**District Science Lesson Plan Template**

Teacher: Yolanda Randolph Date: September 09-13, 2024 (Reteach) Subject: Science Period: Sixth

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| **Alabama CCRS/COS: Standards**  **RI.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.**  **3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (L). Add, subtract, multiply, or divide to solve one-step word problems involving masses of volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.** |

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| **Outcome(s)/Objective(s)/I can statement.**   * **TSWBA analyze and interpret data.** |

**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:**

* **data line graph prefix**
* **metric system analyze graph**
* **scales and balances interpret observations**
* **consistent graduated cylinder**
* **bar graph base unit**
* **pictograph rulers**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | **What kind of data can your friends gather to tell them what kind of friend you are? What kind of data can help you make decisions about how to treat others? What can you do to help you keep your responsibilities balanced?** | **What kind of data can your friends gather to tell them what kind of friend you are? What kind of data can help you make decisions about how to treat others? What can you do to help you keep your responsibilities balanced?** | **What kind of data can your friends gather to tell them what kind of friend you are? What kind of data can help you make decisions about how to treat others? What can you do to help you keep your responsibilities balanced?** | **What kind of data can your friends gather to tell them what kind of friend you are? What kind of data can help you make decisions about how to treat others? What can you do to help you keep your responsibilities balanced?** | **What kind of data can your friends gather to tell them what kind of friend you are? What kind of data can help you make decisions about how to treat others? What can you do to help you keep your responsibilities balanced?** | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **I can analyze and interpret data.** | **I can analyze and interpret data.** | **I can analyze and interpret data.** | **I can analyze and interpret data.** | **I can analyze and interpret data.** | |
| ***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-** | | 1.**Engage:** Read articles (1 and 2) as a class.2. **Explore:** Brainstorm words to describe measuring length 3. Discuss articles (3 and 4). 4. Answer Article Assessment Questions. | 1.**Engage:** Read articles (3 and 4) as a class.2. **Explore:** Brainstorm words to describe measuring length 3. Discuss articles (3 and 4). 4. Answer Article Assessment Questions. | 1.**Engage:** Read articles (6 and 7) as a class.2. 3. Discuss article (3) Collecting data and Graphs. 4. Answer Article Assessment Questions. | 1.**Engage:** Read the articles as a class.2. Discuss phenomena that students have noticed. 3. Discuss article (4)& (5)about analyzing and interpreting data 4. Answer Articles Assessment Questions.  Students will read the Science Connect from Open Court “City Habitats” pages 88-89 & Complete Activity | Read the entire articles from Week 2 as a class and discuss with emphasis on the bold(vocabulary) words. | |
| Small Groups | | Engage in Collaborative discussions.  Complete Article Assessment about articles 1 and 2 Week 3 | Engage in Collaborative discussions.  Complete Article Assessment about articles 3 and 4 Week 3 | Engage in Collaborative discussions.  Complete Article Assessment about article 5/6 Week 3 | Engage in Collaborative discussions.  Complete Article Assessment about article 8 Week 3 | Engage in Collaborative discussions.  Complete Science Weekly Assessment from Week 3 | |
| *After/Homework* | | Read the Science weekly article Week 3 | Read the Science weekly article Week 3 | Read the Science weekly article Week 3 | Read the Science weekly article Week 3 | Read the Science weekly article Week 3 | |
|  | **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: