**District Science Lesson Plan Template**

**Teacher: Yolanda Randolph Date: October 28-November 01, 2024 Subject: Science Period: Sixth**

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| **Alabama CCRS/COS: Standards** * **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.1**
* **Determine the main idea of a text; recount the key details and explain how they support the main idea**. **RI. 3.2**
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| **Outcome(s)/Objective(s)/I can statement*** **TSWBA to locate the main idea and supporting details from informational text.**
* **TSWBA will use text features to locate information.**
* **TWSBA to connect events, ideas, and pieces of information in a text.**
* **I can read and understand an informational selection. (Hot Enough to Fry an Egg/Dry Dry Dry)**
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   | [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[ ]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - 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: www.readworks.org\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

* evaporate
* elevate
* **extint**
* **polar**
* Rocks **forecast**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? |
| ***Daily Objective(s)******I Can Statement***  | **I can read and understand an informational selection.** | **I can read and understand an informational selection.** | **I can read and understand an informational selection.** | **I can read and understand an informational selection.** | **I can read and understand an informational selection.** |
| *Preview* *(Before)**Warm-up- Hook* | Say Something | Turn and Talk | Say Something | Turn and Talk | Quick Write |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Teacher and students will discuss prior knowledge about tornadoes from previous reading lesson and introduce students to Hot Enough to Fry an Egg. **K-W-L** | The teacher and students will discuss prior knowledge about seasons. Students will read and discuss “Hot Enough to Fry an Egg” from Open Court Anthology. | The teacher and students will discuss prior knowledge about seasons/storms. Students will reread and discuss. “Hot Enough to Fry an Egg” The students will complete a 3-2-1 | The teacher and students identify the focus of a paragraph within a text.-**complete** “Dry Dry Dry”Fill-in-Blanks Questions | The teacher and students will review vocabulary and discuss “Hot Enough to Fry an Egg” |
|  Small Groups | Discuss “Get the Facts” vocabulary and complete unfinished work from previous lessons. | Working with partnersComplete Close Read Activity | Engage in Collaborative discussions.Answer questions from the  | Engage in Collaborative discussions. | Engage in Collaborative discussions |
| *After/Homework* | Read the weekly selection “Hot Enough to Fry an Egg” | Read the weekly selection “Hot Enough to Fry an Egg” | Read the weekly selection “Hot Enough to Fry an Egg” | Read the weekly Science Connect pgs. 264-265 “Dry Dry Dry” | Read weekly selections “Hot Enough to Fry an Egg” |
| **Assessment (Formative):** [x] Class work [ ] Notebook [ ] Homework [ ] Quizzes [ ] Tests [ ] Computer Activities [x] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] Group Activities **[ ]** Project Based **[ ]** Other:

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