto, Kilo, Compare, Variable, Constant</i>

STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min
	<i>ML Science, Diversity of Living Things, Pages R22-R24</i> - Students to read aloud and discuss how to read data tables and line graphs; Teacher to present the data as if it were in the Metric System; students to review SI Units and which unit is larger (ex. kilo, deci, centi) and which unit is used for which standard (ex. mass, length, distance) - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 326</i> - Review the Metric System as a whole; Teacher to review which units are larger and smaller than others; complete "Practice #'s 1-6" together while keeping open <i>ML Science, Diversity of Living Things, Pages R20-R21</i> to reference the chart; Teacher to create additional examples as needed - 25 min	<i>ML Science, Diversity of Living Things, Pages R25-R27</i> - Students to read aloud and discuss the different types of graphs; which graph do you think is best used for scientific experiments? Why is that? How are circle graphs helpful? Teacher to supply random numbers in a data table using the Metric System; students to make either a circle or bar graph of that	Watch "A beginners guide to the Metric System" on YouTube (3:29 min) and discuss the six prefixes used in the Metric System; where does "hecto" fit? What does each prefix represent? What number is the Metric System based upon? What base unit is used to measure mass, distance, and volume? Practice combining prefixes and base units to make words and discuss their meaning - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 327</i> - As a class, review the six different units in the Metric System; complete together "Problem Solving #'s 27-30" and discuss how to solve for each step as you proceed; diagram and illustrate the conversions as needed - 25 min

Week 12	Teacher to provide random numbers to students using Metric System units (SI Units); students to place those numbers in order on a data table, then create a sketch of a line graph of those numbers; review line graphs and discuss - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 327</i> - Students in pairs, complete "Practice #'s 7-10" together and discuss as a class the reasoning for each response; remind students that Metric System units should be used, not feet, miles, or other customary units they may know - 20 min	data; color it for clarity using colored pencils; display and discuss to the class; Teacher to correct errors with Metric System use - 35 min	<i>Sadlier Math, Chapter Fourteen, Page 327</i> - Review homework and discuss "Practice #'s 18-20"; complete together as a class and review - 20 min	Students to illustrate, color, and label a diagram displaying the units of distance for measurement in the Metric System; students will display in their illustrations how many of EACH unit is in the next largest unit (ex. Illustrate one mm, then illustrate ten mm in one cm, then illustrate ten cm in one dcm, etc.); illustrations will not be draw to size but will demonstrate knowledge of the concept - 20 min
	<i>Sadlier Math, Chapter Fourteen, Page 326</i> - Review the Metric System and how it is converted to other values; the book is confusing although the math still holds true; Teacher to create examples of how to convert using the processes shown in the text - 15 min		<i>Sadlier Math, Chapter Fourteen, Page 327</i> - As a class, work together to convert "Practice #'s 11-14" together and discuss; refer to your science book as needed for assistance - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 327</i> - Students in pairs, complete together "Practice #'s 21-26"; review and discuss as a class to review content and verify accuracy of converting - 15 min	
Bellwork Topic:	Teacher to provide four examples of converting customary units to another measurement; students to complete, then discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes; use an intro to the Metric System if possible	Place in order from largest to smallest: millimeter, kilometer, meter, decimeter, dekameter, and centimeter	Place in order from smallest to largest: millimeter, kilometer, meter, decimeter, dekameter, and centimeter	Watch "Why the metric system matters - Matt Anticole" on YouTube (5:08 min) and discuss why we use the Metric System; what values does it provide to the world? Do you think that the USA will ever convert to using it widespread? Why or why not?
Suppliment Extra Time With:	Review Metric System terms, such as milli, centi, deci, deka, and kilo	Review Metric System terms, such as milli, centi, deci, deka, and kilo	Practice measuring items in the classroom using your finger as a tool; index finger = 5 cm	Practice measuring items in the classroom using your finger as a tool; index finger = 5 cm	Students to go to "Gizmos" in the Explore Learning website and work as time permits; use a unit on the Metric System if possible
Daily Homework:	None	Assume that your index finger is five centimeters; measure and record any five items at home; due tomorrow!	<i>Sadlier Math, Chapter Fourteen, Page 327</i> - Complete "Practice #'s 15-17"; due tomorrow!	Teacher created worksheet of very easy conversions through the Metric System; due tomorrow!	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Fourteen, Page 328</i> - Students to read aloud about units of capacity in the Metric System; what word is used for units of volume? What new words are created when the six prefixes are added to this base word? What relationship does each new word have to the others (ex. mL vs cL)? Teacher to provide examples and discuss - 15 min	Teacher to provide six graduated cylinders to the class, each filled with different amounts of liquid and tinted with food coloring (if possible); students to come up and find the meniscus of the liquid to read the amount in each; teacher to assist the class in converting each liquid amount to a different unit of measurement (ex. cL convert to L); review and discuss - 20 min	Teacher to review the six prefixes in the Metric System and their base units for volume and distance; review and create examples of each to convert - 10 min	<i>Sadlier Math, Chapter Fourteen, Page 331</i> - As a class, complete "Practice #'s 19-24" together; review the reasoning for each response and proper conversions; Teacher to review metric tons as well as conversions in metric units for volume, distance, and mass; clear up any confusion as it materializes - 20 min	<i>ML Science, Diversity of Living Things, Pages R28-R31</i> - Students to read aloud and discuss the precepts for science experiment; review the questions listed for the research section, why would using SI Units be helpful to answer these questions (think: why would the WORLD want to know these answers, not just the USA)? How could using SI Units be helpful in making data tables? - 20 min

Week 13	<i>Sadlier Math, Chapter Fourteen, Page 328</i> - Students in pairs; as a class, complete all odd numbers together but work in pairs to complete all even numbers from "Practice #'s 1-9"; review errors in conversions and discuss - 20 min	<i>Sadlier Math, Chapter Fourteen, Page 329</i> - Students in pairs; as a class, complete the odd numbers but work in pairs to complete the even numbers from "Practice #'s 21-26"; review errors and discuss together - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 330</i> - Students to read aloud about metric units of mass; how are the conversions similar to distance and volume? Teacher to provide examples of conversions from prior knowledge - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 331</i> - Students to individually complete "Practice #'s 25-27" in class and turn them into the Teacher for grading; treat this practice as a pop-quiz; review when complete - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 332</i> - Students to read aloud about converting and comparing SI Units in regards to scientific experiments; why would this information be helpful in conducting experiments? - 10 min
	<i>Sadlier Math, Chapter Fourteen, Page 329</i> - Students in groups of 3 or 4, work together to solve "Practice #'s 10-13"; discuss as a class your responses and why you choose that answer - 10 min	<i>Sadlier Math, Chapter Fourteen, Page 329</i> - As a class, complete "Problem Solving #'s 27-30" together and discuss how to convert 284 mL of soup for each problem - 10 min	<i>Sadlier Math, Chapter Fourteen, Page 330</i> - Students in pairs; as a class, complete the odd numbers but work in pairs to complete the even numbers from "Practice #'s 1-9"; review errors and discuss together - 20 min	<i>ML Science, Diversity of Living Things, Pages R36-R44</i> - As a class browse through the "Math Notebook" section together; note how the Metric System is used in science for experiments and data keeping - 10 min	<i>Sadlier Math, Chapter Fourteen, Page 332</i> - As a class, work together to complete "Practice #'s 1-6" and discuss how each could apply in a scientific experiment; review how to convert each and whether the units are distance, mass, or volume - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Fourteen, Page 329</i> - Complete "Practice #'s 19-20"; review and discuss as a class together	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes; use one with measurements with graduated cylinders if possible	<i>Sadlier Math, Chapter Fourteen, Page 331</i> - Complete "Practice #'s 14-16"; review and discuss as a class together	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Begin homework in class	Begin homework in class	Begin homework in class	Teacher to create additional conversion problems for practice	Review additional examples of converting base units
Daily Homework:	<i>Sadlier Math, Chapter Fourteen, Page 329</i> - Complete "Practice #'s 14-18"; due tomorrow!	Teacher created worksheet of very easy examples of conversions of Metric System base units of distance and volume	<i>Sadlier Math, Chapter Fourteen, Page 331</i> - Complete "Practice #'s 10-13"; due tomorrow!	None	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 14	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to create several sample problems to review and discuss of converting units in the Metric System - 15 min	Watch "Converting in the Metric System" on YouTube (6:29 min) and discuss how to convert units in the metric system; review examples that were given - 10 min	Students to create three of their own problems in converting and computing using units in the Metric System; Teacher to collect all created problems and pass out to the class at random; students to convert each other's problems, then meet in pairs to discuss the created problems - 20 min	Teacher to create several sample problems to review and discuss of converting units in the Metric System - 10 min	<i>Sadlier Math, Chapter Fourteen, "Chapter Fourteen Review", Page 336</i> - Students in pairs, boys will complete all the even numbers while girls complete the odd numbers from #'s 22-36; after every two completed problems, students to check in with Teacher for validity and accuracy of work - 25 min
	<i>Sadlier Math, Chapter Fourteen, Page 332</i> - Students to read aloud and discuss the words convert and compare; how are they similar yet different? How may you also use these terms? Teacher to create simple examples of converting numbers to practice with before starting main content - 15 min	Teacher to create several sample problems to review and discuss of converting units in the Metric System - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 333</i> - Students in pairs, as a class but also working together complete "Practice #'s 13-16" and discuss the steps needed to complete each problem; convert units to like-units before combining them - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 333</i> - As a class, complete and discuss "Problem Solving #'s 20-23" together; discuss how the metric system is utilized frequently in our lives without noticing it at times - 15 min	

