Teacher: ROBINSON/HALL Date: 10/7-10/11 Subject: SCIENCE. Period:

|  |
| --- |
| **Alabama CCRS/COS: Standards**  TSWBAT Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-1  TSWBAT Ask questions and predict outcomes about the changes in energy that occur when objects collide. 4-PS3-3 |

|  |
| --- |
| **Outcome(s)STUDENTS WILL BE ABLE TO**  Explore the ways that football players get concussions. They will learn about brain injuries and solutions to the problem. |

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

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | Why do you need to wear a helmet? | Why do you need to wear a helmet? | Why do you need to wear a helmet? | Why do you need to wear a helmet? | Why do you need to wear a helmet? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **I can investigate collisions.** | **I can investigate collisions.** | **I can investigate collisions.** | **I can investigate collisions.** | **I can investigate collisions.** | |
| *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 10  VOCABULARY BUILDER  QUICK WRITE  INDEPENDENT PRACTICE | Studies Weekly Week 10  REVIEW LESSON  POPCORN READ  CHUNK READING  COLLABORATIVE GROUP WORK | Studies Weekly Week 10  SHARE AND TALK  JOURNAL WORK  INTERACTIVE /ACTIVITY EXPERIMENT- “Marble Collision” | Studies Weekly Week 10  QUICK WRITE  ONE PAGER/ART TALK  INDEPENDENT PRACTICE  INTERACTIVE /ACTIVITY EXPERIMENT- “Marble Collision” | Studies weekly assessment | |
| 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