

## James H. Cary Intermediate School Lesson Plan

Science - Daily Lesson Plan		
<b>Teacher:</b> <b>Grade:</b> <b>Class:</b>	<b>Standard:</b>	<b>Essential Knowledge:</b>
<b>Lesson Date:</b>	<b>Learning Intention:</b> <ul style="list-style-type: none"> <li>● Today I am learning about</li> </ul> <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>● I know I will have it when</li> </ul>	<b>Verb and Cognitive Level of SOL:</b>  <b>Verb =</b>  <b>Cognitive Level =</b>
<b>Resources for Lesson:</b>	<ul style="list-style-type: none"> <li>● <a href="#">Dan Mulligan Thinking Routines</a></li> <li>● <a href="#">The Best Thinking Routines for Science</a></li> </ul>	
<b>Lesson Steps</b>	<b>Approx Time</b>	<b>Science Learning Experiences</b>
<b>Learning Intention</b> <ul style="list-style-type: none"> <li>● Unpack the learning intention with the students</li> </ul> <b>Tiered Vocabulary</b> <ul style="list-style-type: none"> <li>● Unpack the key content vocabulary using visual models</li> </ul>	5 min	Today's Content Vocabulary: <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul> Explain how you will unpack the vocabulary below:
<b>Daily Spiral Review</b> <ul style="list-style-type: none"> <li>● Spiral Review serves as a daily review of skills at the start of each class - format review based on VDOE SOL released question stems</li> </ul>	10 min	
<b>Direct Instruction</b> <ul style="list-style-type: none"> <li>● The teacher begins the process of teaching the grade level SOL material</li> <li>● The teacher engages students in learning new content through the use of active engagement strategies such as:               <ul style="list-style-type: none"> <li>○ Interactive note taking</li> <li>○ Demonstrations</li> <li>○ Simulations</li> <li>○ Anchor charts</li> <li>○ Graphic organizers</li> <li>○ Cooperative learning</li> <li>○ Media Presentations</li> <li>○ Historical Documents</li> </ul> </li> <li>● Teacher connects students to learning through</li> </ul>	20 min	Make sure you show in your plans below how you, as the teacher, will direct instruct at the level and rigor of the verb in your SOL.

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relevant/real world examples		
<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>● Guided and independent practice of the SOLs</li> <li>● Practice incorporates learning experiences directly connected to the .1 SCIENCE SOL - understanding scientific and engineering practices</li> <li>● Students should be engaged in such activities as:             <ul style="list-style-type: none"> <li>○ Planning/carrying out investigations</li> <li>○ Developing and testing hypothesis</li> <li>○ Interpreting and analyzing data</li> <li>○ Constructing and critiquing conclusions and explanations</li> <li>○ Developing and using models</li> <li>○ Obtaining, evaluating, and communicating information</li> <li>○ Implementing the engineering design process: define, imagine, research, plan, build, test, improve, share</li> </ul> </li> </ul>	30 min	Make sure you show in your plans below how students will practice at the level and rigor of the verb in your SOL.
<p><b>Formative or Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● Teacher engages students in an INDEPENDENT activity that allows the teacher to understand the level of learning for each student</li> <li>● Examples include exit tickets, short written response, other</li> <li>● CLUSTER ITEM PRACTICE - Teacher uses this type of assessment to prepare students for new SOL test</li> </ul>	7 min	Make sure you show in your plans below how the assessment is at the level and rigor of the verb in your SOL.
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>● Revisit the Learning Intention with the Students</li> </ul>	3 min	
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Differentiation</li> </ul>	NA	

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