**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.**
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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:**

* **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):** [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: