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| Teacher: Walker | Week: Jan. 21-25 |
| Social Studies |
| StandardLO | No School  | Standard: 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence. LO: I can use previously learned information during the benchmark review to prepare for the benchmark.  | Standard: 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence. LO: I can use previously learned information during the benchmark review to prepare for the benchmark. | Standard: 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence. LO: I can use previously learned information during the benchmark review to prepare for the benchmark.  | Standard: 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence. LO: I can use previously learned information during the benchmark review to prepare for the benchmark. |
| Activator |  |  |   |   |  |
| I Do |  |  |  |  |  |
| We Do |  | Students will work in small groups to review for their benchmark using a jeopardy review game.  | Students will continue to work in small groups to review for their benchmark using a jeopardy review game. | After the SLO assessment, Students will quiz themselves as quiz a partner. (QuizQuizTrade using old assessment questions) | Benchmark |
| You Do |  |  |  |   |  |
| Closure  |  |   |   |  |  |
| Science |
| StandardLO |  |  |  |  |  Standard: 4.E.3: The student will demonstrate an understand of the locations, movements, and patterns of stars and objects in the solar system. LO: I can construct explanations of how day and night result from Earth’s rotation.  |
| Activator |  |  |   |  | T/T: How do you know when it is day and night?  |
| I Do  |  |  |  |  |  The teacher will explain the key concepts of day and night using an anchor chart. CFU: Questioning  |
| We Do |  |  |  | Students will take the SLO assessment to determine where they are in relation to their growth goal.  | The students will work with the teacher to create a flip chart to how the rotation of the earth causes day and night. T: Think about questions Students write their response on a sticky note.) |
| You Do |  |  |  |  |  The students will work in pairs to construct an explanation using a word bank provided by the teacher.   |
| Closure |  |  |  |   |  The teacher will allow several students to share their explanation and provide feedback.  |