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| **Rogene Worley Middle School Weekly Lesson Plan 2015-16 School Year** | | | |
| **Department: Science Grade Level: 8 Six Weeks: 4th Week: 3 Dates: 2/1/16-2/5/16**  **100% Every Student Every Day** | | | |
|  | **Monday** | **Tuesday** | **Wednesday** |
| **TEKS**  **Dual Coding** | **SE:** 8.7(B) The student is expected to demonstrate and predict the sequence of events in the lunar cycle. | **SE:** 8.7(C) The student is expected to relate the position of the Moon and Sun to their effect on ocean tides. | **SE:** 8.7(C) The student is expected to relate the position of the Moon and Sun to their effect on ocean tides. |
| **Process Standard 8.3(B)** | **Process Standard 8.3(B)** | **Process Standard 8.3(B)** |
| **Lesson**  **Objective**  **(WE will learn)** | We will go over and correct our test. | We will model and describe how the moon and sun effect the ocean tides. | We will model and describe how the moon and sun effect the ocean tides. |
| **I will statement**  **(Demonstration of learning)** | I will justify the correct answers for the test and make an anchor chart to depict the lunar cycle or light years. | I will do my tides station lab. | I will do my tides station lab. |
| **Purposeful Instructional**  **Agenda** | 1. Warm up 2. Test corrections 3. Anchor Chart | 1. Warm up 2. Stations: Oceans Tides | 1. Warm up 2. Stations: Oceans Tides |
| **Homework: Corrections due Friday.** | **Homework: Corrections due Friday.** | **Homework: Corrections due Friday. Stations paper should be completed.** |
| **Seed Question**  **FSGPT** | **What are the names and order of the Moon phases?** | **How can you use the rotation and revolution motions within the Sun, Earth, and Moon system to explain the predictable pattern of Earth’s tides?** | **How can you use the rotation and revolution motions within the Sun, Earth, and Moon system to explain the predictable pattern of Earth’s tides?** |
| **AVID**  **strategy** | **Collaborative Inquiry Based Learning** | **Collaborative Inquiry Based Learning** | **Collaborative Inquiry Based Learning** |
| **Kagan Strategy** | **Round Robin consensus** | **Round Robin consensus** | **Round Robin consensus** |

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| **Rogene Worley Middle School Weekly Lesson Plan 2015-16 School Year** | | | |
| **Department: Science Grade Level: 8 Six Weeks: 4th Week: 2 Dates: 1/25/16-1/29/16**  **100% Every Student Every Day** | | | | | |
|  | **Thursday** | **Friday** | **Notes** | |
| **TEKS**  **Dual Coding** | **SE:** 8.7(C) The student is expected to relate the position of the Moon and Sun to their effect on ocean tides. | **SE:**8.7(A) The student is expected to model and illustrate how the tilted Earth rotates on its axis, causing day and night, and revolves around the Sun causing changes in seasons. | Tuesday and Wednesday are benchmark days. We will have a modified schedule for the afternoon. | |
| **Process Standard 8.3(B)** | **Process Standard 8.3(B)** |
| **Lesson**  **Objective**  **(WE will)** | We take Cornell Notes. | We will model and describe how the tilted Earth rotates on its axis, causing day and night, and revolves around the Sun causing changes in seasons. |
| **I will statement**  **(Demonstration of learning)** | I will take Cornell Notes. | I will do my seasons stations lab. |
| **Purposeful Instructional**  **Agenda** | 1. Warm up 2. Cornell Notes | 1. Warm up 2. Stations: Seasons |
| **Homework: Write summary for Cornell Notes.** | **Homework: Make sure stations paper is complete.** |
| **Seed Question**  **FSGPT** | **How are gravity and inertia responsible for Earth’s tides?** | **What effects do day length and the angle at which the Sun’s rays strike Earth’s surface have on the cycle of seasons?** |  | |
| **Avid Strategy** | **Collaborative Learning** | **Collaborative Learning** |  | |
| **Kagan Strategy** | **Round Robin consensus** | **Round Robin consensus** |  | |