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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 know  2 things you know about science  1 thing you want to learn this year  About Me –Pictures/Education  Who went to Sierra Last Year?  Turn in Bell Work through Manager | | | | | | |
| **Performance Task, Direct Instruction** | | Intro to science topics – use posters around room  Number Syllabus by sections  Readers by pop sticks | | | | | | |
| **Guided Practice** | | Managers pass out journals:  Name tag:  Science  Name  Period #  Table Dot – Add table number  First 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 Syllabus  Managers pass out notebooks  Bell Work: What is science? Share ideas at table-start with Person A  Share out – write on board  Science 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 volunteers  Cup 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 video  Vocabulary  Observe: to notice and gather data  Predict: 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 | | | | | | |