**District Science Lesson Plan Template**

Teacher: **Yolanda Randolph** Date: **March 10-14, 2025** Subject: **Science**  Period: **Sixth**

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| **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** |

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| **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:**

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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: www.readworks.org\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |

**This Week’s Vocabulary:**

* **Astronaunts mission climates absorb**
* **Orbiter satellites camouflage**
* **Rocket booster NASA features**

**PROCEDURAL CONTENT (application)**

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|  | | **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. Students will complete a KWL about space shuttles. | The teacher and students will discuss the space shuttle from previous lesson. Students will complete writing web from “What Was the Space Shuttle?” | The teacher and students will discuss prior knowledge about space shuttles. Students will reread and discuss the weekly reading article” What Was the Space Shuttle?”  Students will complete Space Shuttle assignment. | The teacher and students will read the story “Reptiles of the Everglades”  -**read/discuss “Reptiles of the Everglades”**  **-teacher and students will focus on the vocabulary associated with the passage**  **-Complete “Reptiles of the Everglades” activity** | The teacher and students will review vocabulary and discuss “Reptiles of the Everglades” | |
| Small Groups | | Engage in Collaborative discussions.  Complete KWL about Space Shuttles | 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 Was the Space Shuttle?” | Read the weekly article “What Was the Space Shuttle?” | Read the weekly article “What Was the Space Shuttle?” | Read the weekly article “Reptiles of the Everglades” | Read the weekly article “Reptiles of the Everglades” | |
| **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: