**District Science Lesson Plan Template**

Teacher: **Yolanda Randolph** Date: **February 03-07, 2025**  Subject: **Science(continue)**  Period: **Sixth**

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| **Alabama CCRS/COS: Standards** * **Identify the text structures within literary and informational texts. RI.3.19 (Pathways to Proficiency)**
* **Utilize new academic, content-specific, grade-level vocabulary to connect previously learned words and relate new words to background knowledge. 3.13**
* **Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. 3.18**
* **Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. W. 3.35**
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| **Outcome(s)/Objective(s)/I can statement*** **TSWBA to explain how text structures contribute to the meaning of the text using textual evidence.**
* **TSWBA to use text features to locate information.**
* **TWSBA to connect events, ideas, and pieces of information in a text.**
* **TSWBA to identify content-specific vocabulary**
* **TSWBA to write an argument to convince readers to take action.**
* **I can read and understand an informational passage.**
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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:**

* **tornadoes damage**
* **radar tornado watch**
* **forecast columns**
* **Fujita Scale tornado warning**

 **PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? | Why is being able to read a variety of informational texts and explain how the text structures contribute to the meaning of texts? |
| ***Daily Objective(s)******I Can Statement***  | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** | **I can identify text structures within an informational passage.** |
| *Preview* *(Before)**Warm-up- Hook* | K-W-L | 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 discuss vocabulary associated with “Be Tornado Wise”**. Students will complete assignment from Pathways to Proficiency.**  | The teacher and students will discuss the article from the previous lesson about “Be Tornado Wise.” | The teacher and students will discuss story elements (text structures). o comparison and contrast. o sequence of events. o problem and solution. cause and effect.The teacher and students will discuss each of the story elements. | The teacher and students will read the Science Connect from Open Court.-**read/discuss “Economy and Technology”****-teacher and students will focus on the text feature charts.****-Complete “Economy and Technology” activity** | The teacher and students will review vocabulary and discuss “Be Tornado Wise” |
|  Small Groups | .Engage in Collaborative discussions.Read the article with group. | Working with partnersWork on the comprehension section from the Pathways to Proficiency. | Engage in Collaborative discussions. | Engage in Collaborative discussions. | Engage in Collaborative discussions |
| *After/Homework* | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” | Read the weekly article “Be Tornado Wise” |
| **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: