

STEAM Lesson Plan

Date: 8/16 to 8/21	Day 1	Day 2	Day 3	Day 4	Media Center Day
Learning Targets	<p>Today I am... noticing and noting</p> <p>So that I can... build background information</p> <p>In order to... connect to a fiction story.</p>	<p>Today I am... noticing and noting</p> <p>So that I can... close read a story</p> <p>In order to... deeply understand a passage.</p>	<p>Today I am... using text evidence</p> <p>So that I can... identify elements of plot (conflict)</p> <p>In order to... deeply understand a passage.</p>	<p>Today I am... responding to questions</p> <p>So that I can... show the connections I made in the text</p> <p>In order to... effectively engage with a text.</p>	<p>Today I am... learning about digital citizenship</p> <p>So that I can... make smart choices using technology</p> <p>In order to... be respectful.</p>
Content Standards					
Opening	<p>See/Think/Wonder (artful thinking/STEAM)</p> <ul style="list-style-type: none"> - See/Think/Wonder using image connected to "The Circuit" - Notice and Note non-fiction review - Read background story in textbook - Begin questions 11, 12, and 14 in the textbook 	<p>What is plot? Create a metaphor or simile for it.</p> <ul style="list-style-type: none"> - Notice and Note for fiction - Close read of "The Circuit" using Notice and Note - Finish questions 11, 12, and 14 if not completed on the previous day 	<ul style="list-style-type: none"> - Define conflict 	<ul style="list-style-type: none"> - Quickly sketch out the plot diagram for "The Circuit" 	
Lesson Plan				<ul style="list-style-type: none"> - Short answers for questions 13, 15, 16 which require reading both texts - Free write in Writing Portfolios 	
Closing	<p>Review what was learned and information from this story</p>				
Assessment (Current or Future)	<p>Informal check on questions 11, 2, and 14</p>		<p>Chart on pg. 13/14 in our textbook (Formative)</p>	<p>Completed Questions #11, 12, 13, 14, 15, 16 on pg. 18/19 (Formative)</p>	
Differentiation and Specialized instruction					

Homework	N/A				
Notes					Please follow the schedule: Underwood – Aug. 18 (1, 2, 3, 4, 5) Burke – Aug. 19 (1, 2, 3, 4, 5) King (5), Martin (2) – August 20
Engineering Design Process Stage	<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	<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 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"/> 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
Cross-Curricular Connections	<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"/> 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
STEAM/Cross-Curricular Standards	VA6.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.				
STEAM/Cross-Curricular Vocabulary	Respond to the image; What do you see (direct observations)? What do you think (what narrative is shown in the image)? What do you wonder (if you could question the				

	photographer or subject, what would you ask?)					
Real-world Connection						
Career Connection						