

**Curriculum, Instruction & Accountability Department** 



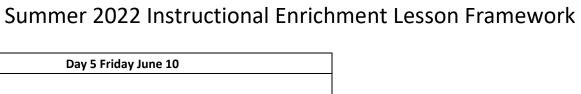
Summer 2022
Instructional Enrichment
Lesson Framework
SCIENCE

**BISD: ACE and Non ACE Campuses** 



**Teacher Resource: STEMScopes 2.7B Bodies of Water** 

WEEK 1	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday
	June 6	June 7	June 8	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.
	ENGAGE	ENGAGE	EXPLAIN	ELABORATE
Activities	<ul> <li>Starters: Message in A         Bottle; Discuss the         differences between fresh         and salt water bodies         during the starter activity.</li> <li>Engage Teacher         Instructions Activity/SWAT         game</li> </ul>	Starters: Find It!; Review difference between fresh and salt water bodies during the starter activity.	<ul><li>Picture Vocabulary</li><li>Video</li></ul>	Science Today – Watch It!: Click the eye above the lesson title to hide the answers. Watch video and then discuss questions afterwards.
天	Video: Water Smart: Water on	EXPLAIN	INTERVENTION	Acceleration
A	Earth Link	<ul> <li>Picture Vocabulary</li> <li>Content Connections Video:         <ul> <li>Watch video and complete</li> <li>questions 1 and 2</li> </ul> </li> </ul>	Guided Practice —     Freshwater and Saltwater     Foldable : Complete the     activity using a printed     world map instead of a     globe.	Science Art – Greetings from a Glacier





WEEK 1	Day 5 Friday June 10		
TEKS and Learning Objective	Drama:3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts  Art: 3.2(a) creative expression. Ss produces drawings using a variety of drawings.		
	Quaver Lesson  • Kindergarten, Lesson 1 - "I Am Happy"		
	Scavenger Hunt: 1 General Science		
S	<ul> <li>Begin discussing play (roles etc.). The goal is to act out the play by June 24.</li> </ul>		
H. e.	Recess at playground/ snack		
<u> </u>	Discovery Education:		
Activities	<ul> <li>Coyote Peterson Sea Creatures</li> <li>Mystery Science How deep is the ocean?</li> <li>Magic School Bus Takes a Dive         PBS Kids Wild Kratts     </li> </ul>		
	Ocean Life Activities:		
	<ul> <li>Components of a Tide Pool: Students view <u>video</u> to introduce tide pools. Discuss living vs. non-living components.</li> </ul>		
	Art Lesson		
	Students will create art projects from Art for Kids Hub: Illustrating a <a href="hermit crab">hermit crab</a> .		



**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.
es	ENGAGE     Starters: Mini Environment     Posters: Use chart paper instead of poster board.	EXPLAIN     Picture Vocabulary	Starters: Dinner Bells!: Use bell pattern provided in teacher copies.	EXPLORE     Explore Teacher Guide – Food     Chains
Activiti	EXPLAIN • Picture Vocabulary	ENGAGE     Engage Teacher Instructions: Food Chains: Use index cards instead of sticky notes	Science rock – Food Chains	EXPLAIN     Science rock – Food Chains     Picture Vocabulary
	Video: Food Chains and Food Webs		Video: Food Chains	

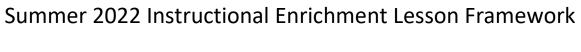


WEEK 2	Day 10 Friday June 17		
TEKS and Learning Objective	<b>Drama</b> :3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts <b>Art: 3.2(a)</b> creative expression. Ss produces drawings using a variety of drawings.		
	Quaver Lesson  • Kindergarten, Lesson 8 - "Please & Thank You		
	Scavenger Hunt: 2 Ecosystem Interactions		
ies	Drama:  Begin discussing play (roles etc.). The goal is to act out the play by June 24.  Recess at playground/ snack		
Activities	Coyote Peterson Intertidal Creatures     Mystery Science What's at the bottom of the ocean?     Magic School Bus Goes Upstream     PBS Kids Wild Kratts		
	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.		
	Art Lesson  ◆ Students will create art projects from Art for Kids Hub: Illustrating a squid.		



**Teacher Resource: STEMScopes: 2.10B Plant Characteristics** 

Week 3	Day 11 Monday	Day 12 Tuesday	Day 13 Wednesday	Day 14 Thursday
	June 20	June 21	June 22	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     Starters: Match! Use index cards to complete activity.	EXPLAIN • Picture Vocabulary	EXPLAIN     Content Connections Video –     Plant Characteristics: Complete student handout	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.
	<b>EXPLAIN</b> • Picture Vocabulary	Content Connections Video –     Plant Survival: Complete student handout	<ul> <li>EXPLAIN</li> <li>Picture Vocabulary</li> <li>Science Rock Plants and Animals</li> </ul>	Picture Vocabulary     Science Rock Plants and Animals
	Video: Plant Structures	Video: What plants need to live		





WEEK	Day 15 Friday June 24		
TEKS and Learning Objective	Drama:3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts  Art: 3.2(a) creative expression. Ss produces drawings using a variety of drawings.		
	Quaver Lesson  • 2nd Grade, Lesson 12 - "Organization Is Important"		
	Scavenger Hunt: 3 Human Impacts		
S	Begin discussing play (roles etc.). The goal is to act out the play by June 24.		
Lie.	Recess at playground/ snack		
<b>\</b>	Discovery Education:		
Activities	<ul> <li>Coyote Peterson Sea Urchin</li> <li>Mystery Science Why is the ocean salty?</li> <li>Magic School Bus Goes to Mussel Beach</li> <li>PBS Kids Wild Kratts</li> </ul>		
	Ocean Life Activities:		
	<ul> <li>Shark Structures: Students will illustrate and label Great White Shark Structures</li> </ul>		
	Art Lesson		
	<ul> <li>Students will create art projects from Art for Kids Hub: Illustrating a <u>Great White Shark</u></li> </ul>		





**Teacher Resource: STEMScopes: 3.7C Resources** 

Week 4	Day 16 Monday	Day 17 Tuesday	Day 18 Wednesday
	June 27	June 28	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.
ies	Starters: Odd Fruit Crops: Have students complete activity on copy paper.	Content Connections Video –     Resources: Complete student handout.	Intervention  Continue Guided Practice — From Resource to Product: Complete activity using 2 sheets of copy paper put together instead of manila paper.
Activities	EXPLAIN • Picture Vocabulary	<ul> <li>Intervention</li> <li>Guided Practice – From         Resource to Product: Complete         activity using 2 sheets of copy         paper put together instead of         manila paper.     </li> </ul>	Acceleration  • Science Art – Resource Super Heroes
	Video: Natural Resources		Video: Earth and you