

Mrs. Scofinsky's Lesson Plans

October 7-10

Monday/Wednesday: Gifted Screening during ELA

Tuesday: Literacy Collaborative 7/8 PD in the AM, Dr. Pink PM

Friday: No School-NEOEA Day

Day	Learning Target/Mini-Lesson Statement	Procedure	Assessment
Monday ELA	Readers infer character traits, intentions, feelings, and motivations by analyzing thoughts, dialogue, behavior, and what other characters say or think about them.	IRA: Pink and Say Continue Patricia Polacco Study Reading Workshop Gifted Screening or Guided Reading	*Teacher observations *Student responses *RRJ
Monday Science	I can explain that if a force is applied in the opposite direction that the speed of an object's motion will decrease. If the force is applied in the same direction then the speed of the object will increase. This lab is weather permitting-We will do this when the weather is what we need to get the results we want to see happen.	1. Review the I Can statement. 2. Students use their catapults to explore adding a force in the same and the opposite direction to see how it affects the speed and the distance. 3. After they explore outside launching into and with the wind, discuss what they saw. Have them record their observations in their journals. 4. Students complete an Exit ticket about what they learned today. 5. If time, play the Kahoot to begin to review force and motion content.	*Student lab work *Teacher observations *Student responses * Exit ticket
Tuesday ELA Literacy Collaborative PD	Readers think critically about the authenticity of a text by comparing it to the actual event.	IRA: Titanic Reading Workshop Students read Historical Fiction on Epic. RN: What do you think makes the book seem authentic to history or that it could have really happened. Why?	*Teacher Observations *RRJ *RN Responses
Tuesday Science	I can define how movement can be measured by speed. I can also calculate the speed by dividing the distance by the time.	1. Review the I Can statements for speed. 2. Complete the Vocabulary Word Map for Speed. 3. Students calculate the speed in which they can chew gum by	*Teacher Observation *Student responses

		<p>completing the Bubble Gum Physics activity.</p> <p>4. Complete the Calculating Speed 2 sided WS using calculators.</p>	
Wednesday ELA	<p>Readers summarize a selected section of a text that is significant to understanding the message so that they can discuss a text.</p>	<p>IRA: Miss Rumphius</p> <p>Reading Workshop</p> <p>Gifted Screening or Guided Reading</p> <p>Read a Historical Fiction book on Epic. Write a Summary is Writing About Reading.</p>	<p>*Teacher Observation</p> <p>*Student Responses</p> <p>*RRJ</p>
Wednesday Science	<p>I can define how movement can be measured by speed. I can also calculate the speed by dividing the distance by the time.</p>	<p>1. Review the I Can statements for speed.</p> <p>2. Review the formula for calculating speed.</p> <p>3. Speed Challenge Activity at the High School if the weather is bad. 4. Study Island Speed situations.</p>	<p>*Teacher Observation</p> <p>*Student responses</p> <p>*Student Calculations</p>
Thursday ELA	<p>Readers recognize and understand the symbolism in a text so that they can determine the message the author is trying to convey.</p>	<p>IRA: Terrible Things</p> <p>Reading Workshop</p> <p>Guided Reading</p>	<p>*Teacher Observations</p> <p>*Student responses</p> <p>*RRJ</p>
Thursday Science	<p>I can define how movement can be measured by speed. I can also calculate the speed by dividing the distance by the time.</p>	<p>1. Review the I Can statements for speed.</p> <p>2. Speed problems and Speed Machines.</p> <p>3. Study Island Questions with white boards and calculators.</p> <p>4. Kahoot- Calculating speed using white boards and calculators. 5. Quick Check Quiz</p>	<p>*Teacher Observation</p> <p>*Student responses</p> <p>*Study Island Quiz</p>
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