

January – Grade 5/6

<p><b><u>SCIENCE</u></b></p> <p>Build and Use Levers</p>	<p><b><u>Progression</u></b></p> <ul style="list-style-type: none"> <li>-Explanation of the scientific method.</li> <li>-Example using the scientific method so that students understand it in context.</li> <li>-Explanation of simple machines and the work they do.</li> <li>-Examples of everyday simple machines.</li> <li>-Explanation of force and levers.</li> <li>-Examples of force and levers.</li> <li>-Distribution of science experiment materials.</li> <li>-Science experiment.</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>-Rulers</li> <li>-Markers</li> <li>-Spring scales</li> </ul>	<p><b><u>Lesson Objectives</u></b></p> <p>SWBAT...</p> <ul style="list-style-type: none"> <li>-Understand and use the scientific method when conducting experiments.</li> <li>-Students will understand the experimentation process.</li> <li>-Relate what they have learned to everyday life.</li> <li>-Listen to instructions.</li> <li>-Safely and successfully conduct the experiment.</li> </ul>	<p><b><u>IRP Objectives (pg.26)</u></b></p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>-Demonstrate how various forces will affect the movement of objects.</li> <li>-Demonstrate the mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw and wheel.</li> <li>-Design a compound machine.</li> <li>-Describe applications of simple and compound machines used in daily life in BC communities.</li> </ul>
<p><b><u>SCIENCE</u></b></p> <p>Lift with a Wheel and Axle</p>	<p><b><u>Progression</u></b></p> <ul style="list-style-type: none"> <li>-Review of the scientific method.</li> <li>-Explanation of wheels and axles.</li> <li>-Everyday real life examples of wheels and axles.</li> <li>-Distribution of science experiment materials.</li> <li>-Science experiment.</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>-Paper cups</li> <li>-Bendable straws</li> <li>-String</li> <li>-Washers</li> <li>-Tape</li> <li>-Hole punchers</li> </ul>	<p><b><u>Lesson Objectives</u></b></p> <p>SWBAT...</p> <ul style="list-style-type: none"> <li>-Understand and use the scientific method when conducting experiments.</li> <li>-Students will understand the experimentation process.</li> <li>-Relate what they have learned to everyday life.</li> <li>-Listen to instructions.</li> <li>-Safely and successfully conduct the experiment.</li> </ul>	<p><b><u>IRP Objectives (pg.26)</u></b></p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>-Demonstrate how various forces will affect the movement of objects.</li> <li>-Demonstrate the mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw and wheel.</li> <li>-Design a compound machine.</li> <li>-Describe applications of simple and compound machines used in daily life in BC communities.</li> </ul>

<b><u>FRENCH</u></b>		<b><u>Materials</u></b>	<b><u>Lesson Objectives</u></b>	<b><u>IRP Objectives (pg.88)</u></b>
Carnaval	<ul style="list-style-type: none"> <li>-Explanation of the festival.</li> <li>-Pictures of the festival.</li> <li>-Song about the Carnival.</li> <li>-Introduction to some of the activities that occur during festival.</li> </ul>	<ul style="list-style-type: none"> <li>-Pictures</li> <li>-CD</li> <li>-Handouts</li> </ul>	<b><u>SWBAT...</u></b> <ul style="list-style-type: none"> <li>-Have an understanding of the Carnival.</li> <li>-Recognize in French the names of some of the activities that occur during the festival.</li> </ul>	<b><u>SWBAT</u></b> <ul style="list-style-type: none"> <li>-Ask and respond to simple questions.</li> <li>-Participate in classroom activities.</li> </ul>
	<ul style="list-style-type: none"> <li>-Continuation of activities that occur during festival.</li> <li>-Which ones do students like and why?</li> <li>-Discussion of clothing that is necessary to participate in activities.</li> <li>-Pictures of clothing.</li> <li>-What pieces of clothing would the students need?</li> <li>-Review of activities, clothing and language constructions.</li> </ul>	<ul style="list-style-type: none"> <li>-Pictures</li> <li>-Handouts</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize in French the names of some of the activities that occur during the festival.</li> <li>-Name in French the clothing that is necessary to participate in activities.</li> <li>-Use what they have learned in full sentences.</li> </ul>	<b><u>IRP Objectives (pg.88)</u></b> <b><u>SWBAT</u></b> <ul style="list-style-type: none"> <li>-Ask and respond to simple questions.</li> <li>-Share information about activities and interests.</li> <li>-Participate in classroom activities.</li> </ul>
	<ul style="list-style-type: none"> <li>-Review of activities, clothing and language constructions.</li> <li>-Introduction of festival food (cultural element).</li> <li>-Introduction of final project.</li> <li>-Work on final project.</li> </ul>	<ul style="list-style-type: none"> <li>-Handouts</li> <li>-Construction paper</li> <li>-Regular good copy paper for project</li> </ul>	<ul style="list-style-type: none"> <li>-Use what they have learned in full sentences.</li> <li>-Work on their final projects.</li> </ul>	<b><u>IRP Objectives (pg.88)</u></b> <b><u>SWBAT</u></b> <ul style="list-style-type: none"> <li>-Ask and respond to simple questions.</li> <li>-Share information about activities and interests.</li> <li>-Participate in classroom activities.</li> </ul>
	<ul style="list-style-type: none"> <li>-Review of festival food.</li> <li>-Work on final project.</li> </ul>	<ul style="list-style-type: none"> <li>-Construction paper</li> <li>-Regular good copy paper for project</li> </ul>	<ul style="list-style-type: none"> <li>-Use what they have learned in full sentences.</li> <li>-Work on their final projects.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and respond to simple questions.</li> <li>-Share information about activities and interests.</li> <li>-Participate in classroom activities.</li> </ul>

<p><b><u>LANGUAGE</u></b> <b><u>ARTS</u></b></p>		<p><b><u>Materials</u></b></p>	<p><b><u>Lesson Objectives</u></b></p>	<p><b><u>IRP (p.170)</u></b></p>
<p>Outback Animals</p>	<ul style="list-style-type: none"> <li>-Explanation of descriptive paragraph.</li> <li>-Examples of descriptive paragraphs. How do they make the sounds feel? Do they get a clear picture of what the author is talking about?</li> <li>-Students will be shown a picture of an animal.</li> <li>-Students will collectively come up with a list (along with the help of the teacher) of words that describe the animal.</li> <li>-Students and teacher will brainstorm a short story.</li> <li>-Students and teacher will write a descriptive paragraph of the animal.</li> </ul>	<ul style="list-style-type: none"> <li>-Examples of descriptive paragraphs</li> <li>-Picture</li> <li>-Handouts</li> <li>-Pencils/pens</li> <li>-Paper</li> </ul>	<p>SWBAT...</p> <ul style="list-style-type: none"> <li>-Learn what a descriptive paragraph looks and sounds like.</li> <li>-Write a descriptive paragraph with the help of their classmates and the teacher.</li> </ul>	<p>Students will...</p> <ul style="list-style-type: none"> <li>-Use a variety of sentences in their written work.</li> <li>-Create a variety of personal and informational communications including explanations and descriptions.</li> </ul>
	<ul style="list-style-type: none"> <li>-Students and teacher will brainstorm alternatives for words like “nice”, “good”, etc., Students will be shown a picture of an animal.</li> <li>-Students will brainstorm ten words that describe the animal on their own.</li> <li>-Each student will write two descriptive sentences about the animal using some of the words they brainstormed.</li> </ul>	<ul style="list-style-type: none"> <li>-Picture</li> <li>-Pencils/pens</li> <li>-Paper</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorm descriptive words on their own.</li> <li>-Write two descriptive sentences on their own.</li> </ul>	<p><b><u>IRP (p.170)</u></b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>-Use a variety of sentences in their written work.</li> <li>-Create a variety of personal and informational communications including explanations and descriptions.</li> </ul>
	<ul style="list-style-type: none"> <li>-Students will be asked to choose a strange animal from Australia.</li> <li>-Students will gather some background information on the animal of their choice.</li> <li>-Students will brainstorm words that describe the animal.</li> </ul>	<ul style="list-style-type: none"> <li>-Pencils/pens</li> <li>-Paper</li> </ul>	<ul style="list-style-type: none"> <li>-Gather information and brainstorm descriptive words on their own.</li> <li>-Begin to put some thought into their descriptive paragraph.</li> </ul>	<p><b><u>IRP (p.170)</u></b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>-Use a variety of sentences in their written work.</li> <li>-Create a variety of personal and informational communications including explanations and descriptions.</li> </ul>

	<p>-Students will write a descriptive paragraph on the animal of their choice.</p>	<p>-Pencils/pens -Paper</p>	<p>SWBAT... -Write a descriptive paragraph on their own.</p>	<p><b><u>IRP (p.170)</u></b> Students will... -Use a variety of sentences in their written work. -Create a variety of personal and informational communications including explanations and descriptions.</p>
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