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| **LYNNE W. HOPE Rm 124/ Lab 104**  **Week of: September 14 to 18, 2015** | | | | | | | **Grade: 6th** | | | | | | **Subject: EARTH SCIENCE** | | | | | | |
| **CCGPS:**  **GPS:**  S6E3—a  S6E5---f,e,g  S6CS2, S6CS1, S6CS5, S6CS6, S6CS7,S6CS8, S6CS9, S6CS10 | | | | | | | | | | | | | | | | | | | |
| **Essential Question**  How can we explain why the Earth is changing on its surface and within its interior?  How are the earth’s features created?  How can we apply scientific skills, processes, and methods of inquiry to solve real-world problems?  Students will be able to name and label the four layers of the earth. Students will compare and contrast each layer in terms of its temperature, density, and composition.  Basic knowledge includes the following facts:   1. The lithosphere is divided into separate plates which move very slowly in response to the mantle. 2. Heat from the mantle and core creates convection currents. | | | | | | | | | | | | | | | | | | | |
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| **Activating Learning Strategies:** | | | | | | | | | | | **Cognitive Teaching Strategies (the actual lesson):** | | | | | | | | |
| \_\_\_ LINK | | \_\_x\_ Structured Notes | | | | \_\_\_ 5-3-1 | | | | | \_x\_ Lecture | | | | | \_\_x\_ Graphic Organizer | | | \_\_\_ Poems, Rhymes, Lyrics |
| \_\_\_ KWL | | \_\_\_ Possible Sentence | | | | \_\_ Think-Pair-Share | | | | | \_\_x\_ Reading | | | | | \_\_\_ Pictograph | | | \_\_\_ Acronyms/Word Links |
| \_\_\_ Survey | | \_\_\_ Concept Map | | | | \_x\_\_ Vocab. Overview | | | | | \_x\_ Model | | | | | \_\_\_ Diagram | | | \_x\_ Hands-on |
| \_\_\_ First Word | | \_\_x\_ Frayer Model | | | | \_\_\_ Brainstorm | | | | | \_\_\_ Mind Map | | | | | \_\_\_ Visual Chain | | |  |
| \_\_\_ Word Map | | \_\_\_ Anticipation Guide | | | | \_\_\_ Brainstorm & Category | | | | | \_\_\_ Other | | | | |  | | |  |
| \_\_\_ Word Splash | | \_\_x\_ Draw and Picture | | | | \_\_\_ Circle Map | | | | |  | | | | |  | | |  |
| \_\_\_ KWL Plus | | \_x\_\_ Directed Rdg/Thinking Act | | | | \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |  | | | | |  | | |  |
| **Procedural Content –**  **Application / Activity** | **Monday** | | | | **Tuesday** | | | | **Wednesday** | | | | | **Thursday** | | | | **Friday** | |
| CARES- Character Ed  1st,2nd,3rd  1. Warm up  2. Students complete Four Square(frayer frames) for vocabulary 1.2,1.3,.1.4B  3. Begin Guiided reading for 1.3 and 1.4 B | | | | 1st/2nd  1. Warm up – modifications for reading and responses.  2. Finishing work for Chapter 1B.  3. Begin review and notes for Earth's changing surface.  4. Quiz Friday. | | | | Computer Lab  Study Island pretest. | | | | | 1st/2nd  1. Warm up  2.Vocabulary practice  Use frayer frames/their matching pages to practice vocab definitions.  3. Notes for Ch 1B  Use modified version adapted for cloze . | | | | 1. Warm up  2. Vocab quiz over 1B vocabulary  Ipads activities for earthquakes/volcanoes | |
| **Reteaching, Enrichment, Acceleration:**  **T, W,Th CARES Reteaching/rememdiation and**  **Enrichment. PBL Innovations.**  **Formative assessment for acceleration and compacting curriculm** | | | | | | | | **Assessment:**  \_\_x\_ Rubric  \_\_Other\_\_foldable\_\_\_\_\_ | | | | **\_x\_\_** Questioning  \_x\_ Informal | | | **Differentiation:**  ***1. IEPs ,RTI interventions, 504 modifications. These are published for each student. Accommodations, modifications, interventions checklists used to record frequency and enter as data when applicable.***  ***2. Lexile level modifications***  ***3. Small groups/Read to for activities applicable to***  ***4. Writing accommodations for IEPs*** | | | | |
| **Summarizing:** | | | \_x\_ Ticket Out the Door | | | | | \_\_\_ Study Cards | | | | \_\_\_3-2-1 | | | \_\_\_+ - Interesting | | | \_\_\_ Pass out of class | |
| \_\_\_ The Important Thing | | | | | \_\_\_ Exit Cards | | | | \_\_\_ Learning Log | | | **\_\_\_** Teacher Questions | | | \_\_\_Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Extending and Refining:** | | | | | | | | | | | | | | | | | | | |
| \_\_x\_ Cause and Effect | | | | \_x\_\_ Compare and Contrast | | | | | | \_\_\_Analyzing | | | | | | | \_x\_\_ Inductive Reasoning | | |
| \_\_\_ Classifying | | | | \_x\_\_ Writing Prompt | | | | | | \_\_\_ Error Analysis | | | | | | | \_\_x\_ Deductive Reasoning | | |
| \_\_x\_ Abstracting | | | | \_\_\_ Constructing Support | | | | | | \_\_\_ Other | | | | | | | | | |