	<i>Sadlier Math, Chapter Fourteen, Page 332</i> - As a class, practice converting each problem before computing it; select and compute using similar units for each problem; Teacher to demonstrate and walk through each problem in "Practice #'s 1, 3, & 5" and discuss; assist as needed - 15 min	<i>Sadlier Math, Chapter Fourteen, Page 333</i> - Students in pairs, complete together "Practice #'s 7-12" and review as a class - 20 min	(Part I of II) Students to illustrate, color, and label pictures of objects being combined using the metric system (ex. Two bottles of soda combined into one larger bottle) displaying knowledge of the units combining; include one illustration for distance, mass, and volume; must display knowledge - 10 min	(Part II of II) Students to illustrate, color, and label pictures of objects being combined using the metric system (ex. Two bottles of soda combined into one larger bottle) displaying knowledge of the units combining; include one illustration for distance, mass, and volume; must display knowledge - 20 min	<i>Sadlier Math, Chapter Fourteen, "Chapter Fourteen Review", Page 337</i> - As a class, solve together and discuss #'s 60-65; students to come to the board to complete and share results as a class - 20 min
Bellwork Topic:	Watch "Metric System Conversions Song Measurement by NUMBEROCK" on YouTube (2:37 min) and discuss other items that may have similar sizes to millimeters, centimeters, meters, etc. compared to those used in the video	Teacher-created sample problems of converting units in the Metric System; review as a class	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created sample problems of converting units in the Metric System; review as a class	<i>Sadlier Math, Chapter Fourteen, Page 333</i> - Complete "Write about it, #24" using Google Docs and submit to your Teacher
Suppliment Extra Time With:	Additional teacher-created sample problems of computing with metric units	Additional teacher-created sample problems of computing with metric units	Additional teacher-created sample problems of computing with metric units	Additional teacher-created sample problems of computing with metric units	Additional teacher-created sample problems of computing with metric units
Daily Homework:	<i>Sadlier Math, Chapter Fourteen, Page 332</i> - Complete "Practice #'s 2, 4, & 6"; due tomorrow!	None	Teacher-created worksheet to review combining metric units; due tomorrow!	Complete your illustration, coloring, and labeling if not completed in class today; due tomorrow!	<i>Sadlier Math, Chapter Fourteen, "Chapter Fourteen Review", Page 337</i> - Complete "Problem Solving #'s 66-68"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	
Week 15	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Test on the Metric System, SI Units, "Terms to Know from Week Twelve", and how to apply them in a scientific experiment - 30 min	
	Teacher to create several sample problems to review and discuss of converting units in the Metric System - 20 min	Teacher to create several sample problems to review and discuss of converting units in the Metric System - 15 min	Teacher to create several sample problems to review and discuss of converting units in the Metric System - 15 min		
	<i>ML Science, Diversity of Living Things, Pages R30-R35</i> - Teacher to review the terms constants, variable, and the types of variables; provide examples and discuss; students to read <i>R32-R35</i> aloud and discuss the variables and constants in this experiment; how does the metric system relate to scientific data and experiments? Discuss charts to review - 25 min	(Part I of II) Using graph paper, students to create a crossword puzzle with clues using the "Terms to Know From Week Twelve"; count out the blocks and match the letters to ensure that they properly overlap and fit; DO NOT FILL IN THE PUZZLES; verify accurate work with Teacher while working; use as a study aide for the upcoming test - 30 min	(Part II of II) Using graph paper, students to create a crossword puzzle with clues using the "Terms to Know From Week Twelve"; count out the blocks and match the letters to ensure that they properly overlap and fit; DO NOT FILL IN THE PUZZLES; exchange puzzles with other students to practice terminology and content for the upcoming test - 30 min	In-class Spelling Bee on "Terms to Know from Week Twelve"; the winners will receive extra credit on their test today - 20 min	

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional discussion on how the Metric System relates to scientific experiments	Additional teacher-created sample problems of computing with metric units	Additional teacher-created sample problems of computing with metric units	Additional time on the Spelling Bee
Daily Homework:	<i>Sadlier Math, Chapter Fourteen, "Chapter Fourteen Performance Assessment", Pages 338-339</i> - For extra credit, complete #'s 1-8; due in four days!	<i>Sadlier Math, Chapter Fourteen, "Chapter Fourteen Performance Assessment", Pages 338-339</i> - For extra credit, complete #'s 1-8; due in three days!	Study for test tomorrow on the Metric System, SI Units, "Terms to Know from Week Twelve", and how to apply them in a scientific experiment	<i>Sadlier Math, Chapter Fourteen, "Chapter Fourteen Performance Assessment", Pages 338-339</i> - For extra credit, complete #'s 1-8 if not already complete; due tomorrow!

Unit: Astronomy

Terms to Know:					
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 16	Bellwork - 10 min				
Bellwork Topic:					
Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min				

Week 17					
Bellwork Topic:					
Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 18	Bellwork - 10 min				
Bellwork Topic:					
Suppliment Extra Time With:					

Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 19	Bellwork - 10 min				
Bellwork Topic:					
Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 20	Bellwork - 10 min				
Bellwork Topic:					

Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Bellwork - 10 min				
Bellwork Topic:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 10 min				
Bellwork Topic:					

Daily Homework:					
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Unit: Waves, Sound, and Light

Terms to Know:	<i>Wave, Medium, Mechanical Wave, Transverse Wave, Longitudinal Wave, Crest, Trough, Amplitude, Wavelength, Frequency, Reflection, Refraction, Diffraction, Interference,</i>
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STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>ML Science, Waves, Sound, & Light, Pages 2-5</i> - Read aloud as a class and discuss how waves are all around us; how can waves assist us in medicine? What animals can you think of that use waves for motion (ex. jellyfish)? What animals use echolocation (ex. bats)? - 20 min	<i>ML Science, Waves, Sound, & Light, Pages 9-12 (stop at "Waves can be classified...")</i> - Using a "Word Wheel Diagram" read aloud and outline the terms "wave" and "medium"; using Google Images, Teacher to display images of waves (or their effects) on the CLEVER Board; discuss what creates waves and how they move - 25 min	<i>ML Science, Waves, Sound, & Light, Pages 12-14</i> - Read aloud and discuss transverse waves; what does "transverse" mean? What other words include "trans" in it? What do those words mean? Use "Google" to assist in locating those words if needed - 15 min	Watch "Tsunami The Dr. Binocs Show Educational Videos For Kids" on YouTube (3:01 min) and discuss what causes tsunamis to occur? How does the Earth's shifting plates make a tsunami? What else do you think could create a tsunami? Discuss and share ideas - 10 min	<i>ML Science, Waves, Sound, & Light, Pages 16-18 (stop at "Graphing Wave Properties")</i> - Read aloud and discuss; create a "Word Wheel Diagram" for the terms tsunami and wave properties; share and discuss "Word Wheel Diagrams" with the class - 20 min
	Students in pairs, create a list of the different types of waves that you can think of (have a goal of ten different types per list); share your lists with the class; discuss each type whether you think it is a sound, light, or energy wave - 15 min	<i>ML Science, Waves, Sound, & Light, Page 9</i> - Students to use ribbon, twine, string, or another material to tie to a chair and simulate waves; students in pairs, answer the questions in the mini-lab; share and discuss as a class - 15 min	<i>ML Science, Waves, Sound, & Light, Page 13</i> - Students in groups of 3 or 4, use a Slinky, spring, or thick rope to synthesize a wave as per the mini-lab on this page; using Google Docs, answer the questions and submit to your teacher - 20 min	<i>ML Science, Waves, Sound, and Light, "Math in Science", Page 15</i> - Read aloud and discuss wave heights and how to solve for mean, median, and mode; Teacher to lead discussion and solve together; Teacher to create two additional weeks of data; students in pairs, solve the two Teacher-created weeks and discuss as a class aloud - 25 min	Students to illustrate, color, and label a scene of the ocean floor with an undersea earthquake causing shock waves through the water; students will include a tsunami coming towards the beach; label the following terms in your diagram: amplitude, wavelength, trough, crest, frequency, and fixed point; on the back of the illustration, define each term in your own words; provide to Teacher when completed - 25 min
	As a class, go to the website " https://www.discoverwildlife.com/animal-facts/mammals/what-is-echolocation/ " and read about echolocation; if time permits watch the videos on how bats and some humans use it - 10 min	<i>ML Science, Waves, Sound, & Light, Page 12</i> - Students to simulate the motion of a wave similar to as displayed on this page or also seen at baseball games - 10 min	<i>ML Science, Waves, Sound, & Light, Page 14</i> - As a class, complete "#6 Challenge" together and discuss how waves operate over a large length; what are two ways that the waves could be effected? - 10 min	<i>ML Science, Waves, Sound, and Light, "Reviewing Vocabulary, #'s 1 & 4", Page 31</i> - As a class, complete a "word triangle" for #1; students to individually complete a "word triangle" for #4; discuss and share as a class - 15 min	
Bellwork Topic:	What are waves? Try to write a definition for what a wave is	Define echolocation; think of three animals that use it	Why do you think ocean waves, or the waves at a beach, move? What makes them move?	What is a tsunami? How does it relate to a transverse wave? Use Google to research it if needed	Create three questions (and their answers) about waves that you may see on a quiz

