

District Lesson Plan Template

Teacher: Ms. A. Johnson

Date: February 17-21, 2025

Subject: Science

Period:

Sixth

Alabama CCRS/COS: Standards

K-2ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Outcome(s)/Objective(s)/I can statement

Students will learn that scientists and engineers use models

ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:

- | | | | | | |
|-------------------------------------|--|---|---|--|---|
| <input type="checkbox"/> KWL | <input type="checkbox"/> Word Splash | <input type="checkbox"/> Anticipation Guide | <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Graphic Organizer/VLT | <input type="checkbox"/> Poem, Rhymes, etc. |
| <input type="checkbox"/> Survey | <input type="checkbox"/> Possible Sentence | <input type="checkbox"/> Think-Pair-Share | <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Pictograph | <input type="checkbox"/> Acronyms/Word |
| <input type="checkbox"/> First Word | <input type="checkbox"/> Concept Map | <input type="checkbox"/> Vocabulary Overview | <input type="checkbox"/> Model | <input type="checkbox"/> Diagram | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Word Map | <input type="checkbox"/> Frayer Model | <input type="checkbox"/> Daily Language Practice (DLP)_____ | <input type="checkbox"/> Hands-on | <input type="checkbox"/> Mind Map/Visual Guide | |

Engagement Strategies:

- | | | | |
|--|---|---|---------------------------------------|
| <input checked="" type="checkbox"/> Collaborative Group Work | <input type="checkbox"/> - Writing to Learn | <input type="checkbox"/> - Literacy Groups | <input type="checkbox"/> Other:_____ |
| <input type="checkbox"/> - Questioning Techniques | <input type="checkbox"/> - Scaffolding Text | <input checked="" type="checkbox"/> -Classroom Talk | <input type="checkbox"/> - T.W.I.R.L. |

Technology Integration: ☒ Smart board ☐ Document Camera ☐ IPADS ☐ Macbooks ☒ Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program:_____ ☐ Other:_____

This Week's Vocabulary:

model

PROCEDURAL CONTENT (application)

	Monday	Tuesday	Wednesday	Thursday	Friday
Essential Question	How are toys like real life?	How are toys like real life?	How are toys like real life?	How are toys like real life?	How are toys like real life?
Daily Objective(s) I Can Statement	I can explain how toy animals help you learn about real animals.	I can explain how toy animals help you learn about real animals.	I can explain how toy animals help you learn about real animals.	I can explain how toy animals help you learn about real animals.	I can explain how toy animals help you learn about real animals.
Preview (Before) Warm-up- Hook	Build Background	Review Previous Articles	Review Previous Articles	Review Previous Articles	Review Previous Articles
Instruction (During) I Do- We Do- Y'all Do- You Do-	Unit: Animals, Plants, and Their Environment Week 21: Models Article 1: What is a Model? Article 2: Drawings are Models	Unit: Animals, Plants, and Their Environment Week 21: Models Article 3: Objects are Models Article 4: Models Show Connection	Unit: Animals, Plants, and Their Environment Week 21: Models Article 5: Models Show Big Things Article 6: Models Show Small Things	Unit: Animals, Plants, and Their Environment Week 21: Model Article 7: Build, Test, and Improve Article 8: Share	Review
Small Groups	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer
After/Homework		Read Science Weekly Newspaper	Read Science Weekly Newspaper	Read Science Weekly Newspaper	

Assessment (Formative): ☒ Class work ☐ Notebook ☐ Homework ☐ quizzes ☐ Tests ☐ Computer activities ☒ Collaborative work ☐ Project/ Other:

Assessment (Summative): ☐ Quizzes ☒ Tests ☒ Group activities ☐ Project based ☐ Other:

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

