



AN EARLY COLLEGE DISTRICT

BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT



Curriculum, Instruction & Accountability Department



Summer 2022
Instructional Enrichment
Lesson Framework
SCIENCE

BISD: ACE and Non ACE Campuses



Summer 2022 Instructional Enrichment Lesson Framework

Teacher Resource: STEMScopes 2.7B Bodies of Water

WEEK 1	Day 1 Monday June 6	Day 2 Tuesday June 7	Day 3 Wednesday June 8	Day 4 Thursday June 9
Learning Objective	The student is expected to identify and compare the properties of natural sources of freshwater and saltwater.	The student is expected to identify and compare the properties of natural sources of freshwater and saltwater.	The student is expected to identify and compare the properties of natural sources of freshwater and saltwater including oceans, rivers, lakes, and streams.	The student is expected to identify and compare the properties of natural sources of freshwater and saltwater.
Activities	ENGAGE <ul style="list-style-type: none"> Starters: Message in A Bottle; Discuss the differences between fresh and salt water bodies during the starter activity. Engage Teacher Instructions Activity/SWAT game 	ENGAGE <ul style="list-style-type: none"> Starters: Find It!; Review difference between fresh and salt water bodies during the starter activity. 	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary Video 	ELABORATE <ul style="list-style-type: none"> Science Today – Watch It!: Click the eye above the lesson title to hide the answers. Watch video and then discuss questions afterwards.
	Video: Water Smart: Water on Earth Link	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary Content Connections Video : Watch video and complete questions 1 and 2 	INTERVENTION <ul style="list-style-type: none"> Guided Practice – Freshwater and Saltwater Foldable : Complete the activity using a printed world map instead of a globe. 	Acceleration <ul style="list-style-type: none"> Science Art – Greetings from a Glacier



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WEEK 1	Day 5 Friday June 10
TEKS and Learning Objective	<p>Drama:3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts</p> <p>Art: 3.2(a) creative expression. Ss produces drawings using a variety of drawings.</p>
Activities	<p>Quaver Lesson</p> <ul style="list-style-type: none"> Kindergarten, Lesson 1 - "I Am Happy"
	<p>Scavenger Hunt: 1 General Science</p>
	<p>Drama:</p> <ul style="list-style-type: none"> Begin discussing play (roles etc.). The goal is to act out the play by June 24.
	<p>Recess at playground/ snack</p>
	<p>Discovery Education:</p> <ul style="list-style-type: none"> Coyote Peterson <i>Sea Creatures</i> Mystery Science <i>How deep is the ocean?</i> Magic School Bus <i>Takes a Dive</i> PBS Kids Wild Kratts
	<p>Ocean Life Activities:</p> <ul style="list-style-type: none"> Components of a Tide Pool: Students view video to introduce tide pools. Discuss living vs. non-living components.
	<p>Art Lesson</p> <ul style="list-style-type: none"> Students will create art projects from Art for Kids Hub: Illustrating a hermit crab.



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Teacher Resource: STEMScopes: 3.9B Food Chains

Week 2	Day 6 Monday June 13	Day 7 Tuesday June 14	Day 8 Wednesday June 15	Day 9 Thursday June 16
TEKS and Learning Objective	The student is expected to identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem.	The student is expected to identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem.	The student is expected to identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem.	The student is expected to identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem.
Activities	ENGAGE <ul style="list-style-type: none"> Starters: Mini Environment Posters: Use chart paper instead of poster board. 	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary 	ENGAGE <ul style="list-style-type: none"> Starters: Dinner Bells!: Use bell pattern provided in teacher copies. 	EXPLORE <ul style="list-style-type: none"> Explore Teacher Guide – Food Chains
	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary 	ENGAGE <ul style="list-style-type: none"> Engage Teacher Instructions: Food Chains: Use index cards instead of sticky notes 	EXPLAIN <ul style="list-style-type: none"> Science rock – Food Chains 	EXPLAIN <ul style="list-style-type: none"> Science rock – Food Chains Picture Vocabulary
	Video: Food Chains and Food Webs		Video: Food Chains	



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WEEK 2	Day 10 Friday June 17
TEKS and Learning Objective	<p>Drama:3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts</p> <p>Art: 3.2(a) creative expression. Ss produces drawings using a variety of drawings.</p>
Activities	<p>Quaver Lesson</p> <ul style="list-style-type: none"> Kindergarten, Lesson 8 - "Please & Thank You"
	<p>Scavenger Hunt: 2 Ecosystem Interactions</p>
	<p>Drama:</p> <ul style="list-style-type: none"> Begin discussing play (roles etc.). The goal is to act out the play by June 24.
	<p>Recess at playground/ snack</p>
	<p>Discovery Education:</p> <ul style="list-style-type: none"> Coyote Peterson <i>Intertidal Creatures</i> Mystery Science <i>What's at the bottom of the ocean?</i> Magic School Bus <i>Goes Upstream</i> PBS Kids Wild Kratts
	<p>Ocean Life Activities:</p> <ul style="list-style-type: none"> Walking Ocean Food Web: Students create an ocean food web using My Trip Through the Ocean Food Web handout and in an open area they recreate the life size ocean food web.
	<p>Art Lesson</p> <ul style="list-style-type: none"> Students will create art projects from Art for Kids Hub: Illustrating a squid.



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Teacher Resource: STEMScopes: 2.10B Plant Characteristics

Week 3	Day 11 Monday June 20	Day 12 Tuesday June 21	Day 13 Wednesday June 22	Day 14 Thursday June 23
TEKS and Learning Objective	The student is expected to observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.	The student is expected to observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.	The student is expected to observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.	The student is expected to observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.
Activities	ENGAGE <ul style="list-style-type: none"> Starters: Match! Use index cards to complete activity. 	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary 	EXPLAIN <ul style="list-style-type: none"> Content Connections Video – Plant Characteristics: Complete student handout 	EVALUATE <ul style="list-style-type: none"> Concept Builder – Plant-a-part Puppet: Instead of using a paper bag have students make their puppet on construction paper and then tape to craft stick.
	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary 	EXPLAIN <ul style="list-style-type: none"> Content Connections Video – Plant Survival: Complete student handout 	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary Science Rock- - Plants and Animals 	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary Science Rock- - Plants and Animals
	Video: Plant Structures	Video: What plants need to live		



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WEEK	Day 15 Friday June 24
TEKS and Learning Objective	<p>Drama:3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts</p> <p>Art: 3.2(a) creative expression. Ss produces drawings using a variety of drawings.</p>
Activities	<p>Quaver Lesson</p> <ul style="list-style-type: none"> 2nd Grade, Lesson 12 - "Organization Is Important"
	<p>Scavenger Hunt: 3 Human Impacts</p>
	<p>Drama:</p> <ul style="list-style-type: none"> Begin discussing play (roles etc.). The goal is to act out the play by June 24.
	<p>Recess at playground/ snack</p>
	<p>Discovery Education:</p> <ul style="list-style-type: none"> Coyote Peterson <i>Sea Urchin</i> Mystery Science <i>Why is the ocean salty?</i> Magic School Bus <i>Goes to Mussel Beach</i> PBS Kids Wild Kratts
	<p>Ocean Life Activities:</p> <ul style="list-style-type: none"> Shark Structures: Students will illustrate and label Great White Shark Structures
	<p>Art Lesson</p> <ul style="list-style-type: none"> Students will create art projects from Art for Kids Hub: Illustrating a Great White Shark



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Teacher Resource: STEMScopes: 3.7C Resources

Week 4	Day 16 Monday June 27	Day 17 Tuesday June 28	Day 18 Wednesday June 29
TEKS and Learning Objective	The student is expected to explore the characteristics of natural resources that make them useful in products and materials, such as clothing and furniture, and how resources may be conserved.	The student is expected to explore the characteristics of natural resources that make them useful in products and materials, such as clothing and furniture, and how resources may be conserved.	The student is expected to explore the characteristics of natural resources that make them useful in products and materials, such as clothing and furniture, and how resources may be conserved.
Activities	ENGAGE <ul style="list-style-type: none"> Starters: Odd Fruit Crops: Have students complete activity on copy paper. 	EXPLAIN <ul style="list-style-type: none"> Content Connections Video – Resources: Complete student handout. 	Intervention <ul style="list-style-type: none"> Continue Guided Practice – From Resource to Product: Complete activity using 2 sheets of copy paper put together instead of manila paper.
	EXPLAIN <ul style="list-style-type: none"> Picture Vocabulary 	Intervention <ul style="list-style-type: none"> Guided Practice – From Resource to Product: Complete activity using 2 sheets of copy paper put together instead of manila paper. 	Acceleration <ul style="list-style-type: none"> Science Art – Resource Super Heroes
	Video: Natural Resources		Video: Earth and you