|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher A:** |      Merriweather  | **Week of:** |      Sepember 18-22 2023 |
| **Inclusion Teacher:** |      N/A | **Subject:** |      ELD |

|  | **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:***What will the student be able to do after the day’s lesson? The objective must be measurable. (e.g. I can…)* |  Generate and convey initial thinking   Follow and describe cycles and sequences of steps or procedures and their causes and effects  Compare changing variables, factors, and circumstances  Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes. Act on feedback to revise understandings of how or why something is or works in particular ways  | Generate and convey initial thinking   Follow and describe cycles and sequences of steps or procedures and their causes and effects  Compare changing variables, factors, and circumstances  Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes. Act on feedback to revise understandings of how or why something is or works in particular ways  | Generate and convey initial thinking   Follow and describe cycles and sequences of steps or procedures and their causes and effects  Compare changing variables, factors, and circumstances  Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes. Act on feedback to revise understandings of how or why something is or works in particular ways  | Generate and convey initial thinking   Follow and describe cycles and sequences of steps or procedures and their causes and effects  Compare changing variables, factors, and circumstances  Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes. Act on feedback to revise understandings of how or why something is or works in particular ways  | Generate and convey initial thinking   Follow and describe cycles and sequences of steps or procedures and their causes and effects  Compare changing variables, factors, and circumstances  Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes. Act on feedback to revise understandings of how or why something is or works in particular ways  |
| **Complex Text:***What text will you be using to deliver the grade-level content?* |      “Earth and it’s People” |      “Earth and it’s People” |      “Earth and it’s People” |      “Earth and it’s People” |      “Earth and it’s People” |
| **T1, T7** | **Bell Work/ Do Now:***How will you connect prior knowledge using tasks (e.g. ACT / TNReady / EOC questions, Tiger Tasks)*  |      Task Cards(Quick Journaling activitiy: students should respond to a fun writing prompt in 2-3 sentences Daily) |      Task Cards(Quick Journaling activitiy: students should respond to a fun writing prompt in 2-3 sentences Daily |      Task Cards(Quick Journaling activitiy: students should respond to a fun writing prompt in 2-3 sentences Daily |      Task Cards(Quick Journaling activitiy: students should respond to a fun writing prompt in 2-3 sentences Daily |      Task Cards(Quick Journaling activitiy: students should respond to a fun writing prompt in 2-3 sentences Daily |
| **I Do** | **T2, T7** | **Introduction to the****Lesson:** *How will you introduce the day’s lesson to the students?*  |      Study VocabularyLongitude, latitude, globe, continent. |      Study VocabularyNorth Pole, South Pole |      Study VocabularyEquator, Prime Meridian hemisphere,  |      Study Vocabularylongitude, latitude, globe, continent. North Pole, South Pole, Equator, Prime Meridian hemisphere,  | Study Vocabularylongitude, latitude, globe, continent. North Pole, South Pole, Equator, Prime Meridian hemisphere,  |
| **We Do** | **T2, T7** | **Guided Practice:***(Teacher-led Instruction)**How will you lead the students through the steps necessary to perform the skill emphasized during the day’s initial learning?* |      What does the word “Geography” mean? What is the study of Geography?  |      “How Many Hemispheres does the earth have?” |      How do geographers use the equator?  | What two lines help people locate exact places?  |      What is the prime meridian?How does “it” help geographers?  |
| **They Do** | **T4, T7** | **Small Group:***(Student-centered**learning)**What instructional strategies will be utilized to accommodate all levels of learners?* *(e.g. differentiated**tasks for Tier 2 and Tier 3 students)* | Students should read the text on page(s) 8-12 to respond to the guiding question. Advanced: Provide examples of Geography or the study of. Modify: Provide definitions only.  | Students should read the text on page(s) 8-12 to respond to the guiding question. Advanced: Name a popular place in the Northern Hemisphere. Name a place in the souther hemisphere etc. Modify: Provide definitions only.  | Students should read the text on page(s) 8-12 to respond to the guiding question. Advanced: What is the function of the Equator? Modify: Provide definitions only.  | Students should read the text on page(s) 8-12 to respond to the guiding question. Advanced: What is the function of a globe? Where are globes used? How can you use a globe as an ELD student?Modify: Provide definitions only.  | Students should read the text on page(s) 8-12 to respond to the guiding question. Advanced: Compare and Contrast logitude and latitude?Modify: Provide definitions only. |
| **You Do** | **T4, T5, T6** | **Independent****Practice:** *What will students be able to do on their own from the day’s lesson without assistance? (e.g. classwork, homework, and/or assessment)* | No the definition of the 8 new geographic terms.Demonstrate knowledge of terms by matching terms with their definition.  | When shown an illustration of a globe students should be able to match items with their terms with 80% accuracy.  | Add to the discussion by answering in simple word phrases, such as yes, and no appropriately. Share experiences in their own life related to the topic with short sentences and phrases appropriately. | Recall information from the text by responding to text depended question with 90% accuracy,Recounts and restate ideas to sustain and move dialogue forward. Creates closure, recap, and offer next steps | Recall information from the text by responding to text depended question with 90% accuracy,Recounts and restate ideas to sustain and move dialogue forward. Creates closure, recap, and offer next steps |
|  | **T1, T6, T7** | **Closure:***What will be done to check for student mastery of the day’s learning? (e.g. exit tickets, assessment)*  |       Exit TicketListen or Share a task card writing sample. |       Exit TicketListen or Share a task card writing sample. |      Exit TicketListen or Share a task card writing sample. |      Exit TicketListen or Share a task card writing sample. |      Exit TicketListen or Share a task card writing sample. |