

CURRICULUM NIGHT
FEBRUARY 2, 2016



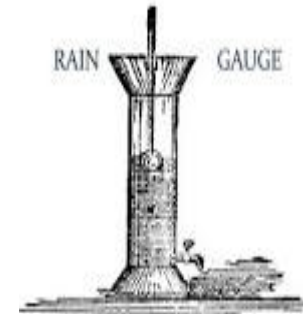
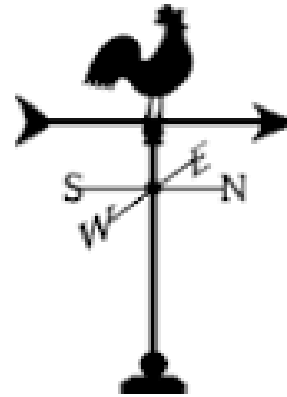
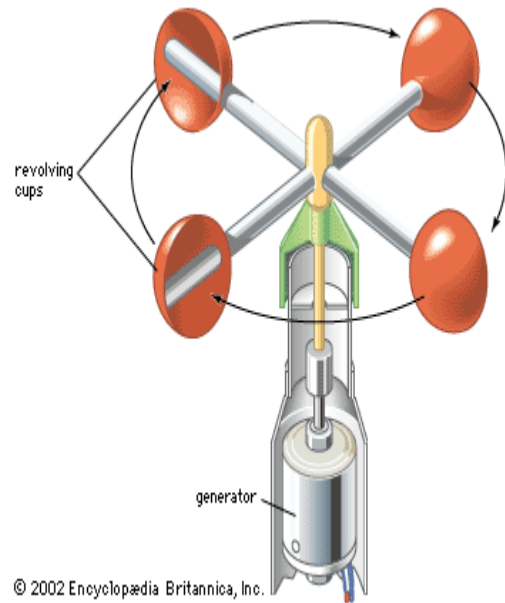
WEATHER WIZARDS, ECO
WARRIORS, AND EOG
PREPARATION STRATEGIES FOR
SCIENCE

ESSENTIAL QUESTION
FOR THE WEATHER
UNIT(3RD QUARTER):



WHAT CAUSES DAILY AND
SEASONAL WEATHER?

WEATHER TOOLS



Could you identify them?

LEARNING OUTCOMES



Students will understand that:

- ❖ weather changes daily and many factors are measured to describe and predict weather conditions.
- ❖ weather data can be collected - by observation and/or measurement with a weather tool - and the weather data can be analyzed in order to predict the likelihood of a particular weather condition occurring.
- ❖ local weather conditions are influenced by global factors such as air and water currents.
- ❖ the sun's energy fuels the water cycle.
- ❖ heat is transferred by radiation, conduction, and/or convection; heating and cooling changes the properties of materials.

ESSENTIAL VOCABULARY

LINK TO
THE
5 GRADE
WEBSITE





ESSENTIAL QUESTION FOR THE ECOSYSTEM UNIT (3/4 QUARTER) :

HOW ARE PLANTS AND ANIMALS
CONNECTED TO EACH OTHER AND TO
THEIR NATURAL ENVIRONMENT?

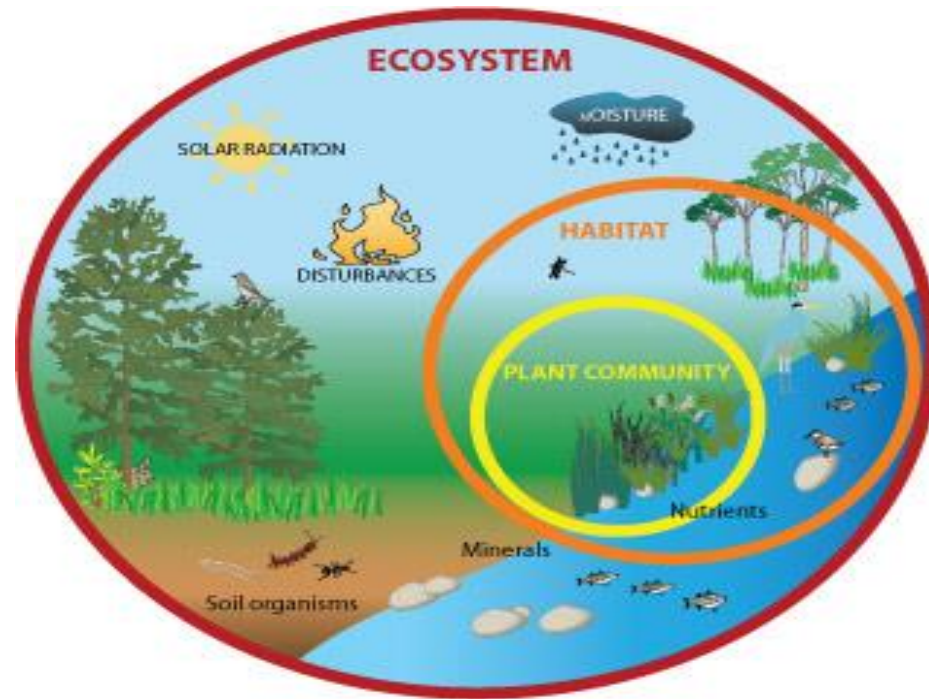
LEARNING OUTCOMES



Students will understand that:

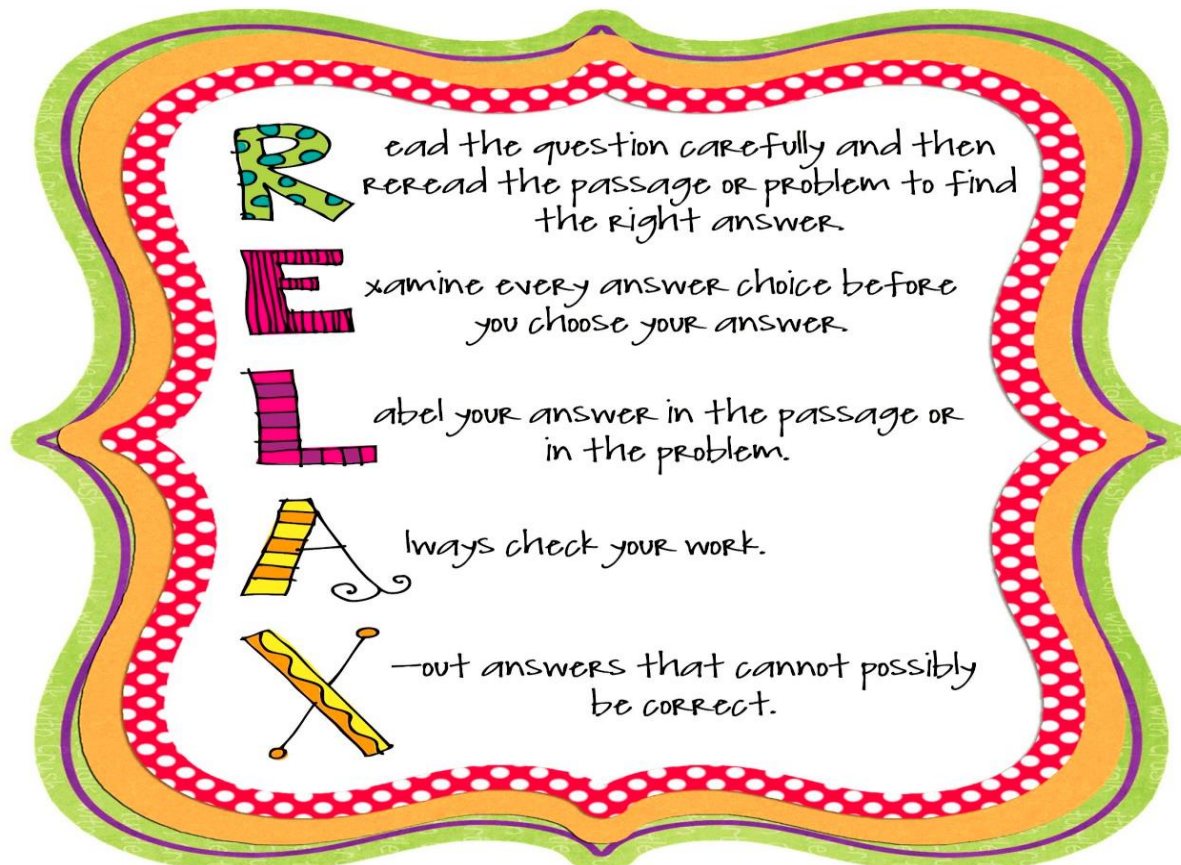
- ❖ An ecosystem is an interconnected community of organisms dependent on the physical environment and each other.
- ❖ Organisms within an ecosystem can be classified as producers, consumers, or decomposers.
- ❖ Ecosystems are affected by forces and changes, both natural and man-made.

ESSENTIAL VOCABULARY



[ECOSYSTEM UNIT ON 5 GRADE WEBSITE](#)

SCIENCE EOG PREPARATION STRATEGIES



AN INTRODUCTION TO SCIENCE NOTEBOOK

Think as a Scientist:

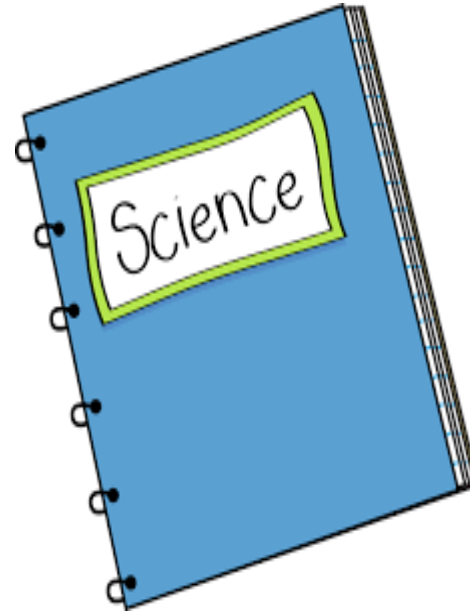
- ❖ Question/Problem/ Purpose
- ❖ Prediction
- ❖ Planning/Procedures

Record as a Scientist:

- ❖ Data
- ❖ Observation
- ❖ Labeled drawings

Reflect as a Scientist:

- ❖ What have you learned?
- ❖ What could be the next steps? Do you have a new question?



SIX STEPS TO EFFECTIVE VOCABULARY INSTRUCTION

From Building Background Knowledge for Academic Achievement by Robert Marzano

- ▶ Step 1: The teacher provides a description, explanation, or example of the new term.
- ▶ Step 2: Students restate the definition in their own word by writing it in their science notebook.
- ▶ Step 3: Students create a graphic organizer, picture, or pictograph to connect the term to their experience.
- ▶ Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms, like: comparing and classifying terms etc. After these activities, it is critical for students to go back to their notebooks and record new insights.
- ▶ Step 5: Students are asked to discuss the terms with one another. Organize students into groups and have them discuss the terms in their notebooks.
- ▶ Step 6: Students are involved in games that allow them to play with the terms.

TIME FOR....



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THANK YOU FOR COMING!



My contact info is kchojkiewicz@wcpss.net

5 grade website: <http://5thgradedcedarfork.weebly.com>