

District Lesson Plan Template

Teacher: Ms. A. Johnson

Date: February 10-14, 2025

Subject: Science

Period:

Sixth

Alabama CCRS/COS: Standards

K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Outcome(s)/Objective(s)/I can statement

Students will learn about how beavers meet their needs.

ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:

- | | | | | | |
|-------------------------------------|--|---|---|--|---|
| <input type="checkbox"/> KWL | <input type="checkbox"/> Word Splash | <input type="checkbox"/> Anticipation Guide | <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Graphic Organizer/VLT | <input type="checkbox"/> Poem, Rhymes, etc. |
| <input type="checkbox"/> Survey | <input type="checkbox"/> Possible Sentence | <input type="checkbox"/> Think-Pair-Share | <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Pictograph | <input type="checkbox"/> Acronyms/Word |
| <input type="checkbox"/> First Word | <input type="checkbox"/> Concept Map | <input type="checkbox"/> Vocabulary Overview | <input type="checkbox"/> Model | <input type="checkbox"/> Diagram | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Word Map | <input type="checkbox"/> Frayer Model | <input type="checkbox"/> Daily Language Practice (DLP)_____ | <input type="checkbox"/> Hands-on | <input type="checkbox"/> Mind Map/Visual Guide | |

Engagement Strategies:

- | | | | |
|--|---|---|---------------------------------------|
| <input checked="" type="checkbox"/> Collaborative Group Work | <input type="checkbox"/> - Writing to Learn | <input type="checkbox"/> - Literacy Groups | <input type="checkbox"/> Other:_____ |
| <input type="checkbox"/> - Questioning Techniques | <input type="checkbox"/> - Scaffolding Text | <input checked="" type="checkbox"/> -Classroom Talk | <input type="checkbox"/> - T.W.I.R.L. |

Technology Integration: ☒ Smart board ☐ Document Camera ☐ IPADS ☐ Macbooks ☒ Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program:_____ ☐ Other:_____

This Week's Vocabulary:

PROCEDURAL CONTENT (application)

	Monday	Tuesday	Wednesday	Thursday	Friday
Essential Question	Why are they cleaning the beach?	Why are they cleaning the beach?	Why are they cleaning the beach?	Why are they cleaning the beach?	Why are they cleaning the beach?
Daily Objective(s) I Can Statement	I can explain ways how animals can change their environment.	I can explain ways how animals can change their environment.	I can explain ways how animals can change their environment.	I can explain ways how animals can change their environment.	I can explain ways how animals can change their environment.
<i>Preview (Before) Warm-up- Hook</i>	Build Background	Review Previous Articles	Review Previous Articles	Review Previous Articles	Review Previous Articles
<i>Instruction (During)</i> I Do- We Do- Y'all Do- You Do-	Unit: Animals, Plants, and Their Environment Week 20: Engineering Change Article 1: Beavers Build Dams Article 2: Beavers Need Shelter	Unit: Animals, Plants, and Their Environment Week 20: Engineering Change Article 3: Beavers Need Food Article 4: Ask	Unit: Animals, Plants, and Their Environment Week 20: Engineering Change Article 5: Imagine Article 6: Plan	Unit: Animals, Plants, and Their Environment Week 20: Engineering Change Article 7: Build, Test, and Improve Article 8: Share	Review
Small Groups	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer
<i>After/Homework</i>		Read Science Weekly Newspaper	Read Science Weekly Newspaper	Read Science Weekly Newspaper	

Assessment (Formative): ☒ Class work ☐ Notebook ☐ Homework ☐ quizzes ☐ Tests ☐ Computer activities ☒ Collaborative work ☐ Project/ Other:

Assessment (Summative): ☐ Quizzes ☒ Tests ☒ Group activities ☐ Project based ☐ Other:

Summarizing: ☐ 3-2-1 ☐ Ticket out the Door ☐ The Important Thing ☐ Cue Cards ☒ Teacher Questions ☒ Student Summary ☐ Other:

