

September 15th (Group B) - September 17th (Group A)

Daily Objective(s): Today (I will) use text evidence to help support my prediction about "Sorry, Wrong Number", then use my understanding of energy and systems to trouble-shoot solutions during different emergencies.

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. Sharing ideas activity @ dotstorming	You are required to	2. Reasoning Tool : Using Evidences (<i>Application</i>)
3. Complete, "Sorry, Wrong Number" pgs. 118 - 124	complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	3. Argument #1: Building a better flashlight. (CANVAS)
4. Google quiz / Comprehending text		4. Google quiz
<i>Mr. Stevenson walks slowly toward a dark alley. His eyes are red and burning from the tears. "44 years - God help me...", he stops abruptly and turns to face a shadow - "Are you certain this is the only way?" - "Trust me, it will be quick".</i>	N/A	<i>Complete the warm-up @ Amplify Lesson 1-3.</i> <i>Read the letter from the Energy Research Lab, and complete the response. Make sure you submit the work at Amplify before you exit.</i>
<i>What does the above scene reveal about Mr. Stevenson?</i>		

September 18th (Group B) - September 21st (Group A)

Daily Objective(s): Today (I will) use text evidence to support my ideas about a text, "Where the Red Fern Grows - Wilson Rawls" and use my ideas to understand perspective. (I will) use my understanding of energy and systems to determine when an object has kinetic/potential energy.

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. Writing from different perspectives (CANVAS)	You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	2. Argument #2: Which object has more energy? (CANVAS)
3. Sharing ideas activity @ dotstorming - Student response		3. Argument #1: Building a better flashlight. (<i>Discussion/Notes</i>)
4. Google quiz / Comprehending text		4. Google quiz
Reading chapter 1: Where the Red Fern Grows - By Wilson Rawls	N/A	Complete the sorting tool @ Amplify Lesson 1-3.
Summarize the <u>theme</u> .		Organize the cards into two groups.
What type of person is the <u>main character</u> ? Select a <u>character trait</u> , and support your selection using an event from the story.		1. You can see energy 2. You cannot see energy
FCPS Learning Standards		In the warm-up space explain - what do objects in group (1) have in common?

September 22nd (Group B) - September 24th (Group A)

Daily Objective(s): Today (I will) use text evidence to support my ideas about a text, "Out of the Dust - Karen Hesse" and use my ideas to understand perspective. (I will) explore where systems get energy - and create clear evidence statements to support my reasoning. [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up 2. Writing from different perspectives (CANVAS) 3. Sharing ideas activity @ dotstorming - <i>Student response</i> 4. Comprehending text / Formative Assessment	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> . You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	1. Warm-Up 2. Argument #3: Which systems have energy? Complete activity @ (CANVAS) 4. Google quiz
<i>Reading pgs. 1 - 35: Out of the Dust - By Karen Hesse</i> <i>Summarize the <u>theme</u>.</i> <i>What type of person is the <u>main character</u>?</i> <i>Select a <u>character trait</u>, and support your selection using an event from the story.</i> FCPS Learning Standards	N/A	Amplify Lesson 2-2: <i>Create a four-row reasoning tool.</i> <i>R1. Copy the question into row one.</i> <i>R2. Select a claim from Amplify activity 2-2.</i> <i>R3. Provide evidence to support your claim</i> <i>R4. Explain why you believe this is true.</i>

September 25th (Group B) - September 28th (Group A)

Daily Objective(s): Today (I will) use different examples of writing to create a complex character of my own creation. (I will) explore where systems get energy - and create clear evidence statements to support my reasoning.

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Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. Sharing ideas activity @ dotstorming - Student response	You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	2. Argument #4: Does an object NOT moving or changing have energy?
3. Reading chapter 2: Where the Red Fern Grows - By Wilson Rawls		Complete activity @ (CANVAS)
4. Google quiz		4. Google quiz
<i>Build a complex character</i>	N/A	<i>Compare to Solve - (Venn Diagram)</i>
1. Select <u>two</u> contrasting character traits.		1. Create a <u>three</u> column table in the warm up space.
2. Write a short scene (one paragraph) that demonstrates these characteristics.		2. Using the model complete the comparison.
FCPS Learning Standards		

September 29th (Group B) - October 5th (Group A)

Daily Objective(s): Today (I will) identify an example of a plot from a personal selection and identify important components using a graphic organizer. (I will) read an Amplify article (Energy Inventions) related to sources of energy - and use text evidence to support a claim. [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. Complete the graphic organizer for "Essential pieces of a plot". (CANVAS)	You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	2. Argument #5: Using text evidence to support a claim.
3. Reading (pgs. 35 - 70) Out of the Dust - By Karen Hesse		Complete activity @ (CANVAS)
4. Google quiz		4. Google quiz
Discussing good examples of <u>plot</u> .	N/A	Energy Inventions - Amplify Reading: Chapter 2 / Lesson 2-2
1. Introduce a favorite movie, or book - and describe the most intense event in the story. (<u>one paragraph</u>)		As you read today's article, use the annotation tool to make notes, and ask questions you may have about the text.
FCPS Learning Standards		*We will discuss key points of the article when everyone is done.

October 9th (Group B) - October 12th (Group A)

Daily Objective(s): Today (I will) pair/share my work with another student, and provide critical feedback about their progress through an online form. (I will) invent a NEW way to generate energy using the human body (Small Group).

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Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. A complete draft / SAMPLE (C,D,E) - Google Doc. " My Story " CANVAS	You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	2. Energy Transformations / Discussion Q& A
3. Comprehension - Class Challenge (KAHOOT)		3. Sketch Inventing (Small Group) @ CANVAS
4. Reading (pgs. 71 - 100) Out of the Dust - By Karen Hesse		4. Google quiz
Pair/Share Activity:	N/A	Amplify Warm-Up: Chapter 3 / Lesson 3-3
1. You will be assigned a partner in a breakout room.	FCPS Learning Standards	Complete the warm-up @ Amplify / Lesson 3-1
2. You will each share your creative writing (part A & B ONLY)		Review the <u>five</u> articles related to harnessing human energy.
3. You will each complete the editors form		Select <u>one</u> and write an argument using a reasoning tool in your warm-up space.

October 13th (Group B) - October 15th (Group A)

Daily Objective(s): Today (I will) reflect on my writing process, and respond to a Google form to focus my draft editing. (I will) preview class HHE inventions and complete an argument using a reasoning tool (Small Group). [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. My completed rough draft (self-reflection) and editing @ Google (10/16)	You are required to complete 30 minutes of IL	2. Review - Energy transformations & efficiency
3. Reading chapter 4 & 5: Where the Red Fern Grows - By Wilson Rawls	(Reading) per session <u>or</u> two lessons in a single unit.	3. Argument #7 - Invention selection (small group) CANVAS
4. Google quiz		4. Google quiz
<i>Pair/Share Activity:</i>	N/A	<i>Amplify Warm-Up: Chapter 3 / Inventing</i>
1. You will be assigned a partner in a breakout room.	FCPS Learning Standards	<i>In the warm-up space:</i>
2. You will each share your creative writing (part(s) C, D and E)		1. Summarize how your invention works
3. You will each complete the editors form		2. Identify each transformation of energy
		3. Rate its efficiency - Count the number of transformations.

October 16th (Group B) - October 19th (Group A)

Daily Objective(s): Today (I will) analyze a writing sample and complete a fluency reading from "Out of the Dust". (I will) complete the unit assessment, and score my work using a rubric and model response. [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. My completed rough draft editing @ Google (10/16) SAMPLE	You are required to complete 30 minutes of IL	2. Amplify Unit Assessment Short-Response(s) 3.4
3. Reading (pgs. 100 - 135) Out of the Dust - By Karen Hesse	(Reading) per session <u>or</u> two lessons in a single unit.	<i>*The unit assessment will be scored in class.</i>
4. Google quiz		
<i>Literal vs. Metaphor: What does it mean?</i>	N/A	Amplify Warm-Up: Unit Concept Review (HHE)
Analyze the selected passage from <u>Out of the Dust</u> (pg. 102)	FCPS Learning Standards	1. Read the article: Power Walk
1. Compare the <u>literal vs. the metaphorical meaning</u> .		2. <u>Explain</u> how the HHE invention works. <u>Identify</u> the energy transformation(s)
<u>How are they different?</u>		3. Discussion: Does this invention solve our unit problem?
<i>*Define the underlined terms</i>		

October 20th (Group B) - October 22nd (Group A)

Daily Objective(s): Today (I will) review my writing and identify focus elements from our creative writing assignment. (I will) complete the unit assessment reflective-scoring, take the NEW unit pre-assessment and discuss the unit focus problem. [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up
2. Final Draft / Creative Writing Activity (10/23)	You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	2. Introduction to Unit 2 - Metabolism / Pre-Unit Assessment
3. <i>Reading chapter 6: Where the Red Fern Grows - By Wilson Rawls</i>		3. New Unit Problem (Video) Q & A
4. Google quiz		
Creative summary activity. @ "My Story" - Google Doc .	N/A FCPS Learning Standards	<i>Amplify Unit Test - Rubric & Model (Reflective Score)</i>
1. Write a brief <u>summary</u> of your story. The summary should provide a clear picture of what the book is about without giving away the ending.		Using the rubric and model, complete the <u>self-score form</u> @ Google
2. Complete an original artwork for the cover. The picture should capture the <u>theme</u> of the work.		

Unit Assessment Rubric

1				2				3				4			
Has the author correctly identified the question from this event?				Has the author correctly identified a claim related to this event?				Has the author used a fact that supports the identified claim?				Has the author provided a reasonable explanation that proves the claim is true?			
Q	C	Ev	Ex	Q	C	Ev	Ex	Q	C	Ev	Ex	Q	C	Ev	Ex

Assessment writing sample #1

When the music stopped playing, was there energy in Mila's phone?	Yes - There was energy in Mila's phone No - There was not energy in Mila's phone	Any time an object moves or changes it has energy.	The phone was no longer changing, or moving therefore it had no energy.
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Assessment writing sample #2

Why did Mila's phone start playing music again when she plugged it into the battery pack?	<u>The phone got energy from another source</u> The phone made its own energy	Everything gets energy from other sources.	The battery pack contained chemical energy which was transformed into electrical energy through the plug and wires to the phone.
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Assessment writing sample #3

Did the amount of energy in the battery pack increase, decrease or stay the same?	The amount of energy increased <u>The amount of energy decreased</u> The amount of energy stayed the same	As energy is transformed into other types of energy, some energy is lost. Energy is always transforming.	The energy is absorbed by the phone, and transformed into electrical energy, thermal energy and radiant energy.
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Assessment writing sample #4

Do you think that the banana Mila ate had energy?	<u>Yes</u> - The banana had energy No - The banana did not have energy	Any time an object moves or changes it has energy.	Mila ate the banana, as the banana was digested it was broken down using a chemical reaction - releasing chemical energy. Mila's body used the energy from the banana to run.
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October 23rd (Group B) - October 26th (Group A)

Daily Objective(s): Today (I will) review other types of figurative language using Pear-Deck (I will) investigate a body system, and present my findings to the class. [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up New Unit Problem (Video) Q & A
2. Figurative Language Pear-Deck: Other types of figurative language	You are required to complete 30 minutes of IL (Reading) per session <u>or</u>	2. SIM : Metabolism - Investigate & Present (Small Group)
3. Reading (pgs. 136 - 170) Out of the Dust - By Karen Hesse	two lessons in a single unit.	Summarizing the results from the small group work. (<i>Science Notebook</i>)
4. Google Quiz		3. Google Quiz
<i>Connecting with the Text: Out of the Dust - By Karen Hesse</i>	N/A FCPS Learning Standards	<i>Lesson 1 - Unit 2: Claims</i>
1. Select a word that summarizes the general theme of the story.		Answer the following question in the warm-up space:
2. Describe an event from the story that supports your selection. (Text Evidence)		What are some things you know the human body needs to function?

Vocabulary - Lesson 1 / Metabolism

Protein	Your body uses protein to build and repair tissues. You also use protein to make enzymes, hormones, and other body chemicals. Protein is an important building block of bones, muscles, cartilage, skin, and blood.
Amino Acid	Amino acids and proteins are the building blocks of life. When proteins are digested or broken down, amino acids are left. The human body uses amino acids to make proteins to help the body complete essential processes for life.
Fiber	Fiber is of vital importance to digestion; it helps the body move food through the digestive tract.
Starch	Starchy foods are an important source of energy. After they are eaten, they are broken down into glucose, which is the body's main fuel.
Glucose	Glucose is precious fuel for all the cells in your body when it's present at normal levels. But it can behave like a slow-acting poison.
Oxygen	Your body cells use the oxygen you breathe to get energy from the food you eat. This process is called cellular respiration. During cellular respiration the cell uses oxygen to break down sugar. Breaking down sugar produces the energy your body needs.
Carbon Dioxide	Our bodies make carbon dioxide as a waste product when we breakdown food. Carbon dioxide as a gas inside the body cannot be absorbed, and is released during exhale.
Water	Your body uses water in all its cells, organs, and tissues to help regulate temperature and maintain other bodily functions. <i>Water is a neutral medium that makes up 78% of the body.</i>

October 27th (Group B) - October 29th (Group A)

Daily Objective(s): Today (I will) analyze our current reading selections using a story map WS and complete a fluency check. (I will) complete my investigation of a body system, and present my findings to the class. [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up /Claims
2. Out of the Dust: Kahoot Comprehension	You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	2. SIM : Metabolism - Investigate & Present (Small Group)
3. Reading chapter 7 and 8: Where the Red Fern Grows - By Wilson Rawls		Summarizing the results from the small group work. (<i>Science Notebook & CANVAS</i>)
4. Google Quiz		3. Google Quiz
Short Story WS - Complete page <u>one</u> of the analysis handout.	N/A	Lesson 1 - Unit 2: Claims
Select <u>one</u> of the stories we are currently reading in class.	FCPS Learning Standards	Discussing possible claims: How could we test each of these?
Out of the Dust <u>or</u> Where the Red Fern Grows		1. Not getting enough <u>sleep</u>
COPY/PASTE your assignment in CANVAS .		2. Not getting enough <u>food</u>
		3. Has a <u>medical condition</u>

October 30th (Group B) - November 2nd (Group A)

Daily Objective(s): Today (I will) analyze our current reading selections using a story map WS and complete a fluency check. (I will) complete my investigation of a body system, and present my findings to the class. [Amplify @ Home](#)

Language Arts	Reading	Science
1. Warm-Up	Log into IL (Imagine Learning) and continue your work on unit <u>one</u> .	1. Warm-Up /Claims
2. Kahoot Review - Where the Red Fern Grows	You are required to complete 30 minutes of IL (Reading) per session <u>or</u> two lessons in a single unit.	2. SIM : Metabolism - Investigate & Present (Small Group)
3. Reading (pgs. 171 - 200) Out of the Dust - By Karen Hesse		Summarizing the results from the small group work. (<i>Science Notebook & CANVAS</i>)
4. Google Quiz		3. Google Quiz
Short Story WS - Complete page <u>two</u> of the analysis handout.	N/A	<i>Lesson 1 - Unit 2: Claims</i>
Select <u>one</u> of the stories we are currently reading in class.	FCPS Learning Standards	Discussing possible claims: How could we test each of these?
<i>Out of the Dust</i> <u>or</u> <i>Where the Red Fern Grows</i>		1. Not getting enough <u>sleep</u>
COPY/PASTE your assignment in CANVAS .		2. Not getting enough <u>food</u>
		3. Has a <u>medical condition</u>

