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| **Grade Level/** 6th, 7th, 8th  **Time: 7:55 – 8:30 Homeroom/CARES** | | **Teacher/Room**: Crystal Stauf / Room 102A **Week of**: April 6, 2015 | | | |
| **Unit Vocabulary:** | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **6th: ELACC6RI1/ELACC6SL1**  **7th: ELACC7RI1/ELACC7SL1**  **8th: ELACC8RI1/ELACC8SL1** | **Common Core Standard(s)**:  **6th: ELACC6RI1/ELACC6SL1**  **7th: ELACC7RI1/ELACC7SL1**  **8th: ELACC8RI1/ELACC8SL1** | | **Common Core Standard(s)**:  **6th: ELACC6RI1/ELACC6SL1**  **7th: ELACC7RI1/ELACC7SL1**  **8th: ELACC8RI1/ELACC8SL1** | **Common Core Standard(s)**:  **6th: ELACC6RI1/ELACC6SL1**  **7th: ELACC7RI1/ELACC7SL1**  **8th: ELACC8RI1/ELACC8SL1** | **Common Core Standard(s)**:  **6th: ELACC6RI1/ELACC6SL1**  **7th: ELACC7RI1/ELACC7SL1**  **8th: ELACC8RI1/ELACC8SL1** |
| **EQ Question: Can students use this information in a guided classroom discussion?** | **EQ Question: Can students use inference and explicit textual evidence to analyze a text? Can students use this information in a guided classroom discussion?** | | **EQ Question: Can students use inference and explicit textual evidence to analyze a text?** | **EQ Question: Can students use inference and explicit textual evidence to analyze a text? Can students use this information in a guided classroom discussion?** | **EQ Question: Can students use inference and explicit textual evidence to analyze a text?** |
| Mini Lesson: The Civil War **Activating Strategies: Class discussion about The Civil War**  **Resource/Materials:**  News-2-you, Channel1 | Mini Lesson: The Civil War **Activating Strategies: Class discussion about The Civil War**  **Resource/Materials:**  News-2-you, Channel1 | | **Mini Lesson: The Civil War**  **Newspaper/Channel One**  **Activating Strategies: Class discussion about The Civil War Channel One**  **Resource/Materials:**  News-2-you, Channel1 | **Mini Lesson: The Civil War**  **Activating Strategies: Class discussion about The Civil War**  **Resource/Materials:**  News-2-you, Channel1 | **Mini Lesson: The Civil War**  **Activating Strategies: Class discussion about The Civil War**  **Resource/Materials:**  News-2-you, Channel1 |
| **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* |
| **Assessment :**  *Pre-Test: Student’s will answer questions based upon previous knowledge*  *Post-Test:*  *Formative: Complete 2 worksheets*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Complete 2 worksheets*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Complete 2 worksheets*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Complete 2 worksheets*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:News2you weekly Post-Test*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework: None** | **Homework: None** | | **Homework: None** | **Homework: None** | **Homework: None** |

