**District Science Lesson Plan Template**

Teacher: **Yolanda Randolph** Date: **March 31-April 04, 2025**  Subject: **Science**  Period: **Sixth**

|  |
| --- |
| **Alabama CCRS/COS: Standards**   * **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.1** * **Determine the main idea of a text; recount the key details and explain how they support the main idea**. **RI. 3.2** |

|  |
| --- |
| **Outcome(s)/Objective(s)/I can statement**   * **TSWBA to locate the main idea and supporting details from informational text.** * **TSWBA to Use text features to locate information.** * **TWSBA to connect events, ideas, and pieces of information in a text.** * **I can read and understand an informational passage.** |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | 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 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **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:**

* **circular evacuate**
* **radar critical**
* **rebuilt**

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | Why is being able to read a variety of informational text and find the main idea & details important to understanding reading? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **I can read and understand an informational passage.** | **I can read and understand an informational passage.** | **I can read and understand an informational passage.** | **I can read and understand an informational passage.** | **I can read and understand an informational passage.** | |
| *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 review from previous lessons about hurricanes. | The teacher and students will discuss hurricanes from previous lesson. Students will complete writing web from “What is a Hurricane?” | The teacher and students will discuss prior knowledge about hurricanes. Students will reread and discuss the weekly reading article” What is a Hurricane?”  Students will complete hurricanes assignment. | The teacher and students will read the story “What is a Hurricane?”  -**read/discuss “What is a Hurricane?”**  **-teacher and students will focus on the vocabulary associated with the passage**  **-Complete “What is a Hurricane” writing activity** | The teacher and students will review vocabulary and discuss “What is a Hurricane?” | |
| Small Groups | | Engage in Collaborative discussions.  Complete KWL about hurricanes. | Working with partners  Finish Writing Web from the previous lesson. | Engage in Collaborative discussions.  Answer questions from the short story | Engage in Collaborative discussions. | Engage in Collaborative discussions | |
| *After/Homework* | | Read the weekly article “What is a Hurricane?” | Read the weekly article “What is a Hurricane?” | Read the weekly article “What is a Hurricane?” | Read the weekly article “What is a Hurricane?” | Read the weekly article “What is a Hurricane?” | |
| **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: