| C:\Users\Audrey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SRRIEIYL\MC900446310[1].wmf | **Teacher:** | Miss Audrey Gagnon |
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| **School/District:** | Garden Creek Elementary School - 18 |
| **Subject Area(s) Addressed:** | Mathematics, Science |
| **Grade Level(s)/Course:** | 5 |
| **Date Submitted:** | 27 March 2012 |
| **Lesson/Unit Duration:** | 90 minutes, 35 minutes |

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| Lesson/Unit Outcome | MATHEMATICS* N7: Trouver des fractions équivalentes et découvrir leur régularités.

SCIENCE* CA5: Décrire le cycle de l’eau en termes d’évaporation, de condensation et de precipitations
* CA7: Décrire l’influence de l’énergie solaire sur les conditions atmosphériques
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| **Resources Needed** | MATHEMATICS* SMARTBOARD
* Mathematics book
* Chenelière Mathématiques DVD
* Student’s math workbooks and journals
* Curriculum outcomes for this unit
* Self-Evaluation forms

SCIENCE* Cookie pan
* Ice cubes
* Kettle
* Mason jars
* Ziploc bags
* Tape
* Water
* Student’s science book : Sciences et Technologie: le temps
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| **Teacher-Led Activities** | MATHEMATICS BLOCK – 90 MINUTES* For today’s lesson we will begin a new unit; fractions.
* I will begin by going over the curriculum outcomes for this unit. We will read them together as a class and I will be sure to explain words/terms that we will see repeatedly throughout this unit.
* I will then distribute the new self-evaluations for this unit and together we will read each objective and students will be able to evaluate their knowledge on these specific topics before beginning the unit.
* I will then collect the evaluation forms and re-direct the student’s attention back to the front of the class where we will begin the new unit “Les fractions équivalentes”.
* Have the Chenelière Mathématiques DVD portrayed on the SMARTBOARD.
* We will begin with examining the introduction to this until found on page 164 of the student`s math books or right on the SMARTBOARD.
* I will ask students questions from the teacher manuel of Chenelière Mathématiques 5.
* We will then continue as usual through the book (or DVD) where we will go through the “Explore” and “Découvre” sections, always by asking questions found within my teacher manuel.
* Once we have completed the whole-class discussions and teaching of this beginning section, I will ask if anyone has any other questions or concerns about the topic of equivalent fractions.
* Students will then get an opportunity to begin working on the questions found under the “À ton tour” section found on page 168 of the mathematics book.
* Based on the time remaining at the end of class, I will determine whether or not the work will be continued tomorrow or if it will be assigned for homework.

SCIENCE BLOCK – 35 MINUTES* We will continue with the unit “Le temps” where today’s lesson will focus on the cycle of water and the importance of water within our everyday life.
* To begin, I will ask the students if they know where rain comes from or where do they think rain comes from? We will have a brief discussion about the origins of rain.
* Following the discussion, we will conduct an experiment which will demonstrate the cycle of water very well.
* The experiment is found on page 30 of the teacher’s manual of the Science et Technologie: Le temps.
* Following the experiment, we will have a brief whole-class discussion of the cycle of water we have just witnessed and students will be able to better understand where water comes from and how it gets “recycled” through this cycle.
* The students will then be asked to open their books to page 18 where we will look at the four images on the page and have a discussion of the different ways water is used in everyday life.
* A student will then be asked to read the paragraph “Pour commencer” found under the images; following the reading, we will discuss the paragraph where I will explain any unknown vocabulary.
* Another student will then be called upon to read the next section (“Pour en savoir plus”) which explains the actual cycle of water.
* After the reading I will then re-explain by summarizing the reading in order for everyone to better understand the water cycle.
* Following the readings, and with time permitting, we will conduct another experiment where we create a simulation of the water cycle with a Mason jar and Ziploc bag.
* This experiment will take place over the next few days as we will observe the cycle and where students will be asked to make a chart in their science workbooks of the changes they observe.
* It is important that students use vocabulary such as “evaporation”, “vapeur d’eau”, “condensation”, etc.
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| **Student-Centered Activities** | * Students will get an understanding of the new curriculum outcomes that will be viewed/studied throughout this unit.
* Students will begin working with equivalent fractions and learn the meaning of certain vocabulary such as “dénominateur”, “numérateur”, “fractions equivalentes”, and “nombres décimaux”.
* Students will practice certain fraction-related questions as a whole-class discussion; first with a partner and then sharing their results with the class.
* Students will then work on their own in order to complete the “À ton tour” section in the mathematics book.
* Students will learn about the cycle of water by having discussions and conducting experiments.
* Students will create their own water cycle in order to better understand where and how water gets recycled to create its cycle.
* Students will read the “Pour commencer” and “Pour en savoir plus” sections in order to get a better understanding of the water cycle.
* Students will create their very own simulation of the water cycle with Mason jars and Ziploc bags along with noting their observations in a chart for a week’s time.
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| **Student AssessmentStrategy** | * Students will be assessed on their understanding of this new concept/new unit through whole-class discussion and with the work that will be completed in the “À ton tour” section.
* Students will be assessed on their understanding of the basic vocabulary used to describe the cycle of water.
* Students will be assessed on the conducting of two experiments in order to better understand and visualize the water cycle.
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| **Reflection** |  |