Resources and Reflective Notes: News2you.com

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| **Grade Level/** 7th, 8th  **Time: 8:30 – 9:40 Reading** | | **Teacher/Room**: Crystal Stauf / Room 102A **Week of**: April 6 2015 | | | |
| **Unit Vocabulary: Figurative language, tone, informational text, meaning, literature** | | | | | |
| **Instructional Strategies Used: Lecture, Modeling, Hands-on, Manipulatives, Interactive websites** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **7th: ELACC7RL1**  **8th: ELACC8RL1** | **Common Core Standard(s)**:  **7th: ELACC7RL1**  **8th: ELACC8RL1** | | **Common Core Standard(s)**:  **7th: ELACC7RL1**  **8th: ELACC8RL1** | **Common Core Standard(s)**:  7th: ELACC.7.RI.1  8th: ELACC.8.RI.1 | **Common Core Standard(s)**:  **Individual Student Testing** |
| **EQ Question:**  **Can students determine main idea and supporting details of a passage in a fictional text?** | **EQ Question:**  **Can students determine main idea and supporting details of a passage in a fictional text?** | | **EQ Question:**  **Can students determine main idea and supporting details of a passage in a fictional text?** | **EQ Question:**  **Can students determine main idea and supporting details of a passage in a fictional text?** | **EQ Question:** |
| **Mini Lesson: Main Idea Clues**  **\*Read –Magic Treehouse**  **Chapter 1**  **Activating Strategies: Picture Postcard**  **Read Fiction-Revolutionary War on Wednesday**  **Complete Literature Circles (Question Writer, Summarizer, Word Wizard, and Artful Artist)**  **Share with class**  **Questions**  **Resource/Materials:**   * Main Idea and comprehension Test Taking Skills   Reading and Listening Comprehension Computer program | **Mini Lesson: Main Idea Clues**  **\*Read – Magic Treehouse**  **Chapter 2**  **Activating Strategies: Picture Postcard**  **Read Fiction- Revolutionary War on Wednesday**  **Complete Literature Circles (Question Writer, Summarizer, Word Wizard, and Artful Artist)**  **Share with class**  **Questions**  **Resource/Materials:**   * Main Idea and comprehension Test Taking Skills * Reading and Listening Comprehension Computer program | | **Mini Lesson: Writers Workshop**  **Magic Treehouse**  **Chapter 3**  \* Write- Write a story using these words- revolution, leader, proclamation  **Activating Strategies: Think, Share Pair**  **Resource/Materials:**   * Punctuation and Capitalization * Reading and Listening Comprehension Computer program | **Mini Lesson- Supporting details**  **\*Read – Edhelper Booklet Answer questions 1-5**  **Activating Strategies:**  **Resource/Materials:**   * Main Idea and comprehension Test Taking Skills * Supporting Main Idea * Reading and Listening Comprehension Computer program | **Mini Lesson: Review**  **Activating Strategies: Previous knowledge-**  **Resource/Materials:** |
| **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* |
| **Assessment :**  *Pre-Test: Previous knowledge based upon previous weeks lessons about main idea*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Thumbs up, Thumbs down check for understanding*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Comprehension check*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Comprehension check*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:** | **Homework:** | | **Homework:** | **Homework:** | **Homework:** |
| **Grade Level/** 7th and 8th  **Time: 9:40- 10:50 Reading** | | **Teacher/Room**: Crystal Stauf / Room 102A **Week of**: April 6, 2015 | | | |
| **Unit Vocabulary:** | | | | | |
| **Instructional Strategies Used: Lecture, Modeling, Hands-on, Manipulatives, Interactive websites** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **7th: ELACC7RL1**  **8th: ELACC8RL1** | **Common Core Standard(s)**:  **7th: ELACC7RL1**  **8th: ELACC8RL1** | | **Common Core Standard(s)**:  **7th: ELACC7RL1**  **8th: ELACC8RL1** | **Common Core Standard(s)**:  7th: ELACC.7.RI.1  8th: ELACC.8.RI.1 | **Common Core Standard(s)**:  **Individual Student Testing** |
| **EQ Question:**  **Can students determine main idea and supporting details of a passage in an fictional text?** | **EQ Question:**  **Can students determine main idea and supporting details of a passage in an fictional text?** | | **EQ Question:**  **Can students determine main idea and supporting details of a passage in an fictional text?** | **EQ Question:**  **Can students determine main idea and supporting details of a passage in a fictional text?** | **EQ Question:** |
| **Daily Language Review**  **Edmark Reading Program- Various Lessons**  **Edmark Function Words- Lesson 34**  **Mini Lesson: Main Idea Clues**  **\*Read – Dolphins**  **Activating Strategies:**  **Resource/Materials:**  Main Ideas and Summarizing Comprehension Pages, p 12 | **Daily Language Review**  **Edmark Reading Program- Various Lessons**  **Edmark Function Words- Lesson 34**  **Mini Lesson: Main Idea Clues**  **\*Read –Dolphins**  **Activating Strategies:**  **Resource/Materials:**   * Main Ideas and Summarizing Comprehension Pages, p 12 | | **Daily Language Review**  **Edmark Reading Program- Various Lessons**  \* Write- Write a story using these words; dolphin, carnivore, swim, mammal  **Activating Strategies: Think, Share Pair**  **Resource/Materials:**   * Story Starters | **Daily Language Review**  **Mini Lesson- Supporting details**  **\*Read – Edhelper Booklet Answer questions 1-5**  **Activating Strategies:**  **Resource/Materials:**   * Main Idea and comprehension Test Taking Skills * Supporting Main Idea * Reading and Listening Comprehension Computer program | **Mini Lesson: Review**  **Activating Strategies: Previous knowledge-**  **Resource/Materials:** |
| **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Comprehension check*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:** | **Homework:** | | **Homework:** | **Homework:** | **Homework:** |

