Name: Reynolds, Moon		Grading Quarter: 4	Week Beginning: Week 2 3/24/25-3/28/25
School Year: 2024-2025		Subject: Science	
Monday	Notes: **AzSci Test Prep**	Objective: • AzSci Test Prep Lesson Overview: • AzSci Test Prep • Solar System Project presentations	Academic Standards: **AZSci Test Prep**
Tuesday	Notes: **AzSci Test**	Objective: • AzSci Test Lesson Overview: • AzSci Test	Academic Standards: **AzSci Test**
Wednesday	Notes: **AzSci Test**	Objective: • AzSci Test Lesson Overview: • AzSci Test	Academic Standards: **AzSci Test**
Thursday	Notes: **Grade 5** **Unit 4:** Earth and Space Patterns **Module 2:** Earth and Space **Lesson 2:** Stars and Their Patterns **Essential Question:** What causes some stars to be brighter than others?	Objective: • Students will support an argument that some stars appear brighter than others due to their relative distances. Lesson Overview: • Assess Prior Knowledge ○ p. 67- Page Keeley Science Probe: *Constellations* ▪ Students will look at a picture of the Big Dipper and predict which description of a constellation is correct. • Engage ○ p. 68-69- Encounter the Phenomenon: Why are some stars brighter than others? ○ Video: *Night Sky* ▪ Sample Questions for p. 69: • How far away are the stars? • Why do some look larger and brighter than others? • Why do some appear to be twinkling?	Academic Standards: **5.E2U1.7** Develop, revise, and use models based on evidence to construct explanations about the movement of the Earth and Moon within our solar system.

Friday	Notes: **Grade 5** **Unit 4:** Earth and Space Patterns **Module 2:** Earth and Space **Lesson 2:** Stars and Their Patterns **Essential Question:** What causes some stars to be brighter than others?	Objective: • Students will support an argument that some stars appear brighter than others due to their relative distances. Lesson Overview: • Explore ○ p. 70-72- Inquiry Activity: *Star Brightness* ▪ Materials: • Masking tape • Large flashlight • Penlight • Meterstick ▪ Make a Prediction: How does a star's distance from Earth affect how bright it appears? ▪ Carry Out an Investigation • Record data in table ▪ Communicate Information • Did the amount of light put out by the model star change? Explain. • What could you do to get the two "stars" to have the same brightness using the large and small flashlight? • What other factors might affect the brightness of a flashlight? What other factors do you think might affect the brightness of a star? • Imagine that you see two equally bright lights on the wall, but cannot see the flashlights. Do you have enough information to know if the flashlights were equally bright at the same distance or two unequally bright flashlights at different distances? • You see two unequally bright spots on the wall. What inferences could you make about the lights sources of those spots? • What patterns do you notice in the data collected during this investigation? Share your observations with a partner. Support your argument with evidence.	Academic Standards: **5.E2U1.7** Develop, revise, and use models based on evidence to construct explanations about the movement of the Earth and Moon within our solar system.