



The Wolverine Way- One Team, One Goal!



Teacher A: Merriweather Week of: October 2-6 2023
 Inclusion Teacher: N/A Subject: English Language Development

	TEM Indicator(s)		Monday	Tuesday	Wednesday	Thursday	Friday
Know and Understand	T1, T3	Content Area Standard(s)/SPI(s):	ELD-SI.4-12.Explain	ELD-SI.4-12.Explain	ELD-SI.4-12.Explain	ELD-SI.4-12.Explain	ELD-SI.4-12.Explain
		Measurable Objectives: <i>What will the student be able to do after the day's lesson? The objective must be measurable. (e.g. I can...)</i>	<p>Generate and convey initial thinking</p> <p>Follow and describe cycles and sequences of steps or procedures and their causes and effects</p> <p>Compare changing variables, factors, and circumstances</p> <p>Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes.</p> <p>Act on feedback to revise understandings of how or why something is or works in particular ways</p>	<p>Generate and convey initial thinking</p> <p>Follow and describe cycles and sequences of steps or procedures and their causes and effects</p> <p>Compare changing variables, factors, and circumstances</p> <p>Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes.</p> <p>Act on feedback to revise understandings of how or why something is or works in particular ways</p>	<p>Generate and convey initial thinking</p> <p>Follow and describe cycles and sequences of steps or procedures and their causes and effects</p> <p>Compare changing variables, factors, and circumstances</p> <p>Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes.</p> <p>Act on feedback to revise understandings of how or why something is or works in particular ways</p>	<p>Generate and convey initial thinking</p> <p>Follow and describe cycles and sequences of steps or procedures and their causes and effects</p> <p>Compare changing variables, factors, and circumstances</p> <p>Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes.</p> <p>Act on feedback to revise understandings of how or why something is or works in particular ways</p>	Test
		Complex Text: <i>What text will you be using to deliver the grade-level content?</i>	"Ready Set Go Newcomers	"Ready Set Go Newcomers	"Ready Set Go Newcomers	"Ready Set Go Newcomers	"Ready Set Go Newcomers



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	T1, T7	Bell Work/ Do Now: <i>How will you connect prior knowledge using tasks (e.g. ACT / TNReady / EOC questions, Tiger Tasks)</i>	Copy "Everyday School Phrases" in English and Spanish	Copy "Everyday School Phrases" in English and Spanish	Copy "Everyday School Phrases" in English and Spanish	Study "Everyday School Phrases."	Study "Everyday School Phrases."
I Do	T2, T7	Introduction to the Lesson: <i>How will you introduce the day's lesson to the students?</i>	What are some of the natural types of water?	Why are laws needed to correct the Bay?	What would you expect to see at the Chesapeake Bay	Students should study All new vocabulary words from the unit.	Test
We Do	T2, T7	Guided Practice: <i>(Teacher-led Instruction)</i> <i>How will you lead the students through the steps necessary to perform the skill emphasized during the day's initial learning?</i>	Lead the students in read aloud. Demonstrate proper pronunciation for new and unfamiliar words. Draw students attention to important details, and photos that support understanding on the page. Use the <i>Guiding Question</i> to facilitate the lesson.	Lead the students in read aloud. Demonstrate proper pronunciation for new and unfamiliar words. Draw students attention to important details, and photos that support understanding on the page. Use the <i>Guiding Question</i> to facilitate the lesson	Lead the students in read aloud. Demonstrate proper pronunciation for new and unfamiliar words. Draw students attention to important details, and photos that support understanding on the page. Use the <i>Guiding Question</i> to facilitate the lesson	Unload all new vocabulary words with students. Discuss the words meaning. Explain what geography is. Question students, how does the study landforms fit into geography? Explain how bodies of water also fit into the study of geography. Model how one uses a T-Map,	Test



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They Do	T4, T7	Small Group: <i>(Student-centered learning)</i> <i>What instructional strategies will be utilized to accommodate all levels of learners? (e.g. differentiated tasks for Tier 2 and Tier 3 students)</i>	All students should read Landforms and study the photos in the text. Advanced: Draw illustrations of landforms presented and describe each landform in their own words? Modify: Draw each landform provide the name and definition.	Highlight important details about Landforms and Bodies of Water from the text. Complete a double bubble listing the qualities of landforms on one and bodies of water on the next.	Collaborate with a partner to create a detailed "T" Chart on Canyons and Bays.	Choice Provide students with a list of elements from their recent study of geography. Have students choose a graphic organizer (thinking map) to demonstrate their process of thinking/learning/understanding about geographic surfaces. Allow students to choose between landforms and Bodies of water.	Test
You Do	T4, T5, T6	Independent Practice: <i>What will students be able to do on their own from the day's lesson without assistance? (e.g. classwork, homework, and/or assessment)</i>	Read about the different bodies of water. Examine the pictures on the pages. Understand what makes each body of water unique or different. Be able to determine what body of water is being described when given descriptions in English. Choose the proper description for the word with 100% accuracy.	Know how to define/describe the different bodies of water read about in the text. Write descriptions for each body of water with 80% accuracy.	Match English and Spanish cognates with 100% accuracy when given a list of terms.	Sort details from the study of landforms and bodies of water. Student should determine if they would like to compare and contrast different landforms and different bodies of water <u>or</u> list the benefits of one surface over another using a T-Chart, or students may choose to use up to 3 bubble maps to illustrate the characteristics of each surface.	Test



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	T1, T6, T7	Closure: <i>What will be done to check for student mastery of the day's learning? (e.g. exit tickets, assessment)</i>	Students will be given an exit ticket and should respond to the prompt on the actual ticket.	Students will be given an exit ticket and should respond to the prompt on the actual ticket.	Students will be given an exit ticket and should respond to the prompt on the actual ticket.	Students will be given an exit ticket and should respond to the prompt on the actual ticket.	Complete and return tests.