

# **MStM Science Curriculum Lesson Plan Template**

**Grade Level:** 5<sup>th</sup>

**Teacher:** Spanhut

**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry

A. Students can understand and apply the processes and skills of scientific inquiry

**Grade Level Objective:** A.1. Plan and conduct scientific investigations

## **Instructional Strategies:**

Outdoor lab: Students are to investigate the outdoor lab and count the number of specific bugs. The entire class will go back to the class and do research on these bugs. The goal of the lab is to make sure that the insects are kept in balance and that the harmful ones are kept low in numbers. The student is to come up with plants or animals to bring in to help keep the numbers low.

## **Assessment:**

Journal

Field experiences

## **Instructional Timeline:**

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**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry

A. Students can understand and apply the processes and skills of scientific inquiry

**Grade Level Objective:** A. 2. Recognize that scientists perform different types of investigations

**Instructional Strategies:**

Introduction to science, teach the students about different branches of science. Those branches can study the same thing but look at different parts of that thing.

**Assessment:**

Formative

**Instructional Timeline:**

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**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry

A. Students can understand and apply the processes and skills of scientific inquiry

**Grade Level Objective:** A. 3. Plan and conduct scientific investigations

## **Instructional Strategies:**

Outdoor classroom: Students are to do research on native animals, what they eat, how many young they have, etc. We will then design a food plot to attract those animals. The students will need to identify other factors and prepare for other problems.

## **Assessment:**

Journal

Formative Assessment

## **Instructional Timeline:**

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**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry  
B. Students can analyze and interpret scientific information

**Grade Level Objective:** B.1. Identify and generate questions that can be answered through scientific investigations

**Instructional Strategies:**

Students will be put in groups and the groups will be given pictures of birds, they must separate the pictures into male and female. Students must come up with reasons why the female birds are drabber than the males.

**Assessment:**

Formative assessment

**Instructional Timeline:**

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**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry

B. Students can analyze and interpret scientific information

**Grade Level Objective:** B.2. Incorporate mathematics in science inquiries

**Instructional Strategies:**

Outdoor lab: create weekly charts and graphs on the number of different animals/plants that we see.

**Assessment:**

Formative

Journal

**Instructional Timeline:**

**Ongoing**

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**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry

B. Students can analyze and interpret scientific information

**Grade Level Objective:** B.3. Use evidence to develop reasonable explanations

## ***Instructional Strategies:***

Rutherford Lab, plywood cutouts are placed under an opaque piece of tack board, so the kids can't see the object underneath. The students are to roll marbles at the object and make a drawing of what they think that shape is, based on the marbles bounce back.

## ***Assessment:***

Formative

Journal

## ***Instructional Timeline:***

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**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry

B. Students can analyze and interpret scientific information

**Grade Level Objective:** B.4. Communicate scientific procedures and explanations

**Instructional Strategies:**

Rutherford Lab, when doing the Rutherford Lab, students must write down a detailed procedure, and when another group comes by, they must be able to recreate the experiment.

**Assessment:**

**Formative**

**Instructional Timeline:**

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**Science Standard/Benchmark:** Standard 1: Students can understand and apply skills used in scientific inquiry

B. Students can analyze and interpret scientific information

**Grade Level Objective:** B. 5. Use appropriate tools and techniques to gather, process, and analyze data

## ***Instructional Strategies:***

Temperature- Students are put into groups of 2. They are given a thermometer. They are going out side, they are to first find the coolest temperature that they can find, and they have 3 minutes to do so. They are to record where it was and the time. Then the students have 3 minutes to find the warmest spot, record their new place and time.

## ***Assessment:***

Journal

Formative assessment

## ***Instructional Timeline:***

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**Grade Level:** 5<sup>th</sup>

**Teacher:** Spanhut

**Science Standard/Benchmark:** Students can understand concepts and relationships in life science

A. Students can understand structures of living things

**Grade Level Objective:** A.1. Understand and apply knowledge of basic human body systems and how they work together

## **Instructional Strategies:**

Respiratory system and the muscular system: students have already learned how respiration happens. They know that respiration releases energy, now they are going to find out what part of the body uses that energy. They will begin with a walk around the play ground and measure their breaths per minutes, then they will jog 2 times around the playground and count the breaths, and repeat for 3 laps.

## **Assessment:**

Journal  
Formative

## **Instructional Timeline:**

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**Science Standard/Benchmark:** Standard 2: Students can understand concepts and relationships in life science  
B. Students can understand life cycles

**Grade Level Objective:** B.1. Understand and apply knowledge of organisms and their environments, including:

- Structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats.
- How individual organisms are influenced by internal and external factors.
- The relationships among living and non-living factors in terrestrial and aquatic ecosystems.

## ***Instructional Strategies:***

M and M throw: Teacher distributes m&m's to the students, where they separate them into the colors. We go around the room and add up all of the colors separately. We then go outside, where the teacher stands about 30 feet away from the students, where they are instructed to throw the m&m's at the teacher. Then the students have 1 minute to gather up as many of the m&m's as possible. We go back to the classroom, where the students again divide the candies by color and we go around the room again saying the number that we found. We calculate the percent found for each color.

## ***Assessment:***

Data sheet  
Journal

## ***Instructional Timeline:***

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**Science Standard/Benchmark:** Students can understand concepts and relationships in life science  
C. Students can understand environmental interactions and adaptations

**Grade Level Objective:** C.1. Understand and apply knowledge of environmental stewardship

### ***Instructional Strategies:***

Outdoor classroom: Students will conduct research as to the number of animals seen in this area. Students will research what those animals eat and other traits. Students will then create a plan to encourage habitat growth.

### ***Assessment:***

Journal  
Formative

### ***Instructional Timeline:***

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**Science Standard/Benchmark:** Students can understand concepts and relationships in life science  
C. Students can understand environmental interactions and adaptations

**Grade Level Objective:** C.2. Understand and apply knowledge of personal health and wellness issues

**Instructional Strategies:**

**Assessment:**

**Instructional Timeline:**

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**Science Standard/Benchmark:**

**Grade Level Objective:**

**Instructional Strategies:**

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