Teacher: Robinson, Hall Date: 10/21-10/25,2024 Subject: SCIENCE. Period:

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| **Alabama CCRS/COS: Standards**  TSWBAT Apply Scientific ideas to design, test, and refine a device that converts energy from one form to another 4-ps3-4 |

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| **Outcome(s)STUDENTS WILL BE ABLE TO**  Explore several demonstrations of different forms of energy to help them answer questions. The students will end the week by researching and reporting to the class on one type of energy. |

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

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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 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
| **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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

**black hole a region of space from which light cannot escape  
electron a small particle that has a negative charge and travels around the nucleus of an atom**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | What type of energy is created in a thunderstorm? | What type of energy is created in a thunderstorm? | What type of energy is created in a thunderstorm? | What type of energy is created in a thunderstorm? | What type of energy is created in a thunderstorm? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **I can investigate types of energy.** | **I can investigate types of energy.** | **I can investigate types of energy** | **I can investigate types of energy.** | **I can investigate types of energy.** | |
| *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 11  VOCABULARY BUILDER  QUICK WRITE  INDEPENDENT PRACTICE | Studies Weekly Week 11  REVIEW LESSON  POPCORN READ  CHUNK READING  COLLABORATIVE GROUP WORK | Studies Weekly Week 11  SHARE AND TALK  JOURNAL WORK  INTERACTIVE /ACTIVITY Group Research- Types of energy | Studies Weekly Week 11  QUICK WRITE  ONE PAGER/ART TALK  INDEPENDENT PRACTICE  INTERACTIVE /ACTIVITY Group Research- Types of 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