

## STEAM LESSON PLAN – Week of 10/11/21 to 10/15/21

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	STEAM	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Be respectful</li> <li>• Be prepared</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we want students to learn?                             <ul style="list-style-type: none"> <li>• Lesson Plan</li> </ul> </li> <li>2. How do we know if students learned it?                             <ul style="list-style-type: none"> <li>• Create Common Assessments</li> <li>• Review &amp; Assess Data</li> </ul> </li> <li>3. What do we do when students don't learn it?                             <ul style="list-style-type: none"> <li>• Discuss Possible Strategies</li> </ul> </li> <li>4. What do we do when students learn it?                             <ul style="list-style-type: none"> <li>• Celebrate! &amp; Discuss Ideas</li> </ul> </li> </ol>
Unit:	2		
Week of:	10/11 to 10/15		
Members:	*Katie Mingledorff **Leslie Harris Rachel Shively Robin Wann  * Facilitator / **Note-taker		

WHAT DO WE WANT STUDENTS TO LEARN? <i>** Yellow colored days indicate formative or summative assessment days**</i>					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Targets	<p><b>Today I am...</b> participating in anticipation activities for our new novel unit, A Long Walk to Water</p> <p><b>So that I can...</b>engage in STEAM thinking.</p> <p><b>In order to...</b> complete my STEAM group activities.</p>	<p><b>Today I am...</b> learning about why strong emotions effect our decisions.</p> <p><b>So that I can...</b> recognize my own emotions.</p> <p><b>In order to...</b> better control my strong emotions and my reactions when they happen.</p>	<p><b>Today I am...</b> learning about the Notice and Note non-fiction strategy.</p> <p><b>So that I can...</b>read and comprehend literature.</p> <p><b>In order to...</b>use the notice and note fiction signposts to close read <i>A Long Walk to Water</i></p>	<p><b>Today I am...</b> set up my Q2 post your progress chart and posting my Q2 grade goals.</p> <p><b>So that I can...</b> become more responsible for my academics.</p> <p><b>In order to...</b> effectively use my ELT period to complete assignments and/or missing work.</p>	<p><b>Today I am...</b> Reading Chapter 1 of A Long Walk to Water</p> <p><b>So that I can...</b> read and comprehend literature.</p> <p><b>In order to...</b> Complete a dialectical journal about a signpost in chapter 1.</p>
Content Standards	<p><b>SS7G6</b> – Environmental Issues/SW Asia</p> <p><b>MGSE7.NS.2</b> - Multiplication of Rational Numbers</p> <p><b>ELAGSE7RL10</b> – Read and interpret literary works.</p>	<p><b>School-wide SEL program – 2<sup>nd</sup> Step</b></p>	<p><b>ELAGSE7RL10</b> – Read and interpret literary works.</p>	<p><b>Goal Setting and Organizational Skills</b></p>	<p><b>ELAGSE7RL10</b> – Read and interpret literary works.</p> <p><b>SS7G6</b> – Environmental Issues/SW Asia</p> <p><b>ELAGSE7SL1</b> – Speaking and Listening</p>

Opening	<b>Discuss</b> – Ask students, in Social Studies, in what ways did you focus on water in your SW Asia Unit?	<b>Discuss</b> – Ask students and talk as a whole group, <i>“Describe a time when you felt a strong emotion. What did you do?”</i>	<b>Discuss</b> - How non-fiction reading is different from fiction reading. There are different signposts.	<b>Discuss</b> - What are your grade goals for Q2? Discuss realistic goals for students to set based on their Q1 grades.	<b>Discuss</b> - Class Protocols for reading aloud with audio. Students must have book open and be following along with the test.
Lesson Plan	→ Today in class students will complete a STEAM based, stations activity in anticipation of our novel unit on the book, <i><b>A Long Walk to Water</b></i> by Linda Sue Park.	<ul style="list-style-type: none"> <li>→ Today in class students will complete Unit 3, Lesson 14 of Second Step.</li> <li>→ Students will turn in handouts when complete.</li> <li>→ Watch episode 6 of Brainchild Series on Netflix, titled “Emotions”.</li> </ul>	<ul style="list-style-type: none"> <li>→ Instructor will review notice and note fiction powerpoint with students.</li> <li>→ Students will view videos embedded in powerpoint and will determine which Non-Fiction signpost is being featured.</li> </ul>	<ul style="list-style-type: none"> <li>→ Students will set up their new “Post Your Progress” charts today in class for Quarter 2.</li> <li>→ Students will set realistic goals for their Q2 grades.</li> <li>→ Students will use the remainder of class time for ELT working on priority assignments or preparing for assessments.</li> </ul>	<ul style="list-style-type: none"> <li>→ Read Chapter 1 of <i>A Long Walk to Water</i> together as a whole group.</li> <li>→ Discuss chapter with students.</li> <li>→ Have students complete one dialectical journal for chapter 1 over one of the signposts.</li> </ul>
Closing	<b>Homework:</b> Membean training is due Sunday, 10/17 Beanstack – 90 Minutes due Friday, 10/15 Two-Minute Tidy	<b>Homework:</b> Membean training is due Sunday, 10/17 Beanstack – 90 Minutes due Friday, 10/15 Two-Minute Tidy	<b>Homework:</b> Membean training is due Sunday, 10/17 Beanstack – 90 Minutes due Friday, 10/15 Two-Minute Tidy	<b>Homework:</b> Membean training is due Sunday, 10/17 Beanstack – 90 Minutes due Friday, 10/15 Two-Minute Tidy	<b>Homework:</b> Membean training is due Sunday, 10/17 Two-Minute Tidy
Graded Work	<b>Formative Practice</b> – Membean Training – due 10/17 <b>Formative Practice</b> – Beanstack – 90 Minutes due Friday, 10/15	<b>Formative Classwork</b> – 2 <sup>nd</sup> Step – U3 Lesson 14 Worksheet, due today.		<b>Formative Classwork</b> – Grade Goals Check	

	<b>Formative Classwork</b> – STEAM Anticipation Activity for A Long Walk to Water, due today.				
<b>Notes</b>	<ul style="list-style-type: none"> <li>- Copies of <a href="#">LWTW Anticipation Station Activities Sheet</a></li> <li>- Copies of <a href="#">LWTW Anticipation Guide</a></li> <li>- Project on screen</li> <li>- <a href="#">Sudanese Art Slide</a></li> <li>- Post <a href="#">Africa and Sudan Maps</a></li> <li>- <a href="#">LWTW KEY Anticipation Stations and Guide</a></li> <li>- 2, 2 ½ gallon water jugs</li> <li>- 100ml graduated cylinders (3)</li> </ul>	<a href="#">2nd Step U3 Lesson 14 Video</a>  Copies of <a href="#">U3 Lesson 14 Student Handout</a>	<a href="#">Notice and Note Fiction Powerpoint</a>  Copies of <a href="#">Notice and Note Fiction Bookmark</a>	<a href="#">Post your progress chart</a>  <i>**Make new copies today of a post your progress chart for 2nd Quarter.**</i>	Class Set of the Novel, “ <i>A Long Walk to Water</i> ”  Copies of <a href="#">LWTW Notice and Note Journal Pages</a>  <a href="#">Link to Audiobook on Youtube</a>

HOW DO WE KNOW IF STUDENTS LEARNED IT?					
<b>Assessment (Current or Future)</b>	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Formative <input type="checkbox"/> Summative

WHAT DO WE DO WHEN STUDENTS DON'T LEARN IT?					
<b>Differentiation and Specialized instruction &amp; Strategies</b>					

WHAT DO WE DO WHEN STUDENTS DO LEARN IT?

Differentiation and Specialized instruction & Strategies					
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STEAM ELEMENTS

Engineering Design Process Stage	<input checked="" type="checkbox"/> <input type="checkbox"/> Ask <input checked="" type="checkbox"/> <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share
STEAM Connections (2 or More)	<input checked="" type="checkbox"/> <input type="checkbox"/> <b>Science</b> <input type="checkbox"/> Technology <input checked="" type="checkbox"/> <input type="checkbox"/> Engineering <input checked="" type="checkbox"/> <input type="checkbox"/> Art <input checked="" type="checkbox"/> <input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> <b>Science</b> <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> <b>Art</b> <input type="checkbox"/> <b>Math</b>
Cross-Curricular Connections	<input checked="" type="checkbox"/> <input type="checkbox"/> <b>ELA</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <b>Math</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <b>Science</b> <input checked="" type="checkbox"/> <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> <b>ELA</b> <input type="checkbox"/> <b>Math</b> <input type="checkbox"/> <b>Science</b> <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language
STEAM/Cross-Curricular Standards					
STEAM/Cross-Curricular Vocabulary					
Real-world Connection	<ul style="list-style-type: none"> <li>◆ Sudanese War/Lost Boys</li> <li>◆ Water Scarcity in the World Today</li> </ul>				

Career Connection					
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