



Vision - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

Mission - We will provide a quality education for all students and enable them to realize their full intellectual potential.

St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner

Name	Tretter, Steuber, Al-Baaj	Grade	5	Subject	Science
Week of	August 31, 2020	Topic	Introduction to Science:	Link to Tracker	

Planning and Preparation

Cultural Context: Overarching lesson design based on student's individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources.

Standards Based Objective(s) Long term goal about what students will know and be able to do at the end of a unit. <i>(Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)</i>	Missouri Learning Standards <i>List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).</i>	
	5.PS1.A.1 Develop a model to describe that matter is made of particles too small to be seen. Curriculum Plan, Proficiency Scale, Unpacking Document	
Learning Target(s) <i>Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.</i> <i>(Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.)</i>	Know <i>(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as "I can..." or "The student can..." statements.</i>	Do <i>(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)</i>
	I can: <ul style="list-style-type: none">•I can use the online textbookI can use Readworks.orgI can use Mystery ScienceI can use MS Teams assignments and other features of MS Teams 5.ESS1.B.1 Prof Scale Unpacking document (Learning Targets)	Students will be able to login and use all of the different websites used for Science. Unpacking document (Evidence of Learning)
Essential Question(s) <i>(Can be copied/pasted from Curriculum Plan.)</i>	How can one explain the structure, properties, and interactions of matter? Curriculum Plan (Essential Question)	
Academic Vocabulary <i>(Can be copied/pasted from Content Area Proficiency Scales)</i>	•Gas•Liquid•Mass•Matter•Particle•Property•Solid Proficiency Scale, Unpacking Document	
	Design or identify a standards-based performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.	

Assessment Performance Tasks /

Assessment

How will students demonstrate their learning? How will you know if they understand concepts or can apply skills? Please provide links.

Name _____ Date _____

Grade 5 PS1.A.1 Exit Ticket



Mr. Blandhard was driving to work to teach his Kindergarten class. As he was driving he heard a hissing sound. Then he noticed that his car was leaning slightly to one side, and the car felt like it was bumping along the road. Mr. Blandhard pulled over. As he observed his tire, he noticed the tire's shape changing. This is what he saw. The sound was coming from the tire.

What caused the hissing sound in the tire? Use your understanding of matter to explain.

Why was Mr. Blandhard able to hear the sound but not see what was causing it?

Name _____ ANSWER KEY _____ Date _____

Grade 5 PS1.A.1 Exit Ticket



Mr. Blandhard was driving to work to teach his Kindergarten class. As he was driving he heard a hissing sound. Then he noticed that his car was leaning slightly to one side, and the car felt like it was bumping along the road. Mr. Blandhard pulled over. As he observed his tire, he noticed the tire's shape changing. This is what he saw. The sound was coming from the tire.

What caused the hissing sound in the tire? Use your understanding of matter to explain.

Air being released from the tire caused the hissing sound. Mr. Blandhard has a flat tire, probably because something popped it.

Why was Mr. Blandhard able to hear the sound but not see what was causing it?

He can hear the sound because pressured air is escaping through the hole, causing vibrations in the wall of the tire. He cannot not see the air because matter like gas is made of particles that are too small to be seen.

Unpacked Document (Assessment), Assessment
For Additional Assessments go to Mystery Science Assessment (Assessment Tab)



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Blended Learning Instructional Framework: Whole Group Instructional Plan

Synchronous Engagement / Live Instruction: Facilitate instruction, collaboration, and support for students through in-person or virtual, face-to-face engagement.

Asynchronous Instructional Playlist: Organize tasks and resources aligned to a learning objective for students to work through independently.

Lesson/Topic	Learning Target <i>Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.</i>	Activities, Instruction & Modeling <i>What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)? Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time. Asynchronous learning is instruction and learning that does not occur in the same place or at the same time – usually independent.</i>		Multimedia Resource <i>What resources will students need to master this content or learn these skills (readings, videos, podcasts, models)? Please provide links.</i>	Due Date
		Synchronous/Live Instruction	Asynchronous Playlist		
Lesson 1 (Date)	Class introduction and how to use the online text book	My NG connect introduction logistics, go through slides	Myngconnect.com	Myngconnect.com	8/31/20
Lesson 2 (Date)	Online etiquette and expectations	Online rules and expectations Mystery Science	https://mysteryscience.com/mini-lessons/observe-and-question?code=4266bc2de39d11cfd5e8b95380cb98ce	https://mysteryscience.com/mini-lessons/observe-and-question?code=4266bc2de39d11cfd5e8b95380cb98ce	9/1/20
Lesson 3 (Date)	Introduction to Readworks	Learn how to login to Readworks	readworks.org	readworks.org	9/2/20
Lesson 4 (Date)	Introduction to forms and videos	practice using forms	MS Teams	MS Teams	9/3/20
Lesson 5 (Date)	Introduction to MS Teams assignments	Access MS Teams assignments	MS Teams	MS Teams	9/4/20

Mystery Science:

Student Link

Lessons

Supporting Student Learning Pathways <i>Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.</i>		
Intensive Scaffolding <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	Moderate Scaffolding <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	Enrichment/Independent <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>
Share screen with students and show them everything.	Share screen and allow some guided practice.	Allow students to explore the different websites on their own.

Mystery Science (Lessons, Standards) Exploring Science (Activities, ESOL)

Weekly Intervention Schedule & Differentiated Learning Planner <i>When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.</i>					
Day/Date	Monday	Tuesday	Wednesday	Thursday	Friday
Group/Time					
Group/Time					
Group/Time					
Group/Time					

This section is not completed for Elementary Science