**District Science Lesson Plan Template**

Teacher: Yolanda Randolph Date: August 26-30, 2024 Subject: Science Period: Sixth

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| **Alabama CCRS/COS: Standards**  RI.3.3 **Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**  **3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.** |

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| **Outcome(s)/Objective(s)/I can statement.**   * **TSWBA to explore the sun, moon, and Earth system.** |

**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: www.readworks.org\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |

**This Week’s Vocabulary:**

* **system structure pattern**
* **stability function crosscutting concepts**
* **change model**
* **change scale**
* **energy tide**
* **matter cause and effect**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | **How can you relate stability and change to your social relationships? What are some things that can affect how you feel in a day? What are some positive ways you can respond to change?** | **How can you relate stability and change to your social relationships? What are some things that can affect how you feel in a day? What are some positive ways you can respond to change?** | **How can you relate stability and change to your social relationships? What are some things that can affect how you feel in a day? What are some positive ways you can respond to change?** | **How can you relate stability and change to your social relationships? What are some things that can affect how you feel in a day? What are some positive ways you can respond to change?** | **How can you relate stability and change to your social relationships? What are some things that can affect how you feel in a day? What are some positive ways you can respond to change?** | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **I can explore the sun, moon, and Earth system.** | **I can explore the sun, moon, and Earth system.** | **I can explore the sun, moon, and Earth system.** | **I can explore the sun, moon, and Earth system.** | **I can explore the sun, moon, and Earth system.** | |
| *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- | | The teacher and students will:  1.Read articles (1 and 2) as a class. 2. Present students with each crosscutting concept. 3. Answer Article Assessment Questions. | 1.**Engage:** Read articles (3 and 4) as a class.2. **Explore:** Brainstorm words to describe cause and effect. 3. Discuss articles (3 and 4). 4. Answer Article Assessment Questions. | 1.**Engage:** Read articles (6 and 7) as a class.2. 3. Discuss article (3) about Michelle Lynde. 4. Answer Article Assessment Questions. | 1.**Engage:** Read the articles as a class.2. Discuss phenomena that students have noticed. 3. Discuss article (4)& (5)about Phenomena and Working in Teams 4. Answer Articles Assessment Questions. | **Read the entire articles from Week 2 as a class and discuss with emphasis on the bold(vocabulary) words.** | |
| Small Groups | | Engage in Collaborative discussions.  Complete Article Assessment about articles 1 and 2 Week 2 | Engage in Collaborative discussions.  Complete Article Assessment about articles 3 and 4 Week 2 | Engage in Collaborative discussions.  Complete Article Assessment about article 5 and 6 Week 2 | Engage in Collaborative discussions.  Complete Article Assessment about article 7 and 8 Week 2 | Engage in Collaborative discussions.  Complete Science Weekly Assessment from Week 2 | |
| *After/Homework* | | Read the Science weekly article Week 2 | Read the Science weekly article Week 2 | Read the Science weekly article Week 2 | Read the Science weekly article Week 2 | Read the Science weekly article Week 2 | |
| **Assessment (Formative):** Class work Notebook Homework Quizzes Tests Computer Activities Collaborative Work  Project/ Other: | | | | | |

**Assessment (Summative):** QuizzesTestsGroup Activities Project Based Other:

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