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| MONDAY | April 8th, 2019 |
| **MS-LS1-6**: The student is expected to construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. |
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| **Content****Objective** | Students will write to recall through brainstorming (APK/Formative) what they know about plant growth and photosynthesis using a graphic organizer with at least 3 personal examples. |
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| **Language****Objective** | Students will orally describe prior knowledge of photosynthesis using sentence stems and a graphic organizer to speak with a partner at least 2 personal examples.  |
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| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| Students identify and compare the functions of plants, animals, and cells. | MoleculeCoefficientYield  | PhotosynthesisCarbon DioxideWaterGlucoseOxygenLight Energy |

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| Wednesday  | April 10th, 2019 |
| **MS-LS1-6**: The student is expected to construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. |
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| **Content****Objective** | Students will write to record observations light sensitive paper that will mimic the photosensitivity of chlorophyll in plants with at least 2 observations. |
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| **Language****Objective** | Students discuss their observations of the investigation using turn and talk with their A/B partner and stem as observed by the teacher. (The \_\_\_ energy transformed to \_\_\_ energy because \_\_\_ ) |
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| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| Students identify and compare the functions of plants, animals, and cells. | MoleculeCoefficientYield  | PhotosynthesisCarbon DioxideWaterGlucoseOxygenLight Energy |

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| Thursday | April 11th, 2019 |
| **MS-LS1-6**: The student is expected to construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. |
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| **Content****Objective** | Students will design and conduct an investigation to determine whether plants consume/release CO2 as observed by the teacher. |
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| **Language****Objective** | Students will write to record observations from their investigation using 2-3 details such as a change in color, amount, or size using a stem.  |
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| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| Students identify and compare the functions of plants, animals, and cells. | MoleculeCoefficientYield (stem: I observed \_\_\_\_) | PhotosynthesisCarbon DioxideWaterGlucoseOxygenLight Energy |

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| See if we can fit it in. | Extra Day due to Field Trip |
| **MS-LS1-6**: The student is expected to construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. |
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| **Content****Objective** | Students will complete observations from yesterday’s investigation and discuss results within their group.  |
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| **Language****Objective** | Students will write to make a claim that cites data/evidence from the investigation using scientifically accurate reasoning. Type 3 |
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| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| Students identify and compare the functions of plants, animals, and cells. | MoleculeCoefficientYield  | PhotosynthesisCarbon DioxideWaterGlucoseOxygenLight Energy |

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| Friday | April 12th, 2019 |
| **MS-LS1-6**: The student is expected to construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. |
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| **Content****Objective** | Students will use snap tubes to represent the molecules of the photosynthesis equation to demonstrate the transfer of energy in a system. |
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| **Language****Objective** | Students will write to describe how a rabbit gets energy to live and grow using the CER format and citing evidence from the cube demonstration and photosynthesis equation. |
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| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| Students identify and compare the functions of plants, animals, and cells. | MoleculeCoefficientYield  | PhotosynthesisCarbon DioxideWaterGlucoseOxygenLight Energy |