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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Title** |  | **Block #** |  | **Day** | Monday | **Date:**  |  |
| **Standard** |  |
| **Lesson Objective (SWBAT)** |  |
| **Language Objective** |  |
| **Relevance** |  |
| **Vocabulary** |  |
| **WICOR Strategies** |  |
| **Instructional Delivery for Rigor and Relevance** |
| **Bell Work/****Anticipatory Set** |  |
| **Performance Task, Direct Instruction** |  |
| **Guided Practice** |  |
| **Closure/****Check for Understanding** |  |
| **Assessment (formative/****summative)** |  |
| **Differentiation** |  |
| **Homework** |  |

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| **Title** |  | **Block #** |  | **Day** | Tuesday | **Date:**  |  |
| **Standard** |  |
| **Lesson Objective (SWBAT)** |  |
| **Language Objective** |  |
| **Relevance** |  |
| **Vocabulary** |  |
| **WICOR Strategies** |  |
| **Instructional Delivery for Rigor and Relevance** |
| **Bell Work/****Anticipatory Set** |  |
| **Performance Task, Direct Instruction** |  |
| **Guided Practice** |  |
| **Closure/****Check for Understanding** |  |
| **Assessment (formative/****summative)** |  |
| **Differentiation** |  |
| **Homework** |  |

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| **Title** | Procedures and Team Building | **Block #** |  | **Day** | Wednesday | **Date:**  | 7/27/16 |
| **Standard** |  |
| **Lesson Objective (SWBAT)** | Demonstrate classroom procedures. |
| **Language Objective** | Communicate with table members. |
| **Relevance** | Understand expectations. |
| **Vocabulary** | Predict, observe |
| **WICOR Strategies** | Write sentences, organize syllabus, collaborate with table members |
| **Instructional Delivery for Rigor and Relevance** |
| **Bell Work/****Anticipatory Set** | 3-2-1 3 things you want me to know2 things you know about science1 thing you want to learn this yearAbout Me –Pictures/EducationWho went to Sierra Last Year? Turn in Bell Work through Manager |
| **Performance Task, Direct Instruction** | Intro to science topics – use posters around roomNumber Syllabus by sectionsReaders by pop sticks |
| **Guided Practice** | Managers pass out journals:Name tag:ScienceName Period #Table Dot – Add table numberFirst entry: Date ; What is science? Brainstorm |
| **Closure/****Check for Understanding** | Syllabus due Friday |
| **Assessment (formative/****summative)** | Assess prior knowledge of understanding of science |
| **Differentiation** | Table collaboration |
| **Homework** | Syllabus due Friday |

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| **Title** | Procedures and Team Building | **Block #** |  | **Day** | Thursday | **Date:**  | 7/28/16 |
| **Standard** |  |
| **Lesson Objective (SWBAT)** | Demonstrate classroom procedures. |
| **Language Objective** | Communicate with table members. |
| **Relevance** | Understand expectations. |
| **Vocabulary** | Predict, observe |
| **WICOR Strategies** | Write sentences, organize syllabus, collaborate with table members |
| **Instructional Delivery for Rigor and Relevance** |
| **Bell Work/****Anticipatory Set** | Homeroom: Pride cards Collect SyllabusManagers pass out notebooksBell Work: What is science? Share ideas at table-start with Person AShare out – write on boardScience video [What is Science?](https://www.youtube.com/watch?v=de8OzOmUD7c) |
| **Performance Task, Direct Instruction** | Ice breaker:Date and TITLE 2 truths 1 lie about yourself. Start with student A and B guesses etc..Teacher shares out – takes pop stick volunteersCup stack challenges with timer* All 6 on top
* Build a pyramid
* 3 stacked on 3 base to base
 |
| **Guided Practice** | Image w/ What is an observation? What is a prediction.Shrew videoVocabularyObserve: to notice and gather dataPredict: say what will happen in the future |
| **Closure/****Check for Understanding** | I predict you will turn in your syllabus tomorrow!Managers collect notebooks- practice lining up side of room |
| **Assessment (formative/****summative)** | Check notebooks during class |
| **Differentiation** | Working in teams to collaborate |
| **Homework** | Syllabus |

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| **Title** | Procedures and Team Building | **Block #** |  | **Day** | Friday | **Date:**  | 7/29/16 |
| **Standard** |  |
| **Lesson Objective (SWBAT)** | Identify lab safety mistakes. |
| **Language Objective** | Communicate with table members. |
| **Relevance** | Why is lab safety important? |
| **Vocabulary** | Predict, observe, qualitative data, quantitative data |
| **WICOR Strategies** | Write paragraph, read aloud, inquire about lab safety, collaborate with table members |
| **Instructional Delivery for Rigor and Relevance** |
| **Bell Work/****Anticipatory Set** | Quick Write: Choose a goal for Quarter 1. Why is this goal important to you? 3-5 sentences.Share my Q1 goal: To learn every student’s name.Pull pop sticks to read objectives.Goal quantitative data: (What numbers will you collect each week?) |
| **Performance Task, Direct Instruction** | Number paragraphs on SpongeBob Lab Safety Worksheet. On right side give # of mistakes per paragraph.Pop stick to choose readers. Read aloud. |
| **Guided Practice** | Managers pass out highlighters- highlight individual papers. Work as a team to identify all mistakes.  |
| **Closure/****Check for Understanding** | Review mistakes and discuss. Specific rules will be outlined Monday. |
| **Assessment (formative/****summative)** | Read aloud to assess reading skills. Observe groups on team work.  |
| **Differentiation** | Collaborate as a team.  |
| **Homework** | Pride Card signed |