## DAILY LESSON PLANS:

## **Teacher: Badder**

# Week of: 9/29-10/3

## **Unit: Weather and Climate**

Daily Agenda	Monday	Tuesday	Wednesday	Thursday	Friday
Essential Question	How do the water cycle, energy transfer and air pressure work together to create earth's different kinds of weather?	How do the water cycle, energy transfer and air pressure work together to create earth's different kinds of weather?	How do the water cycle, energy transfer and air pressure work together to create earth's different kinds of weather?	How do the water cycle, energy transfer and air pressure work together to create earth's different kinds of weather?	How do the water cycle, energy transfer and air pressure work together to create earth's different kinds of weather?
Daily Learning Target	I can explain how the water cycle, energy transfer, and air pressure work together to create earth's different kinds of weather	I can explain how the water cycle, energy transfer, and air pressure work together to create earth's different kinds of weather	I can explain how the water cycle, energy transfer, and air pressure work together to create earth's different kinds of weather	I can analyze my testing data to see how I have improved from my test scores before	I can discuss how to analyze and interpret data on natural hazards (super tornado) to forecast and develop technologies that can mitigate their effects on human society.
Bell-ringer	Explains the rules and expectations for behavior on science bucket basketball	Explains the rules and expectations for behavior on I Have/Who Has study game	Displays the science standard and the learning target for students	Displays the rubric for the ERQ question	Reminds students about the rules and expectations for behavior when using Today's Meet and watching science videos
KCAS Standard or CC# & DOK Level (full text)	ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the	ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic	ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic	ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic	ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the

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	development of technologies to mitigate their effects.	events and inform the development of technologies to mitigate their effects.	events and inform the development of technologies to mitigate their effects.	events and inform the development of technologies to mitigate their effects.	development of technologies to mitigate their effects.
Instructional Strategy/Activity	Study Game: Bucket Basketball Students will be placed on teams who will competitively answer questions for the chance to shoot a toy ball into a bucket for extra points. Highest scoring team in each class earns bonus points for the test.	Study Game: I Have/Who Has Students will be working together in class to beat other class times for completing the I Have/Who Has game. Students have to understand the words/definitions and relationships between concepts to complete this game.	Test Retakes	Test Analysis: Scan multiple choice questions, grade short answer and open response questions together using a rubric	Log on to Today's meet and answer guided questions from the science video on surviving a natural disaster.
Thinking	>Background	>Background	>Background	>Background	>Background
Strategies	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Incorporated	>Visualizing	>Visualizing	>Visualizing	>Visualizing	>Visualizing
	>Determining	>Determining	>Determining	>Determining	>Determining

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	Importance >Asking Questions >Monitoring for Meaning >Drawing Inferences >Synthesizing	Importance >Asking Questions >Monitoring for Meaning >Drawing Inferences >Synthesizing	Importance >Asking Questions >Monitoring for Meaning >Drawing Inferences >Synthesizing	Importance >Asking Questions >Monitoring for Meaning >Drawing Inferences >Synthesizing	Importance >Asking Questions >Monitoring for Meaning >Drawing Inferences >Synthesizing
Formative Assessment	Study day= formative	Study day= formative	Test retake = summative	Student results = formative	Today's Meet Class Printout of discussions= formative
Student Assignment	Study game: bucket basketball	Study Game: I Have/Who Has	Test retakes	Test Analysis	Surviving Natural disasters (Video)
RTI/Modification	<ul> <li>Preferential Seating</li> <li>Paraphrasing of</li> <li>directions</li> <li>Proximity</li> <li>Variable difficulty of</li> <li>questions to be asked</li> </ul>	<ul> <li>Preferential</li> <li>Seating</li> <li>Paraphrasing of directions</li> <li>Proximity</li> <li>Variable difficulty of questions to be asked</li> </ul>	<ul> <li>Preferential</li> <li>Seating</li> <li>Paraphrasing of</li> <li>directions</li> <li>Proximity</li> <li>Variable difficulty</li> <li>of questions to be</li> <li>asked</li> </ul>	>Preferential Seating >Paraphrasing of directions >Proximity >One-on-One help provided as needed	Today's Meet