Teacher: DUBOSE-THOMAS, JONES Date: 09/9-13 Subject: SOCIAL STUDIES Period: 4TH/5TH

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| **-Alabama CCRS/COS: Standards continue teaching maps skills and comprehension**  **.**  TSW IDENTIFY AND EXPLAIN ONE COMMON RESOURCE ACROSS THE STATE IS WATER IN ALABAMA. (4.2)  ELD STANDARD 5 ENGLISH LANUGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF SOCIAL STUDIES. |

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| **Outcome(s)STUDENTS WILL BE ABLE TO**   * **IDENTIFY** COMMON RESOURCE ACROSS THE STATE IS WATER IN ALABAMA. |

**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

**CLIMATE**

**RESOURCES**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | HOW CAN CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE? | HOW CAN CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE? | HOW CAN CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE? | HOW CAN CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE? | HOW CAN CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | I CAN DETERMINE HOW CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE. | I CAN DETERMINE HOW CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE. | I CAN DETERMINE HOW CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE. | I CAN DETERMINE HOW CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE. | I CAN DETERMINE HOW CLIMATE AND RESOURCES AFFECT HOW PEOPLE LIVE. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | REAL WORLD INTRODUCTION  SAY SOMETHING  VIDEO | KWL/VIDEO | SAY SOMETHING  RECAP LESSON | SAY SOMETHING  RECAP LESSON | REVIEW | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | VOCABULARY BUILDER  QUICK WRITE  INDEPENDENT PRACTICE | REVIEW LESSON  POPCORN READ  CHUNK READING  INDEPENDENT PRACTICE | SHARE AND TALK  JOURNAL WORK  INDEPENDENT PRACTICE | QUICK WRITE  ONE PAGER/ART TALK  INDEPENDENT PRACTICE | SNB CHECK | |
| Small Groups | | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | |
| *Ater/Homework* | | GRAND CONVERSATION  SNB  STUDY NOTES | GRAND CONVERSATION  SNB  STUDY NOTES | GRAND CONVERSATION  SNB  STUDY NOTES | GRAND CONVERSATION  SNB  STUDY NOTES | GRAND CONVERSATION  SNB | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** T**ests** Group activities Project based Other:

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