Teacher: ROBINSON/HALL Date: 11/11-15/2024 Subject: SCIENCE. Period:

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| **Alabama CCRS/COS: Standards RETEACH** 4-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 3-5-ETS1-1: Define a simple design problem reflecting on a need or want that includes specified criteria for success and constraints in materials, time, or cost. 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. |

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| **Outcome(s)STUDENTS WILL BE ABLE TO** Students will learn about the phenomenon of how a Bluetooth speaker works. They will explore the concept of a Rube Goldberg machine. Students will use these ideas to design a device that converts energy from one form to another by following the engineering design process |

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

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|  [x]  | KWL |  |  [ ]  Word Splash |   | [x]  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:**

**boost: extra energy added to make up for what will be lost as heat**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | How does a Bluetooth speaker work? | How does a Bluetooth speaker work? | How does a Bluetooth speaker work? | How does a Bluetooth speaker work? | How does a Bluetooth speaker work? |
| ***Daily Objective(s)******I Can Statement***  | **I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.** | **I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.** | **I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.** | **I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.** | **I can apply scientific ideas to design, test, and refine a device that converts energy from one form to another.** |
| *Preview* *(Before)**Warm-up- Hook* | REAL WORLD INTRODUCTIONSAY SOMETHINGVIDEOWHOLE GROUP LESSON EXPLICIT INSTRUCTION | KWL/VIDEO | SAY SOMETHINGRECAP LESSON | SAY SOMETHINGRECAP LESSON | REVIEW |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Studies Weekly Week 12VOCABULARY BUILDERQUICK WRITEINDEPENDENT PRACTICE | Studies Weekly Week 12REVIEW LESSONPOPCORN READCHUNK READINGCOLLABORATIVE GROUP WORK | Studies Weekly Week 12SHARE AND TALKJOURNAL WORKINTERACTIVE /ACTIVITY Group Research- Types of energy | Studies Weekly Week 12QUICK WRITEONE PAGER/ART TALKINDEPENDENT PRACTICEINTERACTIVE /ACTIVITY Group Research- Types of energy  | Studies weekly assessmentPresent projects |
|  Small Groups | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS |
| *After/Homework* | GRAND CONVERSATIONarticle reviewSTUDY NOTES | GRAND CONVERSATIONArticle reviewSTUDY NOTES | GRAND CONVERSATIONArticle reviewSTUDY NOTES | GRAND CONVERSATIONArticle reviewSTUDY NOTES | GRAND CONVERSATIONArticle review |
| **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