

# South Dakota 5 Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | South Dakota                                              |
| Grade            | 5 (Elementary)                                            |
| Subject          | Science                                                   |
| Course category  | Core                                                      |
| Standards family | Science                                                   |
| Framework        | South Dakota Science Standards (adopted 22 April 2024)    |
| Issuing agency   | South Dakota Department of Education                      |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Which Way Is Down

### Unit 3: Gravity · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why does everything fall the same way?                                                                                                                                                                                                      |
| Standards          | <b>Gravity Pulls Toward Earth -&gt; 5-ESS2-2 Earth and Space Science</b> — Describe and graph the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. |
| Learning target    | "I can claim and support that Earth's gravity pulls objects toward its centre."                                                                                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                             |

#### Measurable objectives

- Students will make a claim, supported by evidence, that the gravitational force exerted by Earth pulls objects towards the centre of Earth.
- Students will explain what 'down' means on a sphere.

#### Success criteria (student-friendly)

- "I state the claim."
- "I give evidence."
- "I explain what down means on a round Earth."

#### Academic vocabulary

gravity, force, centre, sphere, claim

#### Materials and technology

- Balls and globes
- String and small weights
- Notebooks
- Chart paper
- Torches

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

A supported claim about the direction of gravitational force.

### Family communication

Ask your child which way is down in Australia.

# Day 41 — Everything Falls Down

## Week 9, Day 1 • Unit 3 • Standards: 5-ESS2-2

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | The observation.                                                                |
| Learning target   | "I can claim and support that Earth's gravity pulls objects toward its centre." |
| Vocabulary in use | gravity, force, centre                                                          |
| Local date        | _____                                                                           |

### Learning sequence

Connect: things we have dropped. Teach: whatever we drop, wherever we stand, it goes the same way - and that sameness is the thing to explain. Try: shared observation of several objects released. Apply: pupils describe the direction. Reflect: the observation is trivial and the explanation is not, which is why the week starts here.

### Check for understanding

Student describes the direction objects fall.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Down Is Not One Direction

### Week 9, Day 2 · Unit 3 · Standards: 5-ESS2-2

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | The key idea.                                                                   |
| Learning target   | "I can claim and support that Earth's gravity pulls objects toward its centre." |
| Vocabulary in use | gravity, force, centre                                                          |
| Local date        | _____                                                                           |

### Learning sequence

Connect: falling. Teach: on a round Earth, 'down' points to a different place in space depending where you stand - but always toward the centre. Try: shared modelling with a globe and weighted strings. Apply: pupils model. Reflect: THE STANDARD'S OWN CLAIM, and the globe model is what makes it thinkable.

### Check for understanding

Student explains that down points toward Earth's centre.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — What About the Other Side

### Week 9, Day 3 · Unit 3 · Standards: 5-ESS2-2

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | The obvious objection.                                                          |
| Learning target   | "I can claim and support that Earth's gravity pulls objects toward its centre." |
| Vocabulary in use | gravity, force, centre                                                          |
| Local date        | _____                                                                           |

### Learning sequence

Connect: the model. Teach: people on the far side are not upside down; their 'down' is toward the centre too. Try: shared discussion. Apply: pupils explain. Reflect: THE QUESTION EVERY CLASS ASKS, addressed rather than deflected.

### Check for understanding

Student explains why people on the far side of Earth do not fall off.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Gathering the Evidence

Week 9, Day 4 · Unit 3 · Standards: 5-ESS2-2

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Evidence.                                                                       |
| Learning target   | "I can claim and support that Earth's gravity pulls objects toward its centre." |
| Vocabulary in use | gravity, force, centre                                                          |
| Local date        | _____                                                                           |

### Learning sequence

Connect: our model. Teach: plumb lines at different places, and the fact that the model predicts what we observe. Try: shared evidence gathering. Apply: pupils record evidence.

### Check for understanding

Student gathers evidence supporting the claim.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Writing the Claim

### Week 9, Day 5 • Unit 3 • Standards: 5-ESS2-2

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Claim, evidence, reasoning.                                                     |
| Learning target   | "I can claim and support that Earth's gravity pulls objects toward its centre." |
| Vocabulary in use | gravity, force, centre                                                          |
| Local date        | _____                                                                           |

### Learning sequence

Connect: our evidence. Teach: writing it in the Week 3 structure. Try: shared writing. Apply: pupils write.

### Check for understanding

Student writes a supported claim about gravity.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

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