

# Elephant's Fork Elementary Lesson Plan

**Teacher:** Perry-Clarke  
**Pacing:** *Week 22*

**Week of:** 2/13-17,2012  
**Subject:** *Science*

**Time:** 2:30-3:10

<p><b>SOL/Essential Skills</b>, knowledge and processes Note the SOL verb as well as the SOL content</p>	<p><b>SOL(s): 4.1 The student will:</b></p> <ul style="list-style-type: none"> <li>differentiate among simple observations, conclusions, inferences, and predictions, and correctly apply the terminology in oral and written work.</li> <li>choose the appropriate instruments, including centimeter rulers, meter sticks, scales, balances, graduated cylinders, beakers, and Celsius thermometers, for making basic metric measures.</li> <li>analyze the variables in a simple experiment. Identify the independent variable and the dependent variable. Decide which other variable(s) must be held constant (not allowed to change) in order for the investigation to represent a fair test.</li> <li>present results of a simple experiment using graphs, pictures, <b>statements</b>, and numbers.</li> <li>construct a physical model to clarify an explanation, demonstrate a relationship, or solve a need.</li> </ul> <p><b>4.7 The student will:</b> * <b>investigate and understand the organization of the solar system. Key concepts: a) the solar system and its planets b)the order of the planets of the solar system c) the relative sizes of the planets</b></p>												
<p><b>Objective(s)</b>the objective must have both content and performance. This should represent a clear target for students and teachers.</p>	<p><b>The student will be able to:</b> SOL 4.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ul style="list-style-type: none"> <li>a) distinctions are made among observations, conclusions, inferences, and predictions;</li> <li>e) predictions and inferences are made, and conclusions are drawn based on data from a variety of sources;</li> <li>i) data are collected, recorded, analyzed, and displayed using bar and basic line graphs;</li> <li>k) data are communicated with simple graphs, pictures, written statements, and numbers;</li> <li>l) models are constructed to clarify explanations, demonstrate relationships, and solve needs; and</li> <li>m) current applications are used to reinforce science concepts.</li> </ul> <p><b>4.7 The student will:</b> * <b>investigate and understand the organization of the solar system. Key concepts: a) the solar system and its planets b)the order of the planets of the solar system c) the relative sizes of the planets</b></p>												
<p><b>Essential Vocabulary</b> Content words that students need to obtain mastery of new skills</p>	<p>Science, magnifying glass, scales, ruler, thermometer, graduated cylinder, beaker, measuring cup, standard msmt, non-standard msmt, scientific method, experiment, hypothesis, prediction, observation, inference, draw a conclusion, classification, comparison, variable, dependent variable, independent variable, constant variable, climate, weather, temperature, meteorologist, wind, anemometer, precipitation, snow, hail, sleet, rain, rain gauge, clouds, air pressure, barometer, high pressure, low pressure, front, warm front, air mass, cold front, hurricane, tornado, blizzard, thunderstorm, living, non-living, needs, plants, animals, fungi, life cycles, habitats, adaptations, structural adaptations, behavioral adaptations, <b>force, energy, motion, position, inertia, gravity, friction, speed , electricity, static, current, insulators, conductors, Ben Franklin,planet, comet, and solar system</b></p>												
<p><b>Anticipatory Set</b></p>	<p><i>T-F</i> Review Q&amp;A 4.1, 4.6, 4.5, 4.2</p>												
<p><b>Preassessment</b></p>													
<p><b>Research-based Instructional Strategies</b></p>	<table border="0"> <tr> <td><input checked="" type="checkbox"/> <i>Activating prior knowledge</i></td> <td><input checked="" type="checkbox"/> <i>Identifying similarities &amp; differences</i></td> </tr> <tr> <td><input checked="" type="checkbox"/> <i>Summarizing &amp; note taking</i></td> <td><input checked="" type="checkbox"/> <i>Reinforcing effort &amp; providing recognition</i></td> </tr> <tr> <td><input type="checkbox"/> Nonlinguistic representations</td> <td><input type="checkbox"/> <i>Setting goals &amp; providing feedback</i></td> </tr> <tr> <td><input checked="" type="checkbox"/> <i>Structured small groups</i></td> <td><input checked="" type="checkbox"/> <i>Generating &amp; testing hypothesis</i></td> </tr> <tr> <td><input checked="" type="checkbox"/> <i>Homework &amp; practice</i></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> <i>Differentiation</i></td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> <i>Activating prior knowledge</i>	<input checked="" type="checkbox"/> <i>Identifying similarities &amp; differences</i>	<input checked="" type="checkbox"/> <i>Summarizing &amp; note taking</i>	<input checked="" type="checkbox"/> <i>Reinforcing effort &amp; providing recognition</i>	<input type="checkbox"/> Nonlinguistic representations	<input type="checkbox"/> <i>Setting goals &amp; providing feedback</i>	<input checked="" type="checkbox"/> <i>Structured small groups</i>	<input checked="" type="checkbox"/> <i>Generating &amp; testing hypothesis</i>	<input checked="" type="checkbox"/> <i>Homework &amp; practice</i>		<input checked="" type="checkbox"/> <i>Differentiation</i>	
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<p><b>Materials</b> A variety of materials are used to engaged students in learning.</p>	<input type="checkbox"/> text <input checked="" type="checkbox"/> notebook <input type="checkbox"/> writing paper <input type="checkbox"/> chalk/dry erase board <input checked="" type="checkbox"/> audio/visuals <input type="checkbox"/> overhead projector <input type="checkbox"/> MCPS <input type="checkbox"/> transparencies <input checked="" type="checkbox"/> activity sheets <input type="checkbox"/> thesaurus/dictionary <input type="checkbox"/> manipulatives <input type="checkbox"/> scissors <input checked="" type="checkbox"/> glue <input type="checkbox"/> calculator <input checked="" type="checkbox"/> other: IN, coins, rulers, skittles, sent. Strips <input checked="" type="checkbox"/> teacher made activities
<p><b>Input/Modeling (DI/M)</b> gives students examples of the expected demonstration of skills. Teacher provides direct instruction on the skills, vocabulary and knowledge needed for mastery. Input-What knowledge/critical attributes will I communicate to students so they will understand the objective? Modeling-How will I show or demonstrate the skill so students will be able to do it?  <b>Guided Practice (GP)</b> students practice their new skill(s) with the support of the teacher. How will I check to see if students are developing an understanding of the new skill?  <b>Independent Practice (IP)</b> provides opportunities for students to develop competence. What opportunities can I provide for students to practice their new learning without teacher supervision.</p>	
<b>Monday</b>	<p><b>Set/GP-</b>Teacher will review solar system using textbook pages 316-319TG . Review the factual information from the solar system chapter. Using a Jeopardy Game. <b>IP-</b> Students will answer questions on page 321 TG 1-3.</p>
<b>Tuesday</b>	<p><b>Set/GP-</b>Teacher will read pages 324-325TG. Review the factual information from the sun . Using a Jeopardy Game. <b>IP-</b> Students will answer questions created by teacher and worksheet about the sun.</p>
<b>Wednesday</b>	<p>Set/GP-Pose questions with demonstration model – What is the solar system? Using blow up model demonstrate the rotation around the sun.            SW watch a video presentation about the solar system            IP- Have the students complete the worksheet- about the solar system.</p>
<b>Thursday</b>	<p><b>Set/GP-</b>Teacher will review Electricity notes with the magazine articles and focus on the solar system. Using the brainpop site- elaborate on factual information about the solar system..  <b>IP-</b> Students will complete worksheet.</p>
<b>Friday</b>	<p><b>Set/GP- Review SOLS 4.7 with questions.</b>  <b>IP- SW complete Independent Studies Project.</b></p>
<b>Assessment</b>	Friday- Independent Studies Project
<b>Closure</b>	<b>W-F Brainpop video presentation</b> -
<b>Homework</b>	<b>T and W...study notebooks and all study materials</b> Thursday- Review Study Guide
<b>Students in need of extension</b> based on pre and post assessment	Use review games on the computer – Groups- Green, Blue, and Red.

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**Students in need of support** based on pre and post assessment

Tavron, Miracle, Taje, Keshonda, Deavyon, T. Copeland, Stephen, Omari, and Isaiah.