

3rd 6 WEEKS OVERVIEW

HMH no longer supports direct links, therefore, many links have been removed in the IPC.

Unit 3: Energy (5.8) con't

Light (5.8C)

5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)

Lesson slides: [TEKS 5.8.C: Light](#)

Unit 4: Patterns in Space (5.9)

Earth's Rotation

5.9(A) demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)

Lesson slides: [TEKS 5.9.A. Earth's Rotation](#)

Unit 5: Earth's Processes (5.10)

Weather and the Watery Cycle (5.10A)

5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather

Lesson slides: [TEKS 5.10.A: Weather and the Water Cycle](#)

Important Dates	Resources
<p>Third Six Weeks: 11/3 - 12/18</p> <p>Week of 11/3: 6W2 Assessments</p> <p>11/11/25: LAN Teachers Day Off</p> <p>Week of 11/17: Fall Benchmarks (Math/Reading)</p> <p>Week of 12/8: LAN CA#3 Testing</p> <p>12/19: LAN Teachers Off</p> <p>12/22 - 1/2: Winter Break</p>	
Direct Link to Weekly IPC	
<p><u>Week 1</u></p> <p><u>Week 2</u></p> <p><u>Week 3</u></p> <p><u>Week 4</u></p> <p><u>Week 5</u></p> <p><u>Week 6</u></p> <p><u>Assessment Blueprint</u></p>	<p><u>YAG</u></p> <p><u>Editable Copy of IPC</u></p> <p><u>Block Breakdown(60 minutes)</u></p> <p><u>Block Breakdown (90 minutes)</u></p> <p><u>Multiple Response Strategies (MRS)</u></p>

WEEK 1

SCIENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<i>11/3/25</i>	<i>11/4/25</i>	<i>11/5/25</i>	<i>11/6/25</i>	<i>11/7/25</i>
Student Expectations TEK	5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)	LAN Assessment Review Tested TEKS: 5.7A S 5.7B S 5.8A S 5.8B R	LAN Assessment 6W2 Assessment in School City LAN_CA_6W2_Gr05_Science_2526	5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)	<p align="center"><i>Everybody Grows</i></p> Assess, Re-Teach & Enrich Be sure to include your activities in your lesson plans. Suggested Activities: Progress Learning: Study Plan: 5.8C
Learning Objective	Students will be able to describe what happens when light strikes a mirror vs how it reacts when it goes through a convex lens.			Students will describe the different things that happen when light hits an object.	
Guiding Question	Why does a straw look broken in a glass of water?			Why does a straw look broken in a glass of water?	
5E Model with suggested activity	Explore (reflection vs refraction)			Explore/Explain Day 5: Exploring Light (shadows)	
	Day 3 & 4 Hands-on Activity			Lead a Group Discussion to find out	

	Lights and Mirrors Magnificent Magnifier			what students know about what causes shadows to form. You may decide to have students try to create shadows around the room and discuss their results. Student book; pg 255-260	
Multiple Response Strategies	FOUR(Two) CORNERS Label corners: <ul style="list-style-type: none"> • Reflect • Refract Show images; students move to the correct corner and justify.			WHITEBOARD CHECK Students draw how light travels and label where a shadow forms.	
Stations/ Writing* (30 minutes) <i>*90min block</i>	Exit Ticket(Day 3 and 4) PhET: Bending Light			Exit Ticker (Day 5) Writing: Explain the difference between transparent, translucent, and opaque? PhET: Bending Light	
Demonstration of Learning 10 minutes	SchoolCity DOL 5thSci 5.8C 11/3/2 5			SchoolCity DOL 5thSci 5.8C 11/7/2 5	

<p>Intervene/ Accelerate</p> <p>1x per week 6W1 3x per week 6W2 Daily M-Th 6W3</p>	<p>Intervene: HMH Light Reteaching Support</p> <p>Accelerate: Light Challenge</p>			<p>Intervene:</p> <p>For students who may be struggling with the difference between opaque, translucent, and transparent materials, it would be helpful for them to see an example of each and observe what happens when light hits them.</p> <p>Suggestions: a piece of clear glass or cellophane, a pair of sunglasses or a piece of wax paper, and a block of wood or a stone.</p> <p>Accelerate: Light Challenge</p>	
<p>Success Criteria</p> <p><i>A student has achieved mastery when...</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain that light travels in a straight line until it interacts with an object or surface. <input type="checkbox"/> describe what happens when light is: <ul style="list-style-type: none"> o reflected (bounces off a surface like a mirror) o refracted (bends when passing through materials) 			<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain that light travels in a straight line until it interacts with an object or surface. <input type="checkbox"/> describe what happens when light is: <ul style="list-style-type: none"> o reflected (bounces off a surface like a mirror) o refracted (bends when passing through materials) 	

	like water or glass) o absorbed (taken in by materials like black cloth)			like water or glass) o absorbed (taken in by materials like black cloth)	
Resources	<p style="text-align: center;"> HMH Teacher Science Background Vocabulary Cards ScienceSaurus Physical Science: Light and Sound Supplemental Lesson <i>What Is Light?</i> </p> <p style="text-align: center;"> Brainpop Jr Light </p> <p style="text-align: center;"> Flowcabulary Light </p> <p style="text-align: center;">LAN 5th grade Science Google Folder</p>				

WEEK 2

SCIENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	11/10/25	11/11/25	11/12/25	11/13/25	11/14/25
Student Expectations TEK	5.8(C) demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed (R)	FWISD Professional Learning Day LAN Core Teachers Off	5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)	5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)	Everybody Grows Assess, Re-Teach & Enrich Be sure to include your activities in your lesson plans. Suggested Activities: Light Quiz Light Quiz A Light Quiz B (differentiated)
Learning Objective	Students will describe what happens when light refracts.		Students will be able to research and design their own sundial.	Students will build a prototype based on their design, test it, and communicate how to use it.	
Guiding Question	Why does a straw look broken in a glass of water?		What causes day/night cycles, changing shadows, and the sun appearing to move across the sky?		

<p>5E Model with suggested activity</p>	<p>Explore/Explain Day 6: Exploring Refraction</p> <p>Lead a Group Discussion about the ways that light interacts with objects. Ask students for examples of how light behaves when it strikes different objects, such as a convex lens, a concave lens, a prism, and a mirror.</p> <p>Student book; pg 261-266</p>		<p>Engage/Explore Days 1 & 2</p> <p>Activate Prior Knowledge</p> <p>Hands-on Activity Engineer It: Shadows, Part 1</p>	<p>Explore/Explain Day 3</p> <p>Hands-on Activity Engineer It; Shadows, part 2</p>	
<p>Multiple Response Strategies</p>	<p>RERUN</p> <p>Recall: Summarize what you learned about light</p> <p>Explain: Explain the importance</p> <p>Results: Describe the difference between reflection and refraction</p>		<p>MODEL MATCH</p> <p>Students match diagrams of shadow length with times of day.</p>	<p>TURN AND TALK</p> <p>Students explain to a partner how their sundial shows time of day.</p>	

	<p>Uncertainties: What are you still unsure about</p> <p>New: Write at least 2 new things that you learned about light.</p>			
<p>Stations/ Writing* (30 minutes) <i>*90min block</i></p>	<p>Exit Ticket (Day 6)</p> <p>PhET: Bending Light</p> <p>Engineering in Careers</p>		<p>Exit Ticket (Day 1)</p> <p>Light and Shadows (Science for Kids)</p>	<p>Exit Ticket (Day 3)</p> <p>ScienceSaurus: Earth Science</p>
<p>Demonstration of Learning 10 minutes</p>	<p>Using RACE or CER, students will answer:</p> <p>Why does a straw look broken in a glass of water?</p>		<p>No DOL/Day 1</p>	<p>SchoolCity</p> <p>DOL 5thSci 5.9A 11/13/25</p>
<p>Intervene/ Accelerate</p> <p>1x per week 6W1</p> <p>3x per week 6W2</p> <p>Daily M-Th 6W3</p>	<p>Intervene: If students struggle to understand refraction, it may be helpful to set up a model of a pencil in a glass of water. Ask students to describe what they observe. Scaffold student understanding of refraction by explaining that refraction can produce an optical illusion because light interacts differently with water than it does with air.</p> <p>Accelerate:</p>		<p>Intervene: Vocabulary Anchor Chart</p> <p>Accelerate: Earth's Rotation Challenge</p>	<p>Intervene: Organize an outdoor activity where students measure the length and direction of their shadows at different times of the day. Have them record their observations and discuss with a partner how the changing position of the Sun affects the shadows. This will help them understand the relationship between Earth's rotation and the appearance of the Sun moving across the sky.</p>

