

Weekly Science and DARE Lesson Plan

October 26 through 30 2026 | Grade 5 | Ms Davis

Students begin with the daily Earth's Rotation bellringer, investigate and review science concepts, and take the unit test Thursday. Tuesday and Friday focus on planning, drafting, and typing DARE essays. Use remaining time for the assigned Gizmo.

Science alignment 5-ESS1-2: use data and graphical displays to explain patterns in shadows and day and night. Writing focus: organize an essay, develop ideas with examples, and revise and edit using the assigned DARE prompt.

Materials October 26–30 bellringer slides, Hook Partner Slides, whiteboards, science notebooks, shadow tables and graphs, DARE prompt and organizer, unit test, iPads or computers, and assigned Gizmo.

Timing Suggested core lessons take about 50–60 minutes. Adjust to each class period and required supports. Gizmo follows required work and takes the remaining time.

Monday October 26 Hook Partner Slides

Learning target I can use observations and a model to explain how Earth's rotation causes day and night.

Bellringer 7 min Students answer the Monday prompt independently, then defend an answer with evidence. Briefly clarify one misconception.

Hook 5 min Present the opening Hook Partner Slide. Students make an individual prediction before discussing with their assigned partner.

Partner investigation 25 min Partners follow slide directions. One reads while the other points to the relevant model or observation, then they switch. Each records a prediction and an explanation. Circulate and ask, "What changes as Earth rotates?"

Discussion and closure 15 min Pairs explain their thinking using the model. Address the idea that the Sun circles Earth each day. Exit response: explain why one place experiences daylight and then darkness.

Evidence of learning Individual prediction, partner explanation, and exit response. Use incorrect explanations to select students for a brief review Wednesday.

Tuesday October 27 Begin DARE Essays

Learning target I can plan and begin an essay that answers the DARE prompt and uses specific examples.

Bellringer 7 min Complete Tuesday's science prompt and briefly discuss the reasoning.

Prompt and planning 15 min Read the assigned DARE prompt and requirements. Students identify what they must explain and brainstorm ideas from their DARE lessons. Briefly model how to organize an idea with a supporting example.

Drafting 25 min Students create an outline and begin their draft. Conference with students who need help selecting ideas or explaining examples. Use the assigned requirements for essay structure.

Closure 5 min Students show their outline and draft, then identify their next writing step. Keep work for Friday's typing lesson.

Evidence of learning Outline and draft address the prompt and include relevant examples. Give one specific revision goal for Friday.

Wednesday October 28 Earths Rotation Test Review

Learning target I can explain day and night and use shadow data to support a prediction.

Bellringer and goal 10 min Complete Wednesday's prompt. Students name a concept they need to review for Thursday's test.

Evidence review 15 min Use whiteboards to interpret a shadow-direction table and a length graph. Require the matching time, direction, measurement, and unit. Students explain how the recorded pattern supports a prediction.

Science explanation 15 min Partners compare an accurate explanation with a misconception about Earth's rotation or the Sun's apparent motion. Each revises the weaker explanation using science vocabulary.

Independent check and closure 12 min Students answer a brief mixed check on rotation, day and night, and shadow patterns. Review explanations after everyone responds. Reteach the most common error and have students name a final study goal.

Evidence of learning Independent responses show what students can explain without partner help. Use results for targeted support before the test.

Thursday October 29 Earths Rotation Test

Learning target I can independently show what I understand about Earth's rotation and daily patterns.

Bellringer 7 min Complete Thursday's bellringer and briefly review the concept before distributing the test.

Assessment directions 5 min Explain how to respond to each item type and check every requested part. Remind students to use evidence from tables, graphs, or models when a question asks for it.

Unit test 40–45 min Students work independently. Provide documented accommodations and the needed testing time. Monitor completion and clarify directions without supplying content answers.

After submission Students check that every item has a response, then submit. Use silent assigned Gizmo work if it will not interrupt classmates who are testing.

Evidence of learning Score the unit test and sort errors by concept and skill to plan reteaching. Keep vocabulary, data interpretation, and scientific reasoning errors distinct.

Friday October 30 Type DARE Essays

Learning target I can revise, type, and proofread an essay that meets the DARE requirements.

Bellringer 7 min Complete Friday's science prompt and explain one answer.

Revision 8 min Students reread Tuesday's draft and apply feedback. Check that ideas answer the prompt and include examples before typing.

Typing 30 min Students type their revised essays in the assigned document. Confer with students who need help organizing or expanding an idea.

Proofreading and closure 10 min Use the DARE requirements to check completeness, paragraph organization, capitalization, punctuation, and spelling. Submit or save in the assigned location. Students identify one improvement.

Evidence of learning Typed essay meets the assigned prompt and requirements. Students who need more time continue the essay before beginning Gizmo.

Supports throughout the week Use vocabulary pictures, chunked directions, sentence stems, and brief teacher conferences as needed. Allow oral rehearsal before writing. Provide documented IEP, 504, and language supports during instruction and assessment.

Gizmo expectation Continue the assigned simulation after required work. Record an observation and explain how it connects to the science concept. Pause Gizmo to join the class closure.