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|  | **Monday****1/6** | **Tuesday****1/7** | **Wednesday****1/8** | **Thursday****1/9** | **Friday****1/10** |
| **STEM** **Future** | RoboticsFinding RotationsUsing Circumference and Diameter**Tree Map – Finding Circumference, Diameter, and Rotations** | RoboticsComputer Lab-Programming Forward Movement | RoboticsComputer Lab-Programming Forward Movement | RoboticsComputer Lab-Programming Turns**Writing Tracker - Programming** | RoboticsComputer Lab-Programming Maze Challenges |
| **Future** **Objective** | Learn the process of programming robots.  | Learn the process of programming robots.  | Learn the process of programming robots.  | Learn the process of programming robots.  | Learn the process of programming robots.  |
| **STEM** **Environment**  |  Renew-A-Bean Activity | Renew-A-Bean Activity**Bubble Map: Compare renewable and non-renewable resources** | Reducing Energy Loss Activity | Reducing Energy Loss Activity | Reducing Energy Loss Activity**Writing Tracker – reducing energy** |
| **Environment** **Objective** | Students learn about non-renewable and renewable resources and how they are depleted. | Students learn about non-renewable and renewable resources and how they are depleted. | Students will be able to model the Law of Conservation of Energy, compare energy conservation and efficiency, and explain the concept of the transfer of energy. | Students will be able to model the Law of Conservation of Energy, compare energy conservation and efficiency, and explain the concept of the transfer of energy. | Students will be able to model the Law of Conservation of Energy, compare energy conservation and efficiency, and explain the concept of the transfer of energy. |