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| **Rogene Worley Middle School Weekly Lesson Plan 2015-16 School Year** | | | |
| **Department: Science Grade Level: 8 Six Weeks: 6th Week: 2 Dates: 4/25/16-4/29/16**  **100% Every Student Every Day** | | | |
|  | **Monday** | **Tuesday** | **Wednesday** |
| **TEKS**  **Dual Coding** | **SE:** Category 4 STAAR Review | **SE:**  Category 4 STAAR Review | **SE:**  Category 3 STAAR Review |
| **Process Standard 8.3(B)** | **Process Standard 8.3(B)** | **Process Standard 8.3(B)** |
| **Lesson**  **Objective**  **(WE will learn)** | We will describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems. | We will describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems. | We will model and describe how the moon and sun effect the ocean tides. |
| **I will statement**  **(Demonstration of learning)** | I will continue working on Category 4 STAAR Review. | I will finish Category 4 STAAR Review. | I will begin working on Category 3 STAAR Review. |
| **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: Finish STAAR Review for Category 4.** | **Homework: Work on STAAR Review for Category 3.** | **Homework: Work on STAAR Review for Category 3.** |
| **Seed Question**  **FSGPT** | **What are the similarities and differences in an aquatic environment between a predator/prey relationship and a parasite/host relationship?** | **What characterizes a terrestrial ecosystem?** | **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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|  | **Thursday** | **Friday** | **Notes** | |
| **TEKS**  **Dual Coding** | **SE:**  Category 3 STAAR Review | **SE:** Category 3 and 4 STAAR Review | **Science Tutoring Pull-outs on Friday!** | |
| **Process Standard 8.3(B)** | **Process Standard 8.3(B)** |
| **Lesson**  **Objective**  **(WE will)** | 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. | We will assess our knowledge of category 3 and 4. |
| **I will statement**  **(Demonstration of learning)** | I will continue working on Category 3 STAAR Review. | I will take a quiz on Category 3 and 4. |
| **Purposeful Instructional**  **Agenda** | 1. Warm up 2. Category 3 STAAR Review | 1. Category 3 and 4 Quiz |
| **Homework: Finish STAAR Review for Category 3.** | **Homework: None.** |
| **Seed Question**  **FSGPT** | **What effects do day length and the angle at which the Sun’s rays strike Earth’s surface have on the cycle of seasons?** | **How did the discovery about seafloor spreading modify the theory of continental drift? What is the theory of plate tectonics?** |  | |
| **Avid Strategy** | **Collaborative Learning** | **Collaborative Learning** |  | |
| **Kagan Strategy** | **Round Robin consensus** | **Round Robin consensus** |  | |