Students will learn 1-2 focus TEKS in every content area over the course of the week. These TEKS will be the focus of the lessons provided by teachers. The focus TEKS and additional TEKS for each week will be reinforced in daily activities referenced below. Are Checkpoints for Understanding are questions designed to help gauge student progress toward the learning goal. **These daily checkpoints can be found on BLEND.**

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| **Week 8** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Mathematics    [Math Student](https://drive.google.com/open?id=1_u5OR1AlKgUVf-zoZdAUFJ9pUyoTQAPM) Overview Page  Click Here | **Focus TEKS: 5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping**  **Learning Goal(s): I can simplify numerical expressions with two levels of grouping using understandings of models and properties of operations.**  **Please, use this video as a reference for this week’s math concepts:** <https://youtu.be/ClYdw4d4OmA>  [**Click here to view all printable pages at once.**](https://drive.google.com/open?id=1D8haKJJj_MFSz95GmD9WvVLR1U8WQ3SH) | | | | |
| [Activity 1 (Monday)](https://drive.google.com/open?id=1LK2X3wAZZvS3dwzSbNWf5QxK4F_JBJl0)  [Checkpoint for understanding#1](https://drive.google.com/open?id=1LK2X3wAZZvS3dwzSbNWf5QxK4F_JBJl0)  Students will examine the relationship between operations and concrete scenarios. | [Activity 2 (Tuesday)](https://drive.google.com/open?id=1ogTynpEeP0D4660BK-56yjUD07Hn4bxg)  [Checkpoint for understanding #2](https://drive.google.com/open?id=1ogTynpEeP0D4660BK-56yjUD07Hn4bxg)  Students will examine the relationship between operations and concrete scenarios and will apply this to STAAR questioning. | [Activity 3 (Wednesday)](https://drive.google.com/open?id=1vkpDYOaJyMo_bEq1PyZLsdC99YTTQwtt)  [Checkpoint for understanding #3](https://drive.google.com/open?id=1vkpDYOaJyMo_bEq1PyZLsdC99YTTQwtt)  Students will review a process to simplify numerical expressions using GEMA. Students will practice applying this to STAAR questioning. | [Activity 4 (Thursday)](https://drive.google.com/open?id=12D7utT3H-knwzv58_8-XgxWHwIv2loAd)  [Checkpoint for understanding #4](https://drive.google.com/open?id=12D7utT3H-knwzv58_8-XgxWHwIv2loAd)  Students will review ways to represent multiplication in numerical expressions. Students will practice applying to STAAR questionsing. | [Activity 5 (Friday)](https://drive.google.com/open?id=1PkQzpcgVNPXdLFT5xRVvkPZoMv9C20Hr)  [Checkpoint for understanding #5](https://drive.google.com/open?id=1PkQzpcgVNPXdLFT5xRVvkPZoMv9C20Hr)  Students will review all material with emphasis on decimals and fractions.Students will practice applying to STAAR questioning. |
| Science | **Focus TEKS: 5.9A:** observe the way organisms live and survive in their ecosystem ...  **5.9B:** describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web…  **Learning Goal(s):** 1. Locate, on a map, where the ecosystem (biome) can be found.  2. Describe the climate (i.e. temperature, precipitation & seasons) of the ecosystem / biome.  3. Draw, name and compare plants from two different ecosystems / biomes.  4. Show the transfer of among organisms in the food web of an ecosystem, using arrows.  5. Identify, name and compare an herbivore and a carnivore from two different ecosystems / biomes | | | | |
| Activity:  **Watch** [Wetlands](https://youtu.be/1WlmGyN9VXs)  and/or  **Read** [Wetlands:Swamps](https://drive.google.com/open?id=1PxWnRM7PtzE6JsUDBHjX50in8njvKN9o)  **Complete** word search activity  [**KEY**](https://drive.google.com/open?id=1B-0hrI6tNADXicjo0dJhQBCe71MEPJl2)  Checkpoint for Understanding:  What characteristics define an ecosystem? | Activity:  **Watch** [Aquatic Plants Identification](https://www.youtube.com/watch?v=vXRzEO3CPX0)  and/or  **Match** [Wetland Plant Adaptations](https://drive.google.com/open?id=1YBAXYP6b9hp8C-pIvcx7EilAy1ylxLe0)  [**KEY**](https://drive.google.com/open?id=1EARAq1Y4q_8cjA4Ft8Kg6hGch8ZVmLEj)  Checkpoint for Understanding:  What parts of a plant are adapted so the plant can live and survive in its ecosystem? | Activity:  **Cut, Paste** & **Create** a [Wetland Food Web](https://drive.google.com/open?id=1cnGu6E9GHKORdss4maqh9ZzV1VNzNmku)    **Identify** the food chains w/in the food web  [**KEY**](https://drive.google.com/open?id=1rgzAzvjgLilc5aROJa7qJBjQke-huLrV)  Checkpoint for Understanding:  How is energy transferred in an ecosystem? | Activity:  **Watch** BrainPop:  [Everglades](https://www.brainpop.com/science/earthsystem/everglades/)  and  **Read a**nimal adaptations and  **Create** a [Swamp Creature](https://drive.google.com/open?id=1JgE5iFP9mDZ6y_GN6KL-PVzLQGTl87zn)  Checkpoint for Understanding:  What animals are adapted for the ecosystem? | Activity:  **Watch** what’s happening at [AISD’s Discovery Hill pond](https://www.youtube.com/watch?v=cUDtxIhsCZc).  **Search** and **find** [Pollutants of the Wetlands](https://drive.google.com/open?id=1q5uPK1ExtlNosD3C5zJ9TfnWYHUbnrTa)  [**KEY**](https://drive.google.com/open?id=1b_qwd00eeU9rW_Ipn9HGl3rzHDJNs_8M)  Checkpoint for Understanding:  How do humans impact ecosystems? |