Resources and Reflective Notes:

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| **Grade Level 6th , 7th, 8th**  **Time: 10:50 – 11:05 Social Studies**  **11:45 – 12:35** | | **Teacher/Room**: Dianne Hicks / Crystal Stauf Room 102A 4/6/2015 | | | |
| **Unit Vocabulary: Africa, The Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert,** Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan | | | | | |
| **Instructional Strategies Used: Lecture, Modeling, Student Discovery, Hands-on, Manipulatives, Interactive Websites** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **SS7G1 Locate selected features of Africa**  **a. The Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.**  **B. Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan. \*SS7G2 Environmental issues** | **Common Core Standard(s)**:  **SS7G1 Locate selected features of Africa**  **a. The Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.**  **B. Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan. \*SS7G2 Environmental issues** | | **Common Core Standard(s)**:  **SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.**  **a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rainforest affect where people live, the type of work they do, and how they travel**. | **Common Core Standard(s)**:  **SS8E5** **The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**  **SS7E4** **The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**  **SS6E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.** | **Common Core Standard(s)**: |
| **EQ Question:**  **What are the environmental issues of Africa today?** | **EQ Question:**  **What are the environmental issues of Africa today?** | | **EQ Question:**  **Where do people live in Africa and what do they do?** |  |
| **Mini Lesson:**  **□Students will review the countries of Africa.**  **□ Students will discuss human factors producing deforestation, desertification, and water distribution. See resources.**  **□ Students will watch videos explaining each problem.**  **Activating Strategies: Discuss prior knowledge of knowledge.**  **Resource/Materials:**  **SS Interactive Notebook**  **Map from book.** | **Mini Lesson:**  **□ Students will discuss environmental issues of Africa, poor soil, poor crops, desertification, and slash & burn and will view examples of each. Discuss “Great Green Wall.”**  **□ Students will place four reasons for water pollution in SS Interactive Notebook.**  **□Students will view a video on South Africa. Students will discuss history of South Africa.**  **Activating Strategies: Discuss prior knowledge of knowledge.**  **Resource/Materials:**  **SS Interactive Notebook** | | **Mini Lesson:**  **□Students will practice identifying countries of Africa.**  **□Students will discuss each region in Africa and take notes on their country’s climate, location, and physical characteristics. Students will begin to work on student project.**  **Activating Strategies: Review of prior knowledge**  **Resource/Materials:**  **SS Interactive Notebook** | **Mini Lesson:**  **□Students will be assessed on functional skills, including money, self-help skills, and home management skills.**  **Activating Strategies: Discuss prior knowledge of knowledge**  **Resource/Materials:** | **Mini Lesson:**  **□Students will be assessed on IEP goals.**  **Activating Strategies: Discuss prior knowledge of knowledge**  **Resource/Materials:** |
| **Differentiation:**  ***Content/Process/Product:***  *Altered Pacing/Chunking,*  *Oral delivery of Lesson,*  *Visual Supports/ Manipulatives*  ***Grouping Strategy****:*  *Individualized and Whole Group*  ***Assessment:*** *Leveled as Needed* | **Differentiation:**  ***Content/Process/Product:***  *Altered Pacing/Chunking,*  *Oral delivery of Lesson,*  *Visual Supports/ Manipulatives*  ***Grouping Strategy****:*  *Individualized and Whole Group*  ***Assessment:*** *Leveled as Needed* | | **Differentiation:**  ***Content/Process/Product:***  *Altered Pacing/Chunking,*  *Oral delivery of Lesson,*  *Visual Supports/ Manipulatives*  ***Grouping Strategy****:*  *Individualized and Whole Group*  ***Assessment:*** *Leveled as Needed* | **Differentiation:**  ***Content/Process/Product:***  *Altered Pacing/Chunking,*  *Oral delivery of Lesson,*  *Visual Supports/ Manipulatives*  ***Grouping Strategy****:*  *Individualized and Whole Group*  ***Assessment:*** *Leveled as Needed* | **Differentiation:**  ***Content/Process/Product:***  *Altered Pacing/Chunking,*  *Oral delivery of Lesson,*  *Visual Supports/ Manipulatives*  ***Grouping Strategy****:*  *Individualized and Whole Group*  ***Assessment:*** *Leveled as Needed* |
| **Assessment :**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Written***  ***Oral*** *Questioning*  ***Summative: Test of Europe***  ***Performance Based:***  ***Activity*** | **Assessment :**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Written***  ***Oral*** *Questioning*  ***Summative:***  ***Performance Based:***  ***Activity*** | | **Assessment :**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Written***  ***Oral*** *Questioning*  ***Summative:***  ***Performance Based:***  ***Activity*** | **Assessment :**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Written***  ***Oral*** *Questioning*  ***Summative:***  ***Performance Based:***  ***Activity based*** | **Assessment :**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Written***  ***Oral*** *Questioning*  ***Summative:***  ***Performance Based:***  ***Activity based*** |
| **Homework: None** | **Homework: None** | | **Homework: None** | **Homework: None** | **Homework: None** |

Resources and Reflective Notes: <http://6thgradegps.wikispaces.com/37+SS6CG4+Government+and+Civics+Understandings+of+Europe+A> introduce types of gov.

<http://6thgradegps.wikispaces.com/37+SS6CG4+Government+and+Civics+Understandings+of+Europe+A> power point

<https://jeopardylabs.com/play/europe-governmentcivics-ss6cg4-5> types of government and citizen participation

<http://quizlet.com/7661682/ss6cg4-vocab-flash-cards/> quizlet

Resources and Reflective Notes: [www.epa.gov/radiation/rert/chernobyltour/index.html](http://www.epa.gov/radiation/rert/chernobyltour/index.html)

Resources and Reflective Notes:

Resources and Reflective Notes:

**12:15-1:25-Planning**

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| **Grade Level/** 6th  **Time: 1:25-2:15 Reading** | | **Teacher/Room**: Crystal Stauf / Room 102A **Week of**: April 6, 2015 | | | |
| **Unit Vocabulary:** | | | | | |
| **Instructional Strategies Used: Lecture, Modeling, Hands-on, Manipulatives, Interactive websites** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **6th: ELACC7RI4** | **Common Core Standard(s)**:  **6th: ELACC7RI4** | | **Common Core Standard(s)**:  **6th: ELACC7RI4** | **Common Core Standard(s)**: HE6.8b |  |
| **EQ Question:**  **Can students determine main idea and supporting details of a passage in an fictional text?** | **EQ Question:**  **Can students determine main idea and supporting details of a passage in an fictional text?** | | **EQ Question:**  **Can students determine main idea and supporting details of a passage in an fictional text?** | **Practice social skills such as listening, taking turns, using names, and making**  **eye contact while communicating to help others to make healthy lifestyle**  **choices.** | **Common Core Standard(s)**:  **Individual testing** |
| **Edmark Reading Program- Various Lessons**  **Edmark Function Words- Lesson 34**  **Mini Lesson: Main Idea Clues**  **\*Read - Read Fiction- Magic Treehouse**  **Chapter 1**    **Complete Literature Circles (Question Writer, Summarizer, Word Wizard, and Artful Artist)**  **Share with class**  **Questions**  **Activating Strategies:**  **Resource/Materials:**   * Main Ideas and Summarizing Comprehension Pages, p 12 | **Edmark Reading Program- Various Lessons**  **Edmark Function Words- Lesson 34**  **Mini Lesson: Main Idea Clues**  **\*Read - Read Fiction- Magic Treehouse**  **Chapter 1**  **Complete Literature Circles (Question Writer, Summarizer, Word Wizard, and Artful Artist)**  **Share with class**  **Questions**  **Activating Strategies:**  **Resource/Materials:**   * Main Ideas and Summarizing Comprehension Pages, p 12 | | **Edmark Reading Program- Various Lessons**  \* Write- Write a story using these words; ninja, samurai, surrounded  **Activating Strategies: Think, Share Pair**  **Resource/Materials:**   * Story Starters | **EQ Question:**  How can listen, taking turns, and making eye contacts help students communicate needs/wants effectively? | **EQ Question:**  Individual testing |
| **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group* | **-Mini Lesson: Vocabulary in notebook –**  **Activating Strategies: Think-share-pair**  **Resource/Materials:**   * Social Skills Concepts curriculum week 7 | **-Mini Lesson: Vocabulary in notebook –**  **Activating Strategies: KWL**  **Resource/Materials:** |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group*  *Assessment:* |
| **Homework:** | **Homework:** | | **Homework:** | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |

Resources and Reflective Notes:

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| **Grade Level**  **2:10 – 3:15 Science** | | | **Teacher/Room**: Crystal Stauf/ Room 102 **Week of: April 6, 2015** | | |
| **Unit Vocabulary:**  **Weather**  **Wind**  **Atmosphere**  Cumulus,  Stratus,  Cirrus | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | **Day 3** | | **Day 4** | **Day 5** |
| **Common Core Standard(s**   * S6E4. Students will understand how the distribution of land and oceans affects climate and weather. | **Common Core Standard(s)**: **S6E5**   * S6E4. Students will understand how the distribution of land and oceans affects climate and weather. | **Common Core Standard(s)**:   * S6E4. Students will understand how the distribution of land and oceans affects climate and weather. | | **Common Core Standard(s)**: HE6.8b  **Practice social skills such as listening, taking turns, using names, and making**  **eye contact while communicating to help others to make healthy lifestyle**  **choices.** | **Common Core Standard(s)**:  **Individual testing** |
| **EQ Question:**  What factors influence weather? | **EQ Question:**  What factors influence weather? | **EQ Question:**  What factors influence weather? | | **EQ Question:**  How can listen, taking turns, and making eye contacts help students communicate needs/wants effectively? | **EQ Question:**  Individual testing |
| **-**  [Factors of Weather ppt](http://troup612resources.troup.k12.ga.us/curriculum1/science/6_science/weather_climate/eq2_factors_weather/factors_influence_weather.ppt) | **Activating Strategies: KWL**  **Resource/Materials:**  [Factors of Weather Graphic Organizer](http://troup612resources.troup.k12.ga.us/curriculum1/science/6_science/weather_climate/eq2_factors_weather/factors_weather_organizer.pdf) | **-Mini Lesson: Vocabulary in notebook –**   Have students write a short story using 3-5 of the factors of weather. They must explain how each factor influenced their weather for the day. Similar to the “Perfect Day” video   Have students draw an illustration of the effect of each weather factor | | **-Mini Lesson: Vocabulary in notebook –**  **Activating Strategies: Think-share-pair**  **Resource/Materials:**  Social Skills Concepts curriculum week 12 | **Common Core Standard(s)**:  **Individual testing** |
| **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group*   * *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Color-coding for completion of task, scaffolding as needed*  *Grouping Strategy: Individual and Whole group*  *Assessment:* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based****:*** | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:** | **Homework:** | **Homework:** | | **Homework:** | **Homework:** |
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