**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 \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 questionYou do: CollaborativelyStudents construct/complete diagram/flow-chart what they saw.IndependentlyStudents 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 understandinglearning 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: CollaborativelyStudents complete chart or outline.IndependentlyEach 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  |