**District Science Lesson Plan Template**

**Teacher:** Yolanda Randolph **Date:** October 07-11, 2024 **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 will 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 selection. (Seasons of Change/Fire Safety)** |

**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:**

* dissipates firefighters
* crisp extinguisher
* **droughts**
* **precipitation**
* Rocks **forecast**

**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 selection.** | **I can read and understand an informational selection.** | **I can read and understand an informational selection.** | **I can read and understand an informational selection.** | **I can read and understand an informational selection.** | |
| *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 discuss prior knowledge about storms from previous reading lessons and introduce students to Seasons of Change.  **K-W-L** | The teacher and students will discuss prior knowledge about storms. Students will read and discuss “Seasons of Change” from Open Court Anthology. | The teacher and students will discuss prior knowledge about storms. Students will reread and discuss. “Seasons of Change” The students will complete a 3-2-1 | The teacher and students identify the focus of a paragraph within a text.  -**complete** “Fire Safety”  Fill-in-Blanks Questions | The teacher and students will review vocabulary and discuss “Seasons of Change” | |
| Small Groups | | Discuss cloud cover vocabulary and complete unfinished work from previous lessons. | Working with partners  Complete Close Read Activity | Engage in Collaborative discussions.  Answer questions from the | Engage in Collaborative discussions. | Engage in Collaborative discussions | |
| *After/Homework* | | Review vocabulary associated with “Seasons of Change” | Read the weekly selection “Seasons of Change” | Read the weekly selection “Seasons of Change” | Read the weekly selection ”Fire Safety” | Read weekly selections “Seasons of Change” | |
| **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: