Name: Schimmel, Gagnon, Moon			Grading Quarter: 1	Week Beginning: Week 5 8/28/2023-9/1/2023	
School Year: 2023-2023			Subject: 5 <sup>th</sup> Science		
Monday	Notes:	Objective:  Students will use models to understand how energy flow ecosystem.  Students will use a model to identify matter on Earth as part Earth's systems.  Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain these cycles affect the ecosystem.  Students will develop and use models to show how energy transferred through an ecosystem.  Lesson Overview:  Inspire Science Unit 2: Ecosystems Energy in Ecosystems: Earth's Major Systems, Cycles of Matter in Ecosystems, Energy Transfer in Ecosystems, Vocabulary: Atmosphere, biosphere, geosphere, hydrosphere, condensation, evaporation, nitrogen cycle, oxygen- carbon cycle, precipitation, water cycle, consumer, energy flow, food chain, food web, produ		y matter on Earth as part of els of how matter cycles also be able to explain how els to show how energy is as, Cycles of Matter in phere, condensation, a cycle, precipitation, runoff,	Academic Standards: 5.P4U1.6 Analyze and interpret data to determine how and where energy is transferred when objects move 5.L4U3.12 Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms. 5.L3U1.10 Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms. 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable

pace.

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Notes:

Objective:

Academic
Standards:
5.P4U1.6 Analyze
and interpret data
to determine how
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Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.

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# Wednesday

#### Notes: **Objective:**

- Students will use models to understand how energy flows wihin an ecosystem.
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- Students will develop and use models to show how energy is transferred through an ecosystem.

#### **Lesson Overview:**

Inspire Science Unit 2: Ecosystems Energy in Ecosystems: Earth's Major Systems, Cycles of Matter in Ecosystems, Energy Transfer in Ecosystems,

#### Vocabulary:

Atmosphere, biosphere, geosphere, hydrosphere, condensation, evaporation, nitrogen cycle, oxygen- carbon cycle, precipitation, runoff, water cycle, consumer, energy flow, food chain, food web, producer.

Academic Standards:

**5.P4U1.6** Analyze and interpret data to determine how and where energy is transferred when objects move

#### 5.L4U3.12

Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.

#### 5.L3U1.10

Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.

**5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Thursday

#### Notes:

#### Objective:

- Students will use models to understand how energy flows wihin an ecosystem.
- Students will use a model to identify matter on Earth as part of Earth's systems.
- Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain how these cycles affect the ecosystem.
- Students will develop and use models to show how energy is transferred through an ecosystem.

#### **Lesson Overview:**

Inspire Science Unit 2: Ecosystems Energy in Ecosystems: Earth's Major Systems, Cycles of Matter in Ecosystems, Energy Transfer in Ecosystems,

#### Vocabulary:

Atmosphere, biosphere, geosphere, hydrosphere, condensation, evaporation, nitrogen cycle, oxygen- carbon cycle, precipitation, runoff, water cycle, consumer, energy flow, food chain, food web, producer.

Academic Standards:

**5.P4U1.6** Analyze and interpret data to determine how and where energy is transferred when objects move

#### 5.L4U3.12

Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.

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Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.

**5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Frida\

#### Notes: **Objective:**

- Students will use models to understand how energy flows wihin an ecosystem.
- Students will use a model to identify matter on Earth as part of Earth's systems.
- Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain how these cycles affect the ecosystem.
- Students will develop and use models to show how energy is transferred through an ecosystem.

#### **Lesson Overview:**

Inspire Science Unit 2: Ecosystems Energy in Ecosystems: Earth's Major Systems, Cycles of Matter in Ecosystems, Energy Transfer in Ecosystems,

#### Vocabulary:

Atmosphere, biosphere, geosphere, hydrosphere, condensation, evaporation, nitrogen cycle, oxygen- carbon cycle, precipitation, runoff, water cycle, consumer, energy flow, food chain, food web, producer.

Academic Standards:

**5.P4U1.6** Analyze and interpret data to determine how and where energy is transferred when objects move

#### 5.L4U3.12

Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.

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**5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.