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| Science | Monday | Tuesday | Wednesday | Thursday | | Friday | |
| Standards | This is background information for STEM lab to allow for students to understand concepts for engineering design to help electrical engineering problems.  Students who demonstrate understanding can:   |  |  | | --- | --- | | **K-2-ETS1-1.** | **Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.** | | **K-2-ETS1-2.** | **Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.** | | **K-2-ETS1-3.** | **Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.** | | | | | | | |
| Vocabulary | Electricity, battery, circuit, engineer | | | | | | |
| Learning Targets:  Today I Can… |  | I can describe electricity and its uses. | I can describe electricity and its uses. | | I can explain how electricity helps people. | | I can explain how a circuit works |
| Instructional Methods, Strategies and Daily Activities | NO SCHOOL | Define Electricity  Talk about how electricity is used  Watch: Magic School Bus : Gets Charger  Discuss how electricity is used and use of batteries with it | Read pages 1-15 of power point  Review from the book what has happened.  Discuss character traits that describe the main character  Watch: **A First Look: Electricity**  When watching video talk about use (or not) of batteries or other power sources. | | Read pages 16-21  Discuss what an electrical engineer does  When watching video: point out how electricity helps  Watch: **The Blue Dragon: Switched On** | | Review from the book what has happened.  Discuss ways you could make a buzzer system for the sheep  Read pages 22-28  Review circuits and how they work  Watch: **Electricity: Investigate Circuits, Batteries, and Electrical Safety** |
| Formative / Summative Assessments |  |  |  | |  | |  |
| Differentiation |  | | | | | | |
| Modifications | Scribe, Reader, Paraphrasing, Prompting , Cueing, Manipulatives, Technology, Extended Time ( See attached for details)rereading, | | | | | | |