	Light Maze			Accelerate: Research how to create a human sundial.	
<p>Success Criteria <i>A student has achieved mastery when...</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain that light travels in a straight line until it interacts with an object or surface. <input type="checkbox"/> describe what happens when light is: <ul style="list-style-type: none"> o reflected (bounces off a surface like a mirror) o refracted (bends when passing through materials like water or glass) o absorbed (taken in by materials like black cloth) 		<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use models to explain the day/night cycle and the apparent movement of the sun. <input type="checkbox"/> Recognize that we experience day and night on Earth due to Earth's rotation on its axis. <input type="checkbox"/> Understand the reason the sun appears to rise in the east, move across the sky, and set in the west is Earth's rotation on its axis. 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use models to explain the day/night cycle and the apparent movement of the sun. <input type="checkbox"/> Recognize that we experience day and night on Earth due to Earth's rotation on its axis. <input type="checkbox"/> Understand the reason the sun appears to rise in the east, move across the sky, and set in the west is Earth's rotation on its axis. 	
<p>Resources</p>	<p style="text-align: center;">HMH Teacher Science Background Vocabulary Cards ScienceSaurus Physical Science: Light and Sound Supplemental Lesson What Is Light?</p> <p style="text-align: center;">Brainpop Jr Light</p>		<p style="text-align: center;">HMH: Teacher Science Background FUNOMENAL READER: SEARCHING FOR SUNRISE ScienceSaurus: Earth and its Moon, pg 218 Supplemental Lesson: How Do the Sun, Earth, and Moon Differ? You Solve It : Measuring Shadows You Solve It: Measuring Shadows (Teacher's Guide)</p> <p style="text-align: center;">BrainPop</p>		

	<p>Flowcabulary Light</p> <p>LAN 5th grade Science Google Folder</p>	<p>Seasons</p> <p>BrainPop Jr Seasons</p> <p>Flowcabulary Earth's Rotation Seasons</p> <p>YouTube: Patrick Haney Apparent Movement of the Sun The Appearance of Shadows #1 The Appearance of Shadows #2 The Appearance of Shadows #3 The Rotation of the Earth</p>
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WEEK 3

SCIENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<i>11/17/25</i>	<i>11/18/25</i>	<i>11/19/25</i>	<i>11/20/25</i>	<i>11/21/25</i>
Student Expectations TEK	<p>INSTRUCTIONAL FLEX DAY</p> <p>Use this time to review, enrich or catch up. Be sure your lesson plans reflect your activities for today.</p>	<p>FALL Reading Benchmark</p> <p>Check with Data Analyst for Specific Testing Day</p>	<p>FALL Math Benchmark</p> <p>Check with Data Analyst for Specific Testing Day</p>	<p>INSTRUCTIONAL FLEX DAY</p> <p>Use this time to review, enrich or catch up. Be sure your lesson plans reflect your activities for today.</p>	<p><i>Everybody Grows</i></p> <p>Assess, Re-Teach & Enrich</p> <p>Be sure to include your activities in your lesson plans.</p> <p>Suggested Activities:</p> <p>Progress Learning: Study Plan</p> <p>5.9A Earth Rotates</p> <p>4.9A Patterns of Change in the Seasons</p>
Learning Objective					
Guiding Question					
5E Model with suggested activity					
Multiple Response Strategies					
Stations/ Writing* (30 minutes) <i>*90min block</i>					
Demonstration of Learning 10 minutes					

<p>Intervene/ Accelerate</p> <p>1x per week 6W1 3x per week 6W2 Daily M-Th 6W3</p>					
<p>Success Criteria <i>A student has achieved mastery when...</i></p>					
<p>Resources</p>					

WEEK 4

SCIENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/1/25	12/2/25	12/3/25	12/4/25	12/5/25
<p>Student Expectations</p> <p>TEK</p>	<p>5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)</p>	<p>5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)</p>	<p>5.9(A): demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes (R)</p>	<p>5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather</p>	<p>Everybody Grows</p> <p>Assess, Re-Teach & Enrich</p> <p>Be sure to include your activities in your lesson plans.</p> <p>Suggested Activities:</p> <p>Unit Assessment: Patterns in Space Test A Patterns in Space Test B (differentiated)</p> <p>Progress Learning: Study Plan</p> <p>4.9A Patterns of Change in the Seasons</p> <p>4.9B The Moon</p>
<p>Learning Objective</p>	<p>Students will analyze their data to identify patterns and draw conclusions about the sun and shadows.</p>	<p>Students will be able to use a model to explain the cause-and-effect relationship between Earth and the sun that causes day and night.</p>	<p>Students will engage in non-fiction reading to connect to the phenomena around what causes day/night cycles.</p>	<p>Students will use tools such as a thermometer to observe, measure, and identify cause-and-effect relationships to explain scientific phenomena.</p>	

Guiding Question	What causes day/night cycles, changing shadows, and the sun appearing to move across the sky?			How do the sun and ocean interact to form hurricanes?	
5E Model with suggested activity	<p>Explore/Explain Day 4</p> <p>Hands-on Activity Engineer It; Shadows, part 3</p>	<p>Explore/Explain Day 5</p> <p>Hands-on Activity Earth's Movement</p>	<p>Elaborate/Extend</p> <p>FUNomental Reader: Searching for Sunrise</p> <p>FUNomental Reader Teacher Guide</p>	<p>Engage/Explore Day 1 & 2</p> <p>Activate Prior Knowledge</p> <p>Hands-On Activity: Ocean Temperature and Weather</p>	
Multiple Response Strategies	<p>Acrostic Poem</p> <p>Have students create an acrostic using one of the following terms for the essential vocabulary terms list.</p>	<p>WHITEBOARD</p> <p>Draw a simple model of Earth-Sun showing daytime for Texas.</p>	<p>Dump/Gallery Walk</p> <p>Strategy: Give student groups 2-3 minutes to write or draw everything they know about the rotation of the Earth on it's axis. After, post chart paper. Allow students to look at other groups' work and add anything to it they think others are missing.</p> <p>Monitoring: Collect and scan for key vocabulary and conceptual gaps.</p> <p>Responsive Support: Use their responses to shore up any misconceptions.</p>	<p>Interactive Word Wall Walk</p> <p>Strategy: Post key water cycle/weather terms around the room.</p> <p>Task: Students walk around and write what they know or questions they have on sticky notes.</p>	

<p>Stations/ Writing* (30 minutes) <i>*90min block</i></p>	<p>Exit Ticket (Day 4)</p> <p>ScienceSaurus: Earth Science</p> <p>How do the Sun, Earth and Moon differ?</p>	<p>Exit Ticket (Day 5)</p> <p>ScienceSaurus: Earth Science</p> <p>How do the Sun, Earth and Moon differ?</p>	<p>How do the Sun, Earth and Moon differ?</p>	<p>Exit Ticket (Day 2)</p> <p>ScienceSaurus: Water on Earth</p> <p>Comic Strip: The Sun and Ocean Team Up Objective: Illustrate how the Sun heats the ocean, causing evaporation and influencing weather.</p> <p>Data & Weather Journal Objective: Track local weather for 5 days and reflect on how the Sun and ocean may be influencing it.</p>	
<p>Demonstration of Learning 10 minutes</p>	<p>SchoolCity</p> <p>DOL 5thSci 5.9A 11/17/25 <i>*DOL Dates are based on the earlier version of this IPC</i></p>	<p>SchoolCity</p> <p>DOL 5thSci 5.9A 11/20/25 <i>*DOL Dates are based on the earlier version of this IPC</i></p>	<p>Using RACE or CER, students will answer: What causes day/night cycles, changing shadows, and the sun appearing to move across the sky?</p>	<p>No DOL (Day 1)</p>	
<p>Intervene/ Accelerate</p> <p>1x per week 6W1 3x per week 6W2 Daily M-Th 6W3</p>	<p>Intervene: Provide guiding questions as students rotate the globe after picking their location. Stop students when the globe is fully in the light, at the edge of shadow, and fully in the dark. Help focus their attention by asking what the light</p>	<p>Intervene: Provide guiding questions as students rotate the globe after picking their location. Stop students when the globe is fully in the light, at the edge of shadow, and fully in the dark. Help focus their attention by asking what the light</p>	<p>Intervene: Shadow Tracker</p> <p>Accelerate: Time Zone Investigator</p>	<p>Intervene: HMH Reteaching Support</p> <p>Accelerate: Science Challenge</p>	

