**District Science Lesson Plan Template**

Teacher: **Yolanda Randolph** Date: **January 27-31, 2025**  Subject: **Science**  Period: **Sixth**

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| **Alabama CCRS/COS: Standards**   * **Identify the text structures within literary and informational texts. RI.3.19 (Pathways to Proficiency)** * **Utilize new academic, content-specific, grade-level vocabulary to connect previously learned words and relate new words to background knowledge. 3.13** * **Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. 3.18** * **Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. W. 3.35** |

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| **Outcome(s)/Objective(s)/I can statement**   * **TSWBA to explain how text structures contribute to the meaning of the text using textual evidence.** * **TSWBA to use text features to locate information.** * **TWSBA to connect events, ideas, and pieces of information in a text.** * **TSWBA to identify content-specific vocabulary** * **TSWBA to write an argument to convince readers to take actions.** * **I can read and understand an informational passage.** |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  | KWL |  | Word Splash |  | Anticipation Guide |  | Lecture |  | Graphic Organizer/VLT |  | Poem, Rhymes, etc. |
|  | Survey |  | Possible Sentence |  | Think-Pair-Share |  | Reading |  | Pictograph |  | Acronyms/Word |
|  | First Word |  | Concept Map |  | Vocabulary Overview |  | Model |  | Diagram |  | Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  |  |
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| **Engagement Strategies:**  - Collaborative Group Work  - Writing to Learn  - Literacy Groups  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | |
| **Technology Integration:**  Smart board  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  Computer Program: www.readworks.org\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |

**This Week’s Vocabulary:**

* **tornadoes damage**
* **radar tornado watch**
* **forecast columns**
* **Fujita Scale tornado warning**

**PROCEDURAL CONTENT (application)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | K-W-L | Turn and Talk | Say Something | Turn and Talk | Quick Write | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | The teacher and students will discuss vocabulary associated with “Be Tornado Wise”**. Students will complete assignment from Pathways to Proficiency.** | The teacher and students will discuss the article from the previous lesson about “Be Tornado Wise.” | The teacher and students will discuss story elements (text structures).  o comparison and contrast.  o sequence of events.  o problem and solution.  cause and effect.  The teacher and students will discuss each of the story elements. | The teacher and students will read the Science Connect from Open Court.  -**read/discuss “Group Survival”**  **-teacher and students will focus on the text feature charts.**  **-Complete “Group Survival” activity** | The teacher and students will review vocabulary and discuss “Be Tornado Wise” | |
| Small Groups | | .Engage in Collaborative discussions.  Read the article with group. | Working with partners  Work on the comprehension section from the Pathways to Proficiency. | Engage in Collaborative discussions. | Engage in Collaborative discussions. | Engage in Collaborative discussions | |
| *After/Homework* | | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: