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

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|   |   |   |   |   |   |   |   |   |   |   |   |
|  [x]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [x]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [x]  Think-Pair-Share |  | [x]  Reading |   | [x]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [x]  Model |   | [x]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [x]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [x]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [x]  - Scaffolding Text [x]  -Classroom Talk [ ]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  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 INTRODUCTIONSAY SOMETHINGVIDEO | KWL/VIDEO | SAY SOMETHINGRECAP LESSON | SAY SOMETHINGRECAP LESSON | REVIEW  |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | VOCABULARY BUILDERQUICK WRITEINDEPENDENT PRACTICE | REVIEW LESSONPOPCORN READCHUNK READINGINDEPENDENT PRACTICE | SHARE AND TALKJOURNAL WORKINDEPENDENT PRACTICE | QUICK WRITEONE PAGER/ART TALKINDEPENDENT PRACTICE | SNB CHECK |
|  Small Groups | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS |
| *Ater/Homework* | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNBSTUDY NOTES | GRAND CONVERSATIONSNB |
| **Assessment (Formative):** [x] Class work [x] Notebook [ ] Homework [x] quizzes [x] Tests [ ] Computer activities [x] Collaborative work [x]  Project/ Other: |

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

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