

## ConneXions Daily Lesson Plan

<b>Teacher: Cox</b>	<b>Date: 01/03-04/18</b>
<b>Course: Science</b>	<b>Grade Level: 8</b>
<b>GENERAL EDUCATION PLAN</b>	<b>IEP ACCOMMODATION</b>
<p><b>Summative Assessment</b></p> <ol style="list-style-type: none"> <li>Students will complete a post test with an accuracy of a 70% or better.</li> <li>Students will build an electromagnet and describe how it works.</li> <li>Students will build an electric motor using the information and materials provided during the unit.</li> <li>Students will describe the differences between a series and parallel circuit.</li> <li>Students will build a series and parallel circuit and create an electrical plan for their room using the knowledge that they have acquired.</li> <li>Students will describe the process of producing electric energy.</li> <li><b><u>Students will identify, compare and contrast renewable vs. non-renewable resources.</u></b> <ul style="list-style-type: none"> <li><b><u>Discuss link to global warming/climate change.</u></b></li> <li><b><u>Debate forms of energy that are used to produce electricity.</u></b></li> </ul> </li> </ol> <p><b>Common Core Alignment</b></p> <p>The skills being taught in today's lesson will help Ss to master the following Common Core Standards (reference Unit Plan):</p> <p>W:CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>R:CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>SL: Production of electricity.</p> <p>Content:</p>	<p><b>Summative Assessment</b> How will you tailor this <b>written task</b> to help Ss with disabilities?</p> <ol style="list-style-type: none"> <li>Are there multiple means of expressing the assignments? Written and <b>hands on</b> lab activity.</li> </ol> <p><b>Students will draw their own energy map (Diagram) of the production of electricity using a fossil fuel and then replace the fossil fuel with a renewable energy source that they feel is best for our earth.</b></p> <ol style="list-style-type: none"> <li>Does the assignment need to be shortened or broken down into smaller manageable assignments?</li> <li>Do Ss need assistance with organizing portfolio?</li> </ol>
<p><b>Formative Assessment</b> These are some guiding questions to help you understand what a formative assessment should be. This written product does not have to be in the form of an "Exit Ticket". It can be the work sample from today's lesson.</p> <ol style="list-style-type: none"> <li>Do you have a model of Proficient student work sample?</li> </ol> <p><b>Which energy source would you choose to produce electricity and why?</b></p>	<p><b>Formative Assessment</b> How will you tailor this task to help Ss with disabilities?</p> <ol style="list-style-type: none"> <li>Are Ss provided with a concise and clear outline/graphic organizer of the assignment?</li> </ol> <p><b>Notes for identified students are on the board to be copied.</b></p>

<p><b>Daily Learning Targets</b> <i>What specific literacy and content skills will students be practicing? For examples of skills please reference “Literacy Skills” or “Instructional Stages” which can be found in the Shared Folder “Planning Documents”</i></p> <p><b>Writing Skill (s):</b> Writing complete sentences.</p> <p><b>Reading Skill (s):</b> Reading textual information to find needed information.</p> <p><b>Content Skill (s):</b> Identify necessary material to complete the task.</p>	<p><b>Learning Targets</b> <i>What classroom supports are needed for Ss with disabilities in order for them to reach the Learning Targets?</i></p> <ol style="list-style-type: none"> <li>1. Did you create a resource for essential information in advance for Ss?</li> <li>2. Are you frequently checking for understanding? <b>Continuously checking student work throughout lesson.</b></li> </ol>
<p><b>Activities/Tasks:</b> <i>What will take place in the classroom that will help Ss practice the Skills above and will help them to complete the formative assessment?</i></p> <p><b>Do Now:</b> <u>  5  </u> minutes <i>Students will complete Do Now to check for prior knowledge.</i></p> <p><b>Teacher Driven Instruction:</b> <u> 25 </u> minutes <i>Describe what the teacher will DO and SAY</i> -Review the steps used in the production of electricity. -Identify materials that are needed to produce heat for the process. (Non-renewable) <b>Review global warming / climate change and its effect on our environment.</b> <b>Identify ways that electricity can be produced without the use nonrenewable resources that produce the heat needed. (Renewable)</b> <b>How could renewable resources help our environment, especially global warming / climate change.</b> <b>Compare and contrast list of electricity producers (Renewable vs. nonrenewable)</b></p> <p><b>Student Driven Instruction:</b> <u> 15 </u> minutes <i>Describe what the student will DO and SAY</i> <b>Students will be able to describe the steps of using renewable energy sources vs. nonrenewable to produce electricity using the diagram on the board as a guide.</b></p> <p><b>Close:</b> <u> 5 </u> minutes <i>Describe the actual activity that students will engage in.</i> <b>Take a quick survey of the students to determine which form of energy they felt was best for producing electricity and explain why they chose that particular form.</b></p>	<p><b>Activities/Tasks:</b> <i>How are you differentiating the lesson to help Ss with disabilities prepare for the above formative assessment?</i></p> <ol style="list-style-type: none"> <li>1. What modeling methods are used and how often?</li> <li>2. What visual aids are needed? Would the Ss benefit from word banks or graphic organizers? <b>Venn diagram for compare / contrast portion of assignment.</b> <i>What Assistive Technology devices are available? <b>Projector</b></i></li> <li>3. Will you have Co- Teaching Arrangements (Small group in the classroom) <b>N/A</b></li> </ol>
<p><b>Resources/Materials:</b> <i>What texts, digital resources, &amp; materials will be used in this lesson?</i></p> <p>Text Title and Author Electricity and Magnetism</p>	<p><b>Resources/Materials:</b> <i>How are you differentiating the texts read during this lesson for those Ss with disabilities?</i></p> <p><b>Supplementary Aids:</b></p>

