TEKS-Aligned Lesson Plan Template

with Bloom's Taxonomy Scaffolding

5th Grade Science · Texas Essential Knowledge & Skills

Free Resource from TeachCraft · https://teachcraft.polsia.app

Ø=Ü¡ How to use this template: Fill in the gray write-in fields as you plan each lesson. The Bloom's scaffolding section guides you from basic recall up to higher-order thinking. TEKS codes are pre-populated for 5th grade Science — check the standards your lesson covers and customize the objectives accordingly.

Unit / Theme	e.g. Earth & Space Systems, Matter & Energy…
Lesson Title	e.g. The Water Cycle: Evaporation & Condensation
Grade Level	5th Grade (adaptable K-12 — see teachcraft.polsia.app for other grades)
Subject Area	Science · TEKS Chapter 112, §112.16
Lesson Duration	e.g. 50 minutes / 2 class periods
Teacher Name	
Date / Period	
Materials Needed	List supplies, tech, or manipulatives here

Ø<ß¯ LEARNING OBJ

By the end of this lesson, students will be able to:

- ☐ SWBAT…
- ☐ SWBAT…
- ☐ SWBAT…

Check all standards this lesson addresses. Add your own TEKS code if covering additional standards.

Scientific & Engineering Practices

- [ ] **§112.16(b)(1)** — Scientific investigation — ask questions, formulate testable hypotheses
- [ ] **§112.16(b)(2)** — Analyze and interpret data to construct evidence-based explanations
- [ ] **§112.16(b)(3)** — Use tools, including models, to represent scientific concepts
- [ ] **§112.16(b)(4)** — Communicate scientific findings through written/ oral reports

Matter & Energy

- [ ] **§112.16(b)(5)** — Properties of matter and physical/ chemical changes
- [ ] **§112.16(b)(6)** — Matter cycles and energy flow in living systems

Earth & Space

- [ ] **§112.16(b)(7)** — Earth's water cycle: evaporation, condensation, precipitation, collection
- [ ] **§112.16(b)(8)** — Weather patterns and their effects on the environment
- [ ] **§112.16(b)(9)**

— Rapid and slow changes to Earth's surface

- [ ] **§112.16(b)(10)** — Relationships among Earth systems

Organisms & Environments

- [ ] **§112.16(b)(11)** — Adaptations and survival of organisms in various environments
- [ ] **§112.16(b)(12)** — Food webs and energy flow in ecosystems
- [ ] **§112.16(b)(13)** — Interdependence of plants, animals, and the environment

Force, Motion & Energy

- [ ] **§112.16(b)(14)** — Interactions between magnets and magnetic fields
- [ ] **§112.16(b)(15)** — Light, sound, and electrical energy transformations

Additional TEKS (write in):

ELA / Reading:	
Math:	
Social Studies:	
Technology:	

Design questions and activities at each level of Bloom's Taxonomy to scaffold student thinking. Start with Remember/Understand to build knowledge, then push toward Create/Evaluate for higher-order thinking.

1. REMEMBER

Key Verbs: define, recall, list, identify, name, repeat

Descriptor: Students retrieve basic TEKS vocabulary and facts from memory

Activity/Question for this lesson:

2. UNDERSTAND

Key Verbs: explain, summarize, describe, classify, compare

Descriptor: Students explain concepts in their own words and connect ideas

Activity/Question for this lesson:

3. APPLY

Key Verbs: use, demonstrate, solve, illustrate, calculate

Descriptor: Students apply concepts to new problems or contexts

Activity/Question for this lesson:

4. ANALYZE

Key Verbs: examine, differentiate, investigate, infer, break down

Descriptor: Students examine relationships, causes, and patterns in data

Activity/Question for this lesson:

5. EVALUATE

Key Verbs: judge, defend, critique, justify, debate, assess

Descriptor: Students make judgments based on criteria and evidence

Activity/Question for this lesson:

6. CREATE

Key Verbs: design, build, compose, construct, produce, plan

Descriptor: Students produce original work synthesizing TEKS concepts

Activity/Question for this lesson:

Map each segment to your estimated time. Link activities to specific Bloom's levels to ensure rigor progression.

ENGAGE / HOOK · Suggested time: 5–8 min

Bloom's: Remember !’ Understand

Hook that activates prior knowledge. Bell-ringer, demo, KWL, or driving question.

Teacher notes:

EXPLORE · Suggested time: 10–15 min

Bloom's: Apply !’ Analyze

Hands-on investigation, lab, or collaborative inquiry task.

Teacher notes:

EXPLAIN · Suggested time: 10–12 min

Bloom's: Understand !’ Analyze

Direct instruction, notes, or guided discussion connecting findings to TEKS vocabulary.

Teacher notes:

ELABORATE · Suggested time: 10–15 min

Bloom's: Analyze !’ Evaluate !’ Create

Extended application — real-world scenario, problem-solving, or design challenge.

Teacher notes:

EVALUATE / CLOSE · Suggested time: 5–8 min

Bloom's: All levels — metacognition

Exit ticket, formative check, reflection prompt, or 3-2-1 strategy.

Teacher notes:

+ Struggling Learners

- Provide sentence frames or graphic organizers
- Partner with peer support
- Reduce quantity while maintaining rigor
- Use visual vocabulary cards

Your notes for this class:

'¡ On-Level Learners

- Standard task with choice in product type
- Collaborative structures (think-pair-share)
- Self-monitoring checklists
- Connect to real-world Texas contexts

Your notes for this class:

+ Advanced / GT Learners

- Independent extension investigation
- Cross-TEKS synthesis challenge
- Teach-back or peer teaching role
- Open-ended design or creation task

Your notes for this class:

Ø<ß ELL / Multilingual Learners

- Bilingual glossary (Spanish/English)
- Realia, diagrams, and manipulatives
- Home language use during exploration
- Focus on TEKS academic vocabulary

Your notes for this class:

Ø=ÜÉ FORMATIVE ASSESSMENT PLAN

Exit Ticket: *Prompt students will answer in last 3 minutes:*

Observation Checklist: *What teacher looks for during exploration:*

Turn & Talk Prompt: *Discussion prompt connecting to TEKS objective:*

Quick Check (3-2-1): *3 things learned / 2 questions / 1 real-world connection:*

Complete after teaching. Honest reflection is the fastest path to better next lessons.

What evidence did you see that students met the TEKS objective(s)?

Which Bloom's level did most students reach? What would push them higher?

Which students struggled? What will you adjust before the next lesson?

What would you do differently next time?

TEKS coverage: Were all checked standards adequately addressed?

Next lesson TEKS:

Re-teaching needed for:

Parent communication: