**5E Planning Document for Science Directions**

**Planning for a Science Scope of Study**

1. Start by locating the related scope in STEMscopes
	1. Log in to STEMscopes through CLEVER
	2. Choose the “Scopes” link from the top menu
	3. Use the Grade Level dropdown to bring up the scopes for the grade
	4. Scroll to view all the scopes. Click the related scope to open it.
2. Click each of the 5E tabs (in order) and read the activity options. Choose the activity or activities that will be used and add them to the appropriate section of the planning document.
3. Determine if any of the Scholastic texts might be used within this lesson. If so, add the Scholastic text information to the most appropriate section of the planning document, along with information regarding how the text will be used. *(\*Remember…Scholastic texts can be used in multiple places throughout the school day.)*
4. Log in to Science A-Z through CLEVER (labeled as Learning A-Z).
	1. Type a term into the Search box
	2. OR use the standards search tool (Choose Teacher Corner. Select US State Science Standards. Click on FL and your grade level.)
	3. OR look through the categories under the Resources link
5. Using the search suggestions above, locate related Science A-Z materials, such as books, articles, videos, hands-on activities, digital interactives, and more. These resources can be used in place of STEMscopes activities or in addition to STEMscopes activities. Add the Science A-Z resources to the section where the materials will be most effective.
6. Add details about what the students will do with each resource.

**Tips for Planning**

* Start with Engage and work with one section at a time, completing the activities for each section before moving on to the next.
* When reviewing activities, determine how closely the activity is aligned to the grade level focus standard(s) and how well it will teach that standard.
* Consider moving STEMscopes activities around, when it makes sense to do so.

*For example, sometimes an Explore activity is actually a better Elaborate activity.
Some Engage activities can be used in the Explore section when creating multiple stations.*

* When choosing where to place an activity within a scope, think deeply about the intent of each of the sections and choose activities that speak to the guiding questions within each section of this planning document.
* Think about which activities will be teacher-guided and which can be assigned to students to be done independently or in small groups with teacher facilitation. Determine in which part of the daily schedule each resource will be most effectively integrated.
* Ensure students have ample opportunity for hands-on exploration to discover scientific information.
* The Responsive Instruction section takes place once the scope has been completed and evaluation data is available. This section should be completed in one day. The student grouping for the components of this section should be based on the available data.
* For the Mastered group, an extension activity that provides opportunities for students to dig deeper should be made available. Consider the Next Step Inquiry, Engineering Connections, or Extension activities from Elaborate (if they have not already been used). Other ideas include the Model Eliciting Activity from the Acceleration tab or experiments from the Science Fair Resources in Science A-Z.
* The Intervention section includes two groups of students, Approaching and Struggling. Students who are in the Approaching group, should work independently or collaboratively on additional activities that reinforce the learning or clear up common misconceptions. The Struggling group works with the teacher in a small group guided lesson that reteaches the targeted standard(s).
* The Remediation section is a place where personalized learning paths can be created for each student to address learning gaps from previously taught standards. Specific resources and hands-on learning centers, each focused on a specific standard, should be assigned to students based on their needs.
* The Responsive Instruction section should be planned for one day following the evaluation of the scope. Remediation of standards should spiral throughout the year.

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| **GRADE \_ - SCOPE TITLE** |
| **STANDARDS:**  |
| **GATHER AND PREPARE:**  |
| **5E COMPONENTS** | **SELECTED ACTIVITIES** |
| **ENGAGE*** How will I capture students’ interest and pique their curiosity?
* How can I tap into students’ prior knowledge and create connections?
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| **EXPLORE****\*** *May require multiple activities over several days** What hands-on/minds-on activities will students be doing?
* How can I set up experiences for students to share observations, hypotheses, and investigate ideas with peers?
* What probing questions will I use to encourage and/or focus students’ exploration?
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| **EXPLAIN****\*** *May require multiple activities over several days** What vocabulary will be introduced and how will it connect to students’ observations?
* What opportunities are there for students to engage in scientific discussions that involve claim and evidence reasoning?
* What resources will be used to build on students’ explanations and deepen student knowledge and understanding of the topic?
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| **ELABORATE***\* May require multiple activities over several days** How will students develop a more sophisticated understanding of the concept?
* How will students apply this concept to a real- world example?
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| **EVALUATE*** How will students demonstrate that they are proficient in the standard(s)?
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| **RESPONSIVE INSTRUCTION***Students are divided into small groups based on data. The groups are: Mastered, Approaching, and Struggling.* |
| **EXTENSION (Mastered)*** What activity will students who mastered the objective complete to deepen or enrich their understanding?
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| **INTERVENTION (Approaching and Struggling)*** What centers can be planned for students approaching mastery?
* What small group instruction can be provided to support students who are performing far below mastery?
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| **REMEDIATION*** What previously taught standards need to be retaught in a small group?
* How can I spiral prerequisite knowledge from a prior grade level?
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