Daily Homework:	Try using echolocation to walk around your home; describe your experience in one paragraph	Define mechanical wave; list three examples of them and why they are mechanical waves	<i>ML Science, Waves, Sound, and Light, 1.1 Review, Page 14</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 1.1 Review, Page 14</i> - Complete #'s 4-5 in complete sentences or as requested; due tomorrow!	Complete your illustration, coloring, labeling, and definitions if you did not complete it in class today; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 24	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>ML Science, Waves, Sound, & Light, Pages 18-21</i> - Read aloud and discuss how to graph wave properties; what is the difference between high and low frequency? Teacher to provide examples of each by asking and illustrating both high and low frequency and having students decipher - 20 min	Students in pairs, using a "Concept Map" compare & contrast longitudinal waves and transverse waves; list at least two statements distinct to themselves along with two ways that they're similar (six total statements); share with the class - 20 min	<i>ML Science, Waves, Sound, and Light, Page 20</i> - Students in groups of five, complete the lab together and answer the questions via Google Docs; submit to your Teacher when complete; discuss and share thoughts when complete - 30 min	Teacher to use Google Images to display real-life images of reflection and refraction in water; students to use their Chromebooks to find additional images - 10 min	Teacher to provide examples of the Speed formula and how to "combine waves together" using it - 20 min
	<i>ML Science, Waves, Sound & Light, Page 20</i> - Using very basic numbers, Teacher to provide examples of solving for speed of a wave by solving wavelength multiplied by frequency; introduce pre-algebra by having students try to solve for either wavelength or frequency by dividing for a variable - 15 min	<i>ML Science, Waves, Sound, and Light, "Chapter One Review, Using Math in Science, #'s 29-32", Page 32</i> - Students in groups of 3 or 4, solve each problem together; Teacher to circle to each group to assist in solving; discuss results as a class - 20 min	<i>ML Science, Waves, Sound, and Light, Pages 24-25</i> - Read aloud and discuss reflection and refraction; what is the difference? Teacher to provide examples of both using mirrors and clear glasses full of water - 10 min	Students to write a four line poem about reflection or refraction; the poem can be about any school-appropriate subject; lines can rhyme in whatever pattern students would like (ex. ABAB, AABB, or ABCB); Teacher to provide examples as needed; students to share poems with the class as desired - 20 min	<i>ML Science, Waves, Sound, and Light, "Connecting Sciences", Page 29</i> - Read aloud about tsunamis and their causes; read about how waves are changed due to many factors undersea; students in pairs, solve "Explore #'s 1-2" together and share your findings with the class; discuss major tsunami events across the world - 25 min
	Teacher to provide several examples of solving for speed, wavelength, or frequency; students to solve independently; Teacher to travel to each child to assist; review as a class - 10 min	Teacher to create additional problems to solve for speed, wavelength, and frequency to ensure content knowledge; complete together as a class and discuss - 10 min	<i>ML Science, Waves, Sound, and Light, Page 21</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, Page 21</i> - Complete #'s 4-5 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 1.3 Review, Page 28</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!
Bellwork Topic:	What are longitudinal waves? Provide two examples	Teacher-created problems solving for speed, wavelength, or frequency; review together	Illustrate a wave including the crest, trough, wavelength, fixed point, and amplitude	What is the difference between reflection and refraction?	How can you use the formula for speed to demonstrate two waves adding together? Create an example
Daily Homework:	Teacher to create a worksheet of five problems solving for speed, wavelength, or frequency; complete and show work; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 1.2 Review, Page 21</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 1.2 Review, Page 21</i> - Complete #'s 4-5 in complete sentences or as requested; due tomorrow!	Find three examples of reflection and three examples of refraction after school today; write a list of all six items and their type; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 1.3 Review, Page 28</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!
Terms to Know:	<i>Sound, Vibration, Vacuum, Pitch, Hertz, Ultrasound, Resonance, Doppler Effect, Intensity, Decibel, Amplification, Acoustics, Echolocation, Sonar,</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 25	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Quiz on waves, properties of waves, and the formula for speed - 20 min
	<i>ML Science, Waves, Sound, and Light, "Standardized Test Practice", Page 33</i> - As a class, read aloud and analyze the image; as a class solve #'s 1-4 and discuss why each answer is correct AS WELL AS why the others are incorrect - 15 min	Watch "Sound & Light Travel in Waves" on YouTube (4:20 min) and discuss how your body hears sound and how sound travels; what happens on both ends of the wave when it travels? What happens in a wave when the amplitude is changed? - 10 min	<i>ML Science, Waves, Sound, and Light, Pages 40-43</i> - Read aloud and discuss important facts within; students to create three "Word Triangles" of information from this section; share triangles with the class when complete - 30 min	Teacher to provide students with tuning forks to gently tap against various objects to notice the pitch / sound that they create; students will notice the change in sound / pitch when the vibrating fork is placed under a box or jar, or inside a small container of water; what do you notice about the sound change? How can you simulate a vacuum? Students to visit the ELC to view the walk-in freezer, in pairs they will enter the freezer and test the tuning fork to notice how the pitch is louder - 25 min	
	<i>ML Science, Waves, Sound, and Light, "Standardized Test Practice", Page 33</i> - Students in groups of 3 or 4, complete #'s 5-6 together via Google Docs; share your responses with your Teacher; discuss as a class your responses - 15 min	<i>ML Science, Waves, Sound, and Light, Page 39</i> - Illustrate, color, and label the human inner ear as depicted on page 39; include the terms cochlea, hammer, anvil, stirrup, eardrum, outer ear, inner ear, and vibrations; on the back of your illustration, define each term in your own words - 35 min	<i>ML Science, Waves, Sound, and Light, Page 41</i> - Students in groups of five, complete the mini-lab together; answer the questions via Google Docs and share with the Teacher when complete - 20 min	Students to play "Kahoot!" about waves to review for their quiz tomorrow; approved games include "Waves!!!, 33 questions, 20 seconds" or "Waves, 15 questions, 20 seconds" - 20 min	Using graph paper or an online site, students will create a crossword or word search with answers to created questions being the "Terms to Know for Week Twenty-Three"; share crosswords or word searches with other students after Teacher inspects them to solve - 30 min
Bellwork Topic:	<i>ML Science, Waves, Sound, and Light, "Chapter One Review, Reviewing Key Concepts, #'s 11-14"</i> - Select the letter that best answers each question	<i>ML Science, Waves, Sound, and Light, "Chapter One Review, Reviewing Key Concepts, #'s 15-19"</i> - Select the letter that best answers each question	What are vocal cords? How do they work? How does your ear work to hear sound?	What are three cities on Earth that sound will travel SLOWER than in Cleveland? How do you know this?	None
Daily Homework:	<i>ML Science, Waves, Sound, and Light, 1.3 Review, Page 28</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	Complete your illustration, coloring, and definitions if they were not completed in class today	<i>ML Science, Waves, Sound, and Light, 2.1 Review, Page 43</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	Study for your quiz tomorrow on waves, properties of waves, formula for speed, and "Terms to Know for Week Twenty-Three"!	<i>ML Science, Waves, Sound, and Light, 2.1 Review, Page 43</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>ML Science, Waves, Sound, and Light, Pages 45-47</i> - Read aloud and use a "Word Wheel" to outline characteristics of the terms "pitch", "hertz", and "ultrasound"; Teacher to review the	<i>ML Science, Waves, Sound, and Light, Page 45</i> - Students in pairs, complete the mini-lab and answer questions via Google Docs; share with your Teacher when complete - 10 min	<i>ML Science, Waves, Sound, and Light, Page 48</i> - Students in groups of five, complete the mini-lab together and answer the questions via Google Docs; submit to your Teacher when complete; discuss results as a class - 25 min	<i>ML Science, Waves, Sound, and Light, "Standardized Test Practice", Page 69</i> - As a class, read the experiment aloud; answer & discuss #'s 1-4 together incorporating why some answers are incorrect - 15 min	<i>ML Science, Waves, Sound, and Light, Page 53</i> - Students in groups of 3 or 4, complete the mini-lab together on this page and answer the questions using your school email account to email your answers to your Teacher when complete - 15 min

Week 26	characteristics of high & low frequencies; which animals on the chart on page 47 can hear sounds that humans cannot? Which animals on the chart CANNOT hear sounds that humans can? - 25 min	Teacher to review the formula for Speed ($\text{Speed} = \text{wavelength} \times \text{frequency}$); review the frequencies heard by animals on page 47; Students in pairs to complete problems, discuss whether various animals could hear the sounds created by those waves; Teacher to review and assess - 20 min	Students in pairs, visit the website " https://ophysics.com/waves11.html " and read it together; notice how the Doppler Effect works as well as how the sonic boom is perceived by the people witnessing the traveling object; discuss how you could create a Doppler Effect in a simulation - 10 min	<i>ML Science, Waves, Sound, and Light, "Standardized Test Practice", Page 69</i> - Students in pairs, complete via Google Docs #'s 5-6 together (one paper per pair); include the provided terms in your responses; share with Teacher when complete - 15 min	<i>ML Science, Waves, Sound, and Light, Page 54</i> - Review the illustration on this page; students to use their Chromebooks to explore the sound intensities in decibels of other common noises and share with the class - 15 min
	Students to go to the following website " www.myihp.co.uk/animal-hearing-ranges/ " and read the various bits of information about each animal provided; what similarities do you notice among the animals listed? What other similar animals could be theorized would fit onto this table? Why is that? - 20 min	<i>ML Science, Waves, Sound, and Light, Pages 48-51</i> - Read aloud and discuss "resonance", sound quality, and the "Doppler Effect"; create a list as a class of things that would create a Doppler Effect; what do you notice about each item on the list? What is a requirement of the Doppler Effect for it to work properly? - 15 min	Continuing working in pairs, review this website but do not read everything as it is college-based " www.animations.physics.unsw.edu.au/jw/doppler.htm#example "; how does the Doppler Effect change if you are the moving object? How does it change with two objects? Think of the flying balloon demonstration, did you watch the balloon fly or the ground move? How did the Doppler Effect change in this demonstration? - 10 min	<i>ML Science, Waves, Sound, and Light, Pages 52-54</i> - Read aloud and discuss how intensity determines how loud a sound is; use a "Word Triangle" graphic organizer to define and illustrate a picture for the terms "intensity, decibel, amplification, & acoustics" when you arrive at them in the reading - 15 min	<i>ML Science, Waves, Sound, and Light, Pages 55-56</i> - Read aloud and continue using the "Word Triangle" graphic organizer from the previous lesson outlining the requested terms with illustrations - 15 min
Bellwork Topic:	How do you think sound works based upon your knowledge of waves?	Teacher to provide the formula for Speed; students to solve two problems for it	What is the Doppler Effect? How could students on a driving school bus demonstrate this?	List two examples of the Doppler Effect that you can hear or observe	Explain how the terms "decibel" and "intensity" are related
Daily Homework:	Illustrate how pitch and frequency are related	Draw a sketch of the Doppler Effect occurring; label where you would hear the highest pitch and would you'd hear the lowest pitch	<i>ML Science, Waves, Sound, and Light, 2.2 Review, Page 51</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 2.2 Review, Page 51</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	Think of and write a list of three jobs in which you should wear ear protection due to noise; what do you predict the decibel levels to be at these jobs (use page 54 to help)? Go online to assist you if needed
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Quiz on sound, frequencies, and "Terms to Know from Week Twenty-Five" - 20 min
	<i>ML Science, Waves, Sound, & Light, Page 57</i> - Read aloud and discuss what audiogram's do; ask students if they've ever had a hearing test; what was it like? Teacher to review the graph, including the title of the graph, the titles of each axis, which axis is the "X" and "Y" axis, and the interval of each axis - 15 min	Students in pairs, using a "Cause and Effect" graphic organizer discuss how sonar operates; share your results with the class and review - 20 min	Students to teach the class about their topic from the previous lesson; Teacher to review and discuss each segment to ensure content knowledge - 25 min	<i>ML Science, Waves, Sound, & Light, "Chapter Two Review, Reviewing Vocabulary & Reviewing Key Concepts" #'s 5-10 & 11-19, Page 67</i> - Students in pairs, using notebook paper complete a "Concept Map" linking together ALL SIX vocabulary terms provided; using Google Docs with one page per pair, complete the multiple choice and short answer questions; share responses as a class to review and share knowledge to ensure accuracy of each topic - 30 min	
	<i>ML Science, Waves, Sound, & Light, Page 57</i> - Students in pairs, complete #'s 1-3 and CHALLENGE via Google Docs; share with the Teacher when complete; discuss responses as a class - 20 min	Watch "What If Humans Had Sonar?" on YouTube (4:01 min) and discuss how sonar works for submarines and bats; what does sonar actually do for submarines that allow objects to be seen? How do microphones work? Share and discuss thoughts as a class - 10 min	<i>ML Science, Waves, Sound, & Light, Page 58</i> - Students in groups of 3 or 4, complete the mini-lab together and answer the questions via Google Docs; share with Teacher when complete; try the activity with other students to see if you have the same results - 15 min		Illustrate, color, and label a picture of a submarine underwater and using sonar to locate objects; students will include

	<i>ML Science, Waves, Sound, & Light, Pages 58-60 (stop at "Sound Waves can Produce Music")</i> - Read aloud and discuss echolocation and sonar; as a class, write a step-by-step outline of how an echo wave leaves a bat to find food and then allows it to locate and retrieve it - 15 min	<i>ML Science, Waves, Sound, & Light, Pages 60-63</i> - Divide students into three groups, each group will read EITHER "Medical Uses of Ultrasound", "Sound waves can Produce Music", or "Sound can be recorded and reproduced"; students will do the material in their groups and prepare to teach their section to the class in the next lesson - 20 min	Teacher and students to go to the following website "www.bashthetrash.com/how-instruments-work-easy" to review how instruments work and how they make sound; share and discuss thoughts for each section; how does the design of the instrument effect how it works? How can you obtain different pitches? - 10 min	Play "Kahoot!" to help review for quiz tomorrow on sound, frequencies, and "Terms to Know from Week Twenty-Five"; approved Kahoot games are "Sound, 15 questions, 30 seconds" and "Sound, 12 questions, 20 seconds" - 20 min	the waves moving to and from the object from the submarine; students to write an explanation of their picture on the back to demonstrate knowledge of the concept - 20 min
Bellwork Topic:	What are acoustics? How do they relate to amplification?	Describe in your own words how a bat uses echolocation to find food, locate the food, and be able to catch the food to eat	Describe sonar and how it works; how does a submarine use sonar to find objects at sea	If you had to select one instrument to play, what would it be? Why is that? How do sound waves travel from that instrument to make music?	None
Daily Homework:	<i>ML Science, Waves, Sound, and Light, 2.3 Review, Page 56</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 2.3 Review, Page 56</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 2.4 Review, Page 63</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	Study for quiz tomorrow on sound, frequency, and "Terms to Know from Week Twenty-Five"!	<i>ML Science, Waves, Sound, and Light, 2.4 Review, Page 63</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!
Project Theme:	<i>Students will research the Electromagnetic Spectrum and the seven types of waves that are found within it. Students will research ALL SEVEN types of waves and present their findings on this knowledge in their project as outlined below.</i>				
Project Requirements:	<i>Students will use poster board to present their research on all seven types of EM waves through the Electromagnetic Spectrum. Students will provide for EACH WAVE the wavelength range, the frequency, how the waves appear to humans, three uses of the waves, and any potential harms that the wave creates.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 28	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min
	<i>ML Science, Waves, Sound, & Light, Pages 73-74</i> - Read aloud and discuss EM Waves; discuss the types of waves that may be "all around you" right now, what types of waves may you be perceiving? What are the two types of waves that make up EM waves? What are EM waves? - 15 min	<i>ML Science, Waves, Sound, & Light, Pages 75-77</i> - Students in groups of 3 or 4, read together and write six important notes about the material that you read; Teacher to assist as needed; share your notes and thoughts with the class in a classwide discussion - 25 min	<i>ML Science, Waves, Sound, & Light, Pages 79-83</i> - Read aloud and create a "Frame Game" graphic organizer for the terms in this section; discuss the electromagnetic spectrum; what type of relationship does wavelength and frequency have in this spectrum (indirect)? - 25 min	<i>ML Science, Waves, Sound, & Light, Pages 84-86</i> - Read aloud and continue using "Frame Game" graphic organizers from the previous lesson to outline the terms in this section; discuss the various types of EM waves; what is visible light? How does it appear to us? What is ROYGBIV? - 25 min	In-class time to work on the Electromagnetic Spectrum Project - 45 min
	<i>ML Science, Waves, Sound, & Light, Pages 73-74</i> - Students in pairs, create a "Concept Map" graphic organizer for the term "electromagnetic wave" and the word "disturbance"; share your graphic organizers with the class and discuss - 20 min	Teacher to review and illustrate on the CLEVER Board the difference between transverse waves and mechanical waves; if mechanical waves move items around them, do they exist in outer space? Is there sound in space? Why or why not? - 10 min	Students to illustrate the electromagnetic spectrum (save this illustration); Teacher to review how the higher the wavelength, the lower the frequency (indirect relationship) and vice versa; discuss radio waves and microwaves; what is the difference (use EM spectrum to assist) - 15 min	<i>ML Science, Waves, Sound, & Light, Pages 80-81</i> - Review the Electromagnetic Spectrum on these pages and how each type of wave is used by humans; what are some uses for each? Students in pairs, discuss how can these waves be harmful to humans? Teacher to assign different types of waves to different student pairs, use Google to research this topic and present your findings to the class - 25 min	

	Students to use flashlights with pocket mirrors or hand-held reflective devices; shine the light to reflect the image onto another image such as a bullseye on a paper; try reflecting it twice onto two mirrors or reflective devices, does this change the image at all? What observations do you notice about EM waves through this exercise? - 15 min	<i>ML Science, Waves, Sound, & Light, Page 77</i> - Review as a class how a microwave works and what radiation is; how does a microwave oven cook food? Based upon this concept, is it safe to stand in front of microwaves when they're on? Why or why not? - 10 min	Watch "The Science of Light and Color for Kids: Rainbows and the Electromagnetic Spectrum - FreeSchool" on YouTube (4:38 min) and discuss the different types of waves and how they relate to energy; what is the electromagnetic spectrum? How does visible light relate to this? - 10 min	Teacher to introduce project and the requirements of it - 5 min	
Bellwork Topic:	What are electromagnetic waves? If you don't know, what does it sound like they are based upon the name?	What are the two types of fields that make up EM Waves?	What is radiation? What are two ways that radiation is helpful to humans?	What is the electromagnetic spectrum? List at least three of the seven types of EM waves in it	Which type of EM wave has the highest frequency? Which has the lowest frequency? What is the color spectrum in order?
Daily Homework:	What are two sources of EM waves on Earth?	<i>ML Science, Waves, Sound, and Light, 3.1 Review, Page 77</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 3.1 Review, Page 77</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 3.2 Review, Page 86</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 3.2 Review, Page 86</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	In-class time to work on your Electromagnetic Spectrum Project - 25 min	In-class time to work on your Electromagnetic Spectrum Project - 25 min	In-class time to work on your Electromagnetic Spectrum Project - 25 min	In-class time to work on your Electromagnetic Spectrum Project - 25 min	In-class time to work on your Electromagnetic Spectrum Project - 25 min
	<i>ML Science, Waves, Sound, & Light, Pages 84</i> - Students in groups of five, complete the lab together recording information in Google Sheets; create a table to record your information in order and answer questions below your table; share with the Teacher when complete; discuss as a class as time permits - 30 min	<i>ML Science, Waves, Sound, & Light, Pages 88-90 (stop at "Human technologies produce visible light")</i> - Read aloud and discuss bioluminescence; Teacher to use a T-Chart to compare & contrast incandescence and bioluminescence; class to help complete it as you go - 15 min Watch "The brilliance of bioluminescence - Leslie Kenna" on YouTube (4:09 min) and discuss some of the various organisms that use bioluminescence; what are your thoughts on those mentioned? Which of these special abilities would you like to have? - 10 min	<i>ML Science, Waves, Sound, & Light, Pages 90-92</i> - Read aloud and discuss different types of light bulbs; Teacher to review LEDs, fluorescent, halogens, and incandescent bulbs; travel through the campus and review different types of bulbs in the ceiling tiles, restrooms, ELC, Church, etc. Discuss why certain bulbs may have been chosen for those light fixtures - 25 min	Students in groups of 3 or 4, using Google Sheets create a table to outline research on how LED, incandescent, and fluorescent light bulbs are different from each other in at least three ways each; share your spreadsheet with Teacher when complete; discuss ideas and findings with the class - 25 min	<i>ML Science, Waves, Sound, & Light, "Standardized Test Practice", Page 105</i> - As a class, read aloud and assess the diagram on this page; answer all questions together by interpreting the data - 15 min <i>ML Science, Waves, Sound, & Light, "Standardized Test Practice", Page 105</i> - Students in pairs, complete "Extended Response, #'s 5-6" together via Google Docs; submit answers to your Teacher; review and discuss as a class - 15 min
Bellwork Topic:	Use a T-chart to compare ultraviolet light and infrared light in at least three ways	Use a T-chart to compare Gamma waves and Radio Waves in at least three ways	How is plants' use of light important to animals? Why does little light reach Earth from stars other than the Sun?	Why are fluorescent lights more efficient than incandescent light bulbs?	Why type of bulbs are used in our school building? What about our church? Why do these bulbs make a better choice than incandescent?

Daily Homework:	Work on your project; it is due in five days!	Work on your project; it is due in four days!	<i>ML Science, Waves, Sound, and Light, 3.3 Review, Page 92</i> - Complete #'s 1-3 in complete sentences or as requested; due tomorrow!	<i>ML Science, Waves, Sound, and Light, 3.3 Review, Page 92</i> - Complete #'s 4-6 in complete sentences or as requested; due tomorrow!	Finish your Electromagnetic Spectrum Project; it is due tomorrow!
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Unit:

Terms to Know:	
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STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 30	Bellwork - 10 min				
Bellwork Topic:					
Daily Homework:					

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 31	Bellwork - 10 min				

Bellwork Topic:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 32	Bellwork - 10 min				
Bellwork Topic:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Bellwork - 10 min				

Bellwork Topic:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 34	Bellwork - 10 min				
Bellwork Topic:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Bellwork - 10 min				

Bellwork Topic:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 36	Bellwork - 10 min				
Bellwork Topic:					
Daily Homework:					