Teacher: ROBINSON/HALL Date: 11/18-22/2024 Subject: SCIENCE Period:

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| **Alabama CCRS/COS: Standards**  4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. |

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| **Outcome(s)STUDENTS WILL BE ABLE TO**  Students will learn about each nonrenewable energy source and its advantages and disadvantages. Then, students will make a claim about which is best, backing up their claim with evidence and reasoning. |

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

**This Week’s Vocabulary:**

**fossil fuel the most common source of nonrenewable energy; e.g., coal, petroleum, and natural gas  
fracking a process where high-pressure water splits apart underground rocks, releasing trapped natural gas  
natural gas a fossil fuel found underground that is mostly made up of methane  
nonrenewable describing a resource with a limited supply and that takes a long time to regenerate  
nuclear energy a type of nonrenewable energy that is not a fossil fuel; nuclear energy is a renewable energy source, but the material used in nuclear power plants is nonrenewable  
nuclear fission a process where the inner core of an atom is split and energy is released  
petroleum oil; a liquid fossil fuel found in underground rock formations  
surface mining a type of coal mining used when the coal is located near the Earth’s surface  
underground mining a type of coal mining used when the coal is located deep below the Earth’s surface**

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Which nonrenewable resource has the most advantages and fewest disadvantages? | Which nonrenewable resource has the most advantages and fewest disadvantages? | Which nonrenewable resource has the most advantages and fewest disadvantages? | Which nonrenewable resource has the most advantages and fewest disadvantages? | Which nonrenewable resource has the most advantages and fewest disadvantages? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | I can identify which nonrenewable resource has the most advantages and fewest disadvantages. | I can identify which nonrenewable resource has the most advantages and fewest disadvantages. | I can identify which nonrenewable resource has the most advantages and fewest disadvantages. | I can identify which nonrenewable resource has the most advantages and fewest disadvantages. | I can identify which nonrenewable resource has the most advantages and fewest disadvantages. | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | REAL WORLD INTRODUCTION  SAY SOMETHING  VIDEO  WHOLE GROUP LESSON EXPLICIT INSTRUCTION | KWL/VIDEO | SAY SOMETHING  RECAP LESSON | SAY SOMETHING  RECAP LESSON | REVIEW | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | Studies Weekly Week 14  VOCABULARY BUILDER  QUICK WRITE  INDEPENDENT PRACTICE | Studies Weekly Week 14  REVIEW LESSON  POPCORN READ  CHUNK READING  COLLABORATIVE GROUP WORK | Studies Weekly Week 14  SHARE AND TALK  JOURNAL WORK  INTERACTIVE /ACTIVITY Group Research- renewable energy. | Studies Weekly Week 14  QUICK WRITE  ONE PAGER/ART TALK  INDEPENDENT PRACTICE  INTERACTIVE /ACTIVITY Group Research- renewable energy. | Studies weekly assessment  Present projects | |
| Small Groups | | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | |
| *After/Homework* | | GRAND CONVERSATION  article review  STUDY NOTES | GRAND CONVERSATION  Article review  STUDY NOTES | GRAND CONVERSATION  Article review  STUDY NOTES | GRAND CONVERSATION  Article review  STUDY NOTES | GRAND CONVERSATION  Article review | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

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

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