	is like a pointed location at that instant. Accelerate: Time Zone Investigator	is like a pointed location at that instant. Accelerate: Time Zone Investigator			
Success Criteria <i>A student has achieved mastery when...</i>	Students will: <input type="checkbox"/> Use models to explain the day/night cycle and the apparent movement of the sun. <input type="checkbox"/> Recognize that we experience day and night on Earth due to Earth's rotation on its axis. <input type="checkbox"/> Understand the reason the sun appears to rise in the east, move across the sky, and set in the west is Earth's rotation on its axis.	Students will: <input type="checkbox"/> Use models to explain the day/night cycle and the apparent movement of the sun. <input type="checkbox"/> Recognize that we experience day and night on Earth due to Earth's rotation on its axis. <input type="checkbox"/> Understand the reason the sun appears to rise in the east, move across the sky, and set in the west is Earth's rotation on its axis.	Students will: <input type="checkbox"/> Use models to explain the day/night cycle and the apparent movement of the sun. <input type="checkbox"/> Recognize that we experience day and night on Earth due to Earth's rotation on its axis. <input type="checkbox"/> Understand the reason the sun appears to rise in the east, move across the sky, and set in the west is Earth's rotation on its axis.	Students will: <input type="checkbox"/> explain how the Sun heats up the ocean and causes water to evaporate <input type="checkbox"/> describe how water vapor from the ocean helps form clouds. <input type="checkbox"/> explain that ocean currents carry warm or cold water, which can make places hotter or cooler. <input type="checkbox"/> describe how warm ocean water and the Sun can help create storms. <input type="checkbox"/> show evaporation, condensation, precipitation, and collection in a picture or model.	
Resources	HMH:				

[Teacher Science Background](#)
[ScienceSaurus: Earth Science: Water on Earth, pg 122](#)
[Supplemental Lesson: How Does Water Move on Earth's Surface?](#)
[People in Science \(Meteorologist\)/Wrap Up](#)

BrainPop

[Water Cycle](#)

[Weather](#)

BrainPop Jr

[Water Cycle](#)

Flowcabulary

[Water Cycle](#)

[Weather vs. Climate](#)

YouTube: Patrick Haney

[Water Cycle](#)

[Water Cycle #2](#)

[Weather vs. Climate](#)

[Weather vs. Climate Overview](#)

LAN 5th grade Science Google Folder

WEEK 5

SCIENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/8/25	12/9/25	12/10/25	12/11/25	12/12/25
Student Expectations TEK	5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather	5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather	LAN Assessment Review Tested TEKS: 5.8C 5.9A 5.10A	LAN Assessment <i>Date to be set by campus</i> 6W3 Assessment in School City LAN_CA_6W3_Gr05_Science_2526	Everybody Grows Assess, Re-Teach & Enrich Be sure to include your activities in your lesson plans. Suggested Activities: Progress Learning: Study Plan: 5.10A The Water Cycle 4.10C Weather and Climate
Learning Objective	Students will investigate how energy flows through systems by using tools such as a hot plate to create a model of a system.	Students will investigate how energy flows through a system by developing models for evaporation and condensation in the water cycle			
Guiding Question	How do the sun and ocean interact to form hurricanes?				
5E Model with suggested activity	Explore/Explain Day 3 Hands-on Activity: Rising Air	Explore/Explain Day 4 Hands-on Activity: Cloud Formation			

<p>Multiple Response Strategies</p>	<p>C-E-R/QUICK WRITE</p> <p>Claim-Evidence-Reasoning (CER): Make a claim about energy flow, support it with evidence from their investigation, and explain their reasoning.</p>	<p>QSSSA</p> <p>Question: How do the sun and the ocean work together in the water cycle?</p> <p>Signal: When you have your answer give me a thumbs up. When I say “Go”, turn and share with your partner.</p> <p>Stem: The sun and the ocean interact in the water cycle because</p> <p>Or</p> <p>The ocean and sun work together when the sun _____ the ocean water and it _____.</p> <p>Share: Turn to your shoulder partner and explain how the sun and ocean work together. Assess: Randomize (student share’s partners response)</p>			
<p>Stations/ Writing* (30 minutes) *90min block</p>	<p>Exit Ticket (Day 3)</p> <p>ScienceSaurus: Water on Earth</p> <p>Comic Strip: The Sun and</p>	<p>Exit Ticket (Day 4)</p> <p>Comic Strip: The Sun and Ocean Team Up</p> <p>Objective: Illustrate how</p>			

	<p>Ocean Team Up</p> <p>Objective: Illustrate how the Sun heats the ocean, causing evaporation and influencing weather.</p> <p>Data & Weather Journal Objective: Track local weather for 5 days and reflect on how the Sun and ocean may be influencing it.</p>	<p>the Sun heats the ocean, causing evaporation and influencing weather.</p> <p>Data & Weather Journal Objective: Track local weather for 5 days and reflect on how the Sun and ocean may be influencing it.</p>			
<p>Demonstration of Learning 10 minutes</p>	<p>SchoolCity</p> <p>DOL_5thSci_5.10A_12/3/25 <i>*DOL Dates are based on the earlier version of this IPC</i></p>	<p>SchoolCity</p> <p>DOL_5thSci_5.10A_12/4/25 <i>*DOL Dates are based on the earlier version of this IPC</i></p>			
<p>Intervene/ Accelerate</p> <p>1x per week 6W1 3x per week 6W2 Daily M-Th 6W3</p>	<p>Intervene: HMH Reteaching Support</p> <p>Accelerate: Ocean Energy and Weather Engineers</p>	<p>Intervene: Mini Water Cycle in a Bag</p> <p>Accelerate: Ocean Energy and Weather Engineers</p>			
<p>Success Criteria <i>A student has achieved mastery when...</i></p>	<p>Students will.</p> <p><input type="checkbox"/> explain how the Sun heats up the ocean and causes water to evaporate</p> <p><input type="checkbox"/> describe how water vapor from the</p>	<p>Students will.</p> <p><input type="checkbox"/> explain how the Sun heats up the ocean and causes water to evaporate</p> <p><input type="checkbox"/> describe how water vapor from the</p>			

	<p>ocean helps form clouds.</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain that ocean currents carry warm or cold water, which can make places hotter or cooler. <input type="checkbox"/> describe how warm ocean water and the Sun can help create storms. <input type="checkbox"/> show evaporation, condensation, precipitation, and collection in a picture or model. 	<p>ocean helps form clouds.</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain that ocean currents carry warm or cold water, which can make places hotter or cooler. <input type="checkbox"/> describe how warm ocean water and the Sun can help create storms. <input type="checkbox"/> show evaporation, condensation, precipitation, and collection in a picture or model. 			
<p>Resources</p>	<p>BrainPop Water Cycle Weather</p> <p>BrainPop Jr Water Cycle</p> <p>Flowcabulary Water Cycle Weather vs. Climate</p> <p>YouTube: Patrick Haney</p>				

[Water Cycle](#)
[Water Cycle #2](#)
[Weather vs. Climate](#)
[Weather vs. Climate Overview](#)

LAN 5th grade Science Google Folder

WEEK 6

SCIENCE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/15/25	12/16/25	12/17/25	12/18/25	12/19/25
Student Expectations TEK	5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather	4.10(C) differentiate between weather and climate 4th grade TEK that is eligible for assessment on this year's STAAR (formerly a 5th grade SE)	5.10(A) explain how the Sun and the ocean interact in the water cycle and affect weather	Instructional FLEX day Use this time to review, enrich or catch up. Be sure your lesson plans reflect your activities for today	Teacher Prep Day LAN CORE Teachers Off
Learning Objective	Students will investigate how the ocean and sun interact and use a data table to compare relationships between temperature and location	Students should be able to define climate, differentiate it from weather, and compare three climate zones on Earth	Students will demonstrate mastery of Weather and the Water Cycle by scoring an 80% or better on the quiz.		
Guiding Question	How do the sun and ocean interact to form hurricanes?				
5E Model with suggested activity	Explore/Explain Day 5 Students will learn that the ocean absorbs	Explore/Explain Day 4 (From 4th grade) What is Climate?	Evaluate Weather and the Water Cycle (TEKS 5.10A) Quiz A		

	<p>energy from the sun and that oceans help moderate the weather. They will understand that land and water heat up and cool down at different rates and that ocean currents move heat energy.</p> <p>Student book; pg 326-332</p>	<p>Flowcabulary: Weather vs. Climate</p>	<p>Weather and the Water Cycle (TEKS 5.10A) Quiz B (differentiated)</p>		
<p>Multiple Response Strategies</p>	<p>3-2-1</p> <p>3 things they learned today.</p> <p>2 connections to other lessons</p> <p>1 question they still have</p>	<p>QUICK T-CHART</p> <p>Complete the T-chart with the characteristics of weather vs. climate</p>	<p>NO MRS due to assessment</p>		
<p>Stations/ Writing* (30 minutes) <i>*90min block</i></p>	<p>Data & Weather Journal Objective: Track local weather for 5 days and reflect on how the Sun and ocean may be influencing it.</p> <p>A Drop's Journey "Imagine you are a tiny drop of water in the ocean. One day, the Sun shines brightly and your journey begins. Describe what happens to you as</p>	<p>"You're a weather reporter visiting two different places: one with a tropical climate and one with a snowy climate. Describe what the weather is like today in each place, and what the climate is usually like there."</p> <p>Weather vs. Climate Card Sort Objective: Students sort</p>	<p>Students will study the role of a meteorologist and how they work to inform the public about the weather</p> <p>Day 6: People in Science (Meteorologists)</p>		

	you rise into the sky, travel through the air, and return to Earth.”	cards into “Weather” or “Climate” categories.			
Demonstration of Learning 10 minutes	Using RACE or CER, students will answer: How do the sun and ocean interact to form hurricanes?	SchoolCity DOL 5thSci 4.10C 12/9/25 <i>*DOL Dates are based on the earlier version of this IPC</i>	No DOL due to assessment		
Intervene/ Accelerate 1x per week 6W1 3x per week 6W2 Daily M-Th 6W3	Intervene: Mini Water Cycle in a Bag Accelerate: Ocean Energy and Weather Engineers	Intervene: What’s the Difference? Accelerate: Weather vs. Climate	Intervene: Mini Water Cycle in a Bag Accelerate: Ocean Energy and Weather Engineers		
Success Criteria <i>A student has achieved mastery when...</i>	Students will. <input type="checkbox"/> explain how the Sun heats up the ocean and causes water to evaporate <input type="checkbox"/> describe how water vapor from the ocean helps form clouds. <input type="checkbox"/> explain that ocean currents carry warm or cold water, which can make places hotter or cooler. <input type="checkbox"/> describe how warm	Students will. <input type="checkbox"/> know that weather means what’s happening outside right now—like if it’s sunny, rainy, hot, or cold. <input type="checkbox"/> understand that climate is what the weather is usually like in a place, like how it’s mostly hot in deserts or cold in the Arctic. <input type="checkbox"/> give examples of weather and climate.	Students will. <input type="checkbox"/> explain how the Sun heats up the ocean and causes water to evaporate <input type="checkbox"/> describe how water vapor from the ocean helps form clouds. <input type="checkbox"/> explain that ocean currents carry warm or cold water, which can make places hotter or cooler. <input type="checkbox"/> describe how warm		

	<p>ocean water and the Sun can help create storms.</p> <p><input type="checkbox"/> show evaporation, condensation, precipitation, and collection in a picture or model.</p>	<p><input type="checkbox"/> look at or make a chart that shows daily weather and compare it to a climate map that shows long-term patterns.</p>	<p>ocean water and the Sun can help create storms.</p> <p><input type="checkbox"/> show evaporation, condensation, precipitation, and collection in a picture or model.</p>		
<p>Resources</p>	<p style="text-align: center;"> BrainPop Water Cycle Weather </p> <p style="text-align: center;"> BrainPop Jr Water Cycle </p> <p style="text-align: center;"> Flowcabulary Water Cycle Weather vs. Climate </p> <p style="text-align: center;"> YouTube: Patrick Haney Water Cycle Water Cycle #2 Weather vs. Climate Weather vs. Climate Overview </p> <p style="text-align: center;">LAN 5th grade Science Google Folder</p>				

BLUEPRINT - 6W3 Assessment

SCIENCE

TEK	READINESS OR SUPPORTING TEK	TEK DESCRIPTION	NUMBER OF QUESTIONS	ITEM TYPE(S) FOR TEK
5.8C	R	demonstrate and explain how light travels in a straight line and can be reflected, refracted, or absorbed	6	MC MR
5.9A	R	demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes	6	DD MC IC MR
5.10A	S	explain how the Sun and the ocean interact in the water cycle and affect weather	3	DD MC

KEY FOR ITEM TYPES:

DD - Drag and Drop

IC - Inline Choice

MC - Multiple Choice

MR - Multiple Response