

Emerson Middle School Integrated Lesson Form

Title: Week 1-2: August 13-21

Lesson Description: Relationships/Procedures

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| <p>Educator</p> | <p>Name: Elena Mackey A+ School: EMS Grade level/subject area: 7th Grade Science</p> |
| <p>Curriculum & Arts</p> | <p>Overarching Concept: Relationships/ Procedures Essential Question(s) and/or Focus Question(s):</p> <p>What are the classroom procedures and expectations? What classroom jobs will be chosen? How do I use Google Classroom? How do I use Google Meet? How do I use Mastery Connect? How do I check my grades? How do I check my email? What is the difference between a dependent and independent variable? What is observation and inference?</p> <p>SEL What are your favorite hobbies? What are you interested in? What do you want to be when you grow up? What do you like to be around and why? What makes you nervous about school?</p> <p>Disciplines Addressed: 21st Century skills:</p> <p><input type="checkbox"/> dance <input type="checkbox"/> music <input type="checkbox"/> visual arts <input checked="" type="checkbox"/> creativity <input checked="" type="checkbox"/> drama <input checked="" type="checkbox"/> reading <input checked="" type="checkbox"/> writing <input checked="" type="checkbox"/> problem solving <input checked="" type="checkbox"/> language arts <input checked="" type="checkbox"/> science <input type="checkbox"/> other: <input checked="" type="checkbox"/> technology <input checked="" type="checkbox"/> math <input type="checkbox"/> social studies <input checked="" type="checkbox"/> collaboration Curricular connections/instructional objectives: (state standards, etc.) Science and Engineering Standards none</p> |

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| <p>Enriched Assessment</p> | <p>Ways to assess/evaluate students' understanding during and at the conclusion of the lesson</p> <p>Formative:</p> <p>.</p> <p>Students will use critical thinking to distinguish between observation and inference using personal photos.</p> <p>Students will create mini skits to demonstrate correct and incorrect classroom procedures.</p> <p>Summative:</p> <p>Students will complete a procedure quiz in Google forms.</p> <p>Note any unexpected outcomes with students and how they affected next steps:</p> | | | | | | | | |
| <p>Collaboration</p> | <p>How will collaboration be used: (between students, fellow teachers, or anyone with potential expertise):</p> <p>Students will work together to answer Jamboard icebreaker questions.</p> <p>Students will work in pairs on their procedure mini skits.</p> | | | | | | | | |
| <p>Multiple Learning Pathways</p> | <p>Multiple Intelligences addressed within lesson: (check all that apply)</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/>_x_bodily/kinesthetic</td> <td><input type="checkbox"/>_musical-rhythmic</td> </tr> <tr> <td><input checked="" type="checkbox"/>_x_interpersonal</td> <td><input type="checkbox"/>_naturalist</td> </tr> <tr> <td><input type="checkbox"/>_Intrapersonal</td> <td><input checked="" type="checkbox"/>_x_verbal-linguistic</td> </tr> <tr> <td><input checked="" type="checkbox"/>_x_logical-mathematical</td> <td><input checked="" type="checkbox"/>_x_visual spatial</td> </tr> </table> | <input checked="" type="checkbox"/> _x_bodily/kinesthetic | <input type="checkbox"/> _musical-rhythmic | <input checked="" type="checkbox"/> _x_interpersonal | <input type="checkbox"/> _naturalist | <input type="checkbox"/> _Intrapersonal | <input checked="" type="checkbox"/> _x_verbal-linguistic | <input checked="" type="checkbox"/> _x_logical-mathematical | <input checked="" type="checkbox"/> _x_visual spatial |
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| <p>Infrastructure</p> | <p>Classroom Infrastructure/Setup: Timeframe (example: length of unit, number and length of lesson(s): Space: Material: Resources/books/websites/other information sources: Google Classroom, paper, pencil chromebook</p> <p>Thursday</p> <p>Bellwork on Google Classroom(10 min)</p> <ul style="list-style-type: none"> A. What is one thing you want our class to know about you? B. What makes you nervous about school? <p>Introduction Powerpoint (20 min)</p> <p>https://docs.google.com/presentation/d/1KmBJ2MM18UGVb8gyKFWDzpwRxr40YGuhCeDOKrv-6l/edit#slide=id.g1651c69abe_0_60</p> <p>Jamboard Icebreaker(15 min)</p> <p>https://jamboard.google.com/d/17LzoIPKAD66Ind8fFd_BUPs7vU71rBv9CIYiBfyV9II/viewer</p> <p>Friday:</p> <p>Bellwork: 10 minutes Complete sentences Google Classroom</p> <ul style="list-style-type: none"> A. What is your favorite day of the week B. What do you like to do on this day? <p>My Story (7 min)</p> <p>Jamboard Icebreaker(15 min)</p> <p>https://jamboard.google.com/d/17LzoIPKAD66Ind8fFd_BUPs7vU71rBv9CIYiBfyV9II/viewer</p> <p>Monday</p> <p>Bellwork(10 min)</p> <ul style="list-style-type: none"> A. For those of you with siblings, what is the greatest and hardest thing about having a sibling? <p>If you don't have siblings, what is the greatest and hardest thing about it?</p> |
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Procedure Skit (Planing 5 min) (Skit 2 min) total time 20 min

- A. Pick a procedure on the classroom wall.
- B. Divide tