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| **LYNNE W. HOPE Rm 124/ Lab 104**  **Week of: September 14 -18 , 2015** | | | | | | | **Grade: 6th** | | | | | | **Subject: Social Studies** | | | | | | |
| **GPS:** SS6G9, SS6G10, SS6G11 | | | | | | | | | | | | | | | | | | | |
| **I Can statements:**  How do you explain the diversity of European languages? What are the major religions of Europe? | | | | | | | | | | | | | | | | | | | |
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| **Activating Learning Strategies:** | | | | | | | | | | | **Cognitive Teaching Strategies (the actual lesson):** | | | | | | | | |
| \_\_\_ LINK | | \_\_\_ Structured Notes | | | | \_\_\_ 5-3-1 | | | | | \_\_ Lecture | | | | | \_\_x\_ Graphic Organizer | | | \_\_\_ Poems, Rhymes, Lyrics |
| \_\_\_ KWL | | \_\_\_ Possible Sentence | | | | \_\_ Think-Pair-Share | | | | | \_\_\_ Reading | | | | | \_\_\_ Pictograph | | | \_\_\_ Acronyms/Word Links |
| \_\_\_ Survey | | \_\_\_ Concept Map | | | | \_\_\_ Vocab. Overview | | | | | \_x\_ Model | | | | | \_\_\_ Diagram | | | \_x\_ Hands-on |
| \_\_\_ First Word | | \_x\_\_ Frayer Model | | | | \_\_\_ Brainstorm | | | | | \_\_\_ Mind Map | | | | | \_\_\_ Visual Chain | | |  |
| \_\_\_ Word Map | | \_\_\_ Anticipation Guide | | | | \_\_\_ Brainstorm & Category | | | | | \_\_x\_ Other Whole | | | | |  | | |  |
| \_\_\_ 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** | |
| 1. Video of Judaism.  Students take notes to use for comparison of three religions. | | | | Venn diagrams for comparing religions.  Groups will | | | | Computer Lab | | | | | Present language activity. | | | | Ipads:  Brain pop activities;  World religions  Activities. | |
|  | | | | | | | | **Assessment:**  \_\_\_ Rubric  \_x\_Other Activities response  \_\_foldable\_\_\_\_\_ | | | | **\_\_\_** Questioning  \_\_ 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 scores for comprehension and reading.*** | | | | |
| **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:** | | | | | | | | | | | | | | | | | | | |
| \_\_\_ Cause and Effect | | | | \_x\_\_ Compare and Contrast | | | | | | \_\_x\_Analyzing | | | | | | | \_x\_\_ Inductive Reasoning | | |
| \_x\_\_ Classifying | | | | \_\_\_ Writing Prompt | | | | | | \_\_\_ Error Analysis | | | | | | | \_\_x\_ Deductive Reasoning | | |
| \_\_x\_ Abstracting | | | | \_\_x\_ Constructing Support | | | | | | \_\_\_ Other | | | | | | | | | |