**SCIENCE LESSON PLAN Week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FOCUS/INQUIRY QUESTION** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONTENT STANDARD:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACADEMIC VOCABULARY** (CCSSR4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NGSS **Cross-Cutting Concept**: \_\_cause-effect; \_\_structure and function; \_ systems; \_\_stability and change; \_\_patterns \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

NGSS **Science Practice**: investigate analyze/interpret data collect, communicate information

This week’s **demonstration/experiment**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This week’s **READING:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literacy Standards: Read closely, answer questions with EVIDENCE (CCSSR1); Summarize; identify central idea, related ideas (CCSSR2);

Integrate information, ideas from different sources (CCSSR7) research (W7) then report (W4)

This week’s career connection: \_\_video \_\_visitor to class \_\_field trip \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| ***Explore***  ***Preview, Model, Interest*** | ***Experiment***  ***Model and Guide*** | ***Examine***  ***Go Deeper*** | ***Explain***  ***Assess and Clarify*** | ***Expand***  ***Synthesize and Connect*** |
| *Objective: observe, then analyze information* | *Objective: analyze and interpret data* | *Objective: collect, organize, communicate information* | Objective: respond to a focus question with relevant examples | Objective: synthesize to communicate ideas |
| I do: Preview, ask FOCUS QUESTION/INQUIRY PROMPT; Show video or demonstrate science experiment.  We do:  Analyze the demonstration or video—teacher guides students to identify how the demonstration/experiment relates to the big question  You do:  Collaboratively  Students construct/complete diagram/flow-chart what they saw.  Independently  Students begin glossary.  (Continue during week.)  √ Check for understanding  --write sentences with words from the glossary. | I do: Demonstrate and think aloud how to analyze data. May be based on this week’s demonstration/science experiment.  We do:  Teacher guides students to  prepare data analyses—construct table or graph.  You do:  Collaboratively--  students prepare data analyses.  Independently--  Each student writes a summary of what the data analysis shows.  √ Check for understanding  learning report | I do: Demonstrate and think aloud how to read a text to locate relevant information to support an idea—relevant to this week’s focus question.  We do:  Teacher guides students to  locate and note evidence relevant to answering the question. Organize it in a chart or outline.  You do:  Collaboratively  Students complete chart or outline.  Independently  Each student writes explanation of the chart or outline.  √ Check for understanding  --pair/compare/repair explanations | FORMATIVE ASSESSMENT  Constructed Response: Given another article/text or class can watch a SHORT video, students individually respond to the focus question with evidence/examples.  RESPOND: Teacher circulates and checks for understanding. Then teacher clarifies for class with student-provided examples.  *Give students the opportunity to revise their work independently or collaboratively so that F is for FIX.*  Students needing support revise outline or use another student’s outline to organize a response to the FOCUS question.  Students who “meet” will advance--  \_\_illustrate one aspect of topic, with caption  \_\_write a summary  \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  End of class: Check for shared understanding—ask students how they improved their responses. | **Synthesis: Teacher leads class then students respond in pairs or groups:**  **>** What idea(s) did we learn about science this week?  > What strategies did we apply to LEARN science?  > How does this week’s learning relate to the BIG unit question?  Responses can be written or illustrations with captions combined in a display (bulletin board) answering the Focus Question.  **Science Career Connection:**  \_\_analyze data on related careers  \_\_interview science worker  \_\_field trip |