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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|  [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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**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 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 14VOCABULARY BUILDERQUICK WRITEINDEPENDENT PRACTICE | Studies Weekly Week 14REVIEW LESSONPOPCORN READCHUNK READINGCOLLABORATIVE GROUP WORK | Studies Weekly Week 14SHARE AND TALKJOURNAL WORKINTERACTIVE /ACTIVITY Group Research- renewable energy. | Studies Weekly Week 14QUICK WRITEONE PAGER/ART TALKINDEPENDENT PRACTICEINTERACTIVE /ACTIVITY Group Research- renewable 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