

# GREEN COUNTY INTERMEDIATE SCHOOL LESSON PLANS

**Teacher Name:** Samantha Buchanan **Class:** 5th grade Science

**Week of:** August 24-28, 2026

## Monday

### I can statement(s):

I can identify science tools, describe what scientists do, and create my own science tool.

### Standard(s):

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

### Schedule:

7:30 - 8:00 Reading RTI

8:00 - 8:55 1st period

8:55 - 9:50 2nd period

9:50 - 10:45 3rd period

10:45 - 12:25 4th period/Lunch Buchanan Lunch 11:19-11:57

12:25 - 1:20 5th period

1:20 - 1:35 Snack/Get ready to go home

1:35 - 2:20 Related Arts - ART

### Activities:

- Start the lesson by asking: "What do scientists need to do their jobs?" Let students list ideas like tools, safety gear, and questions. Then, tell the class that today they'll rotate through three stations to explore what scientists do and how they solve problems.

Introduce each station before we begin:

#### Station 1: Science Tools Matching

Students match each science tool to the correct definition and picture. Then in their booklets, they will explain how each tool is used.

#### Station 2: Scientist Vocabulary Match Game

Students play a memory match game using vocabulary cards to match each type of scientist to its definition.

#### Station 3: Design a Science Tool

Students use their imagination to invent a new science tool. In their booklet, they will draw their design and explain how a scientist would use it.

Explain the rotation procedure. Divide the class into small groups and assign a starting station to each group.

### Wrap Up

Allow students to share their invented tool with the class or with a partner. Ask students about which station they found challenging and why.

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| <p><b>Tuesday</b></p> <p><b>I can statement(s):</b><br/>I can review what I have learned about science, scientists, and the scientific method.</p> <p><b>Standard(s):</b><br/>Same as above.</p>                                                                                                                                              | <p><b>Schedule:</b><br/>7:30 - 8:00 Reading RTI<br/>8:00 - 8:55 1st period<br/>8:55 - 9:50 2nd period<br/>9:50 - 10:45 3rd period<br/>10:45 - 12:25 4th period/Lunch Buchanan Lunch 11:19-11:57<br/>12:25 - 1:20 5th period<br/>1:20 - 1:35 Snack/Get ready to go home<br/>1:35 - 2:20 Related Arts - MUSIC</p> <p><b>Activities:</b><br/>- Listen to the <a href="#">Read-aloud: What Do You Do With an Idea? — Kobi Yamada</a><br/>- Start your lesson by asking: “If you could be a scientist, what would you want to study and what tool would you use?” Allow a few students to share.<br/>- Use the 20 task cards to review all the content taught in the unit. The task cards will be placed around the room and students will move to each card.<br/>- Students will answer the questions in their booklets. Remind students to write their answers in the correct box with the number that is on the task card.</p> <p><u>Wrap Up</u><br/>- Review the answers to the task cards together as a class. Students turn in booklets.<br/>- Listen to <a href="#">Read-aloud: The Most Magnificent Thing — Ashley Spires</a></p>                         |
| <p><b>Wednesday</b></p> <p><b>I can statement(s):</b><br/>I can define matter and give examples of things that have matter.</p> <p>I can use evidence to prove that air is matter even though we cannot see it.</p> <p><b>Standard(s):</b><br/>5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.</p> | <p><b>Schedule:</b><br/>7:30 - 8:00 Math RTI<br/>8:00 - 8:55 1st period<br/>8:55 - 9:50 2nd period<br/>9:50 - 10:45 3rd period<br/>10:45 - 12:25 4th period/Lunch Buchanan Lunch 11:19-11:57<br/>12:25 - 1:20 5th period<br/>1:20 - 1:35 Snack/Get ready to go home<br/>1:35 - 2:20 Related Arts - P.E.</p> <p><b>Activities:</b><br/><a href="#">Lesson 1 - Matter - Structure and Properties</a> Slides 1-7<br/>- Introduce the essential question for the next few lessons. What is matter, and what is it made of?<br/>- Give groups a set of sorting cards. Students sort the cards into three groups: matter, non-matter, or unsure. During this time, the teacher visits the groups to enhance the discussion about how they are making their decisions.<br/>- Look at the correct answers on the presentation. Analyze the items that are matter and see if students can create their own definition of matter.<br/>- Watch the video: What is matter? to help students understand the proper definition of matter.<br/>- Assess student understanding of their learning so far by completing “Check Your Understanding” in the student journal.</p> |

# GREEN COUNTY INTERMEDIATE SCHOOL LESSON PLANS

## Thursday

### I can statement(s):

I can define matter and give examples of things that have matter.

I can use evidence to prove that air is matter even though we cannot see it.

### Standard(s):

Same as above.

### Schedule:

7:30 - 8:00 Math RTI  
 8:00 - 8:55 1st period  
 8:55 - 9:50 2nd period  
 9:50 - 10:45 3rd period  
 10:45 - 12:25 4th period/Lunch Buchanan Lunch 11:19-11:57  
 12:25 - 1:20 5th period  
 1:20 - 1:35 Snack/Get ready to go home  
 1:35 - 2:20 Related Arts - COMPUTERS

### Activities:

- [Lesson 1 - Matter - Structure and Properties](#) Slides 8-11
- Complete the Group Inquiry Lab: Air is it really there?
- [Video of Lab](#)
- Students answer the questions on the lab page in their booklet.
- Students then complete the "Let's Reflect" page in their booklet.
- Listen to the [Read-aloud: Matter: See It, Touch It, Taste It, Smell It — Darlene R. Stille](#)

## Friday

### I can statement(s):

I can define matter and give examples of things that have matter.

### Standard(s):

Same as above.

### Schedule:

7:30 - 8:00 Morning Meeting  
 8:00 - 8:35 1st period  
 8:35 - 9:10 2nd period  
 9:10 - 9:45 3rd period  
 9:45 - 10:20 4th period  
 10:20 - 11:20 5th period/Lunch Buchanan Lunch 10:48-11:08  
 11:20 - 11:40 Get ready to go home  
 11:40 - 12:20 Related Arts - LIBRARY

### Activities:

- The students will watch [Generation Genius - Properties of Matter](#) video.
- They will complete [Properties of Matter - Generation Genius Video Questions](#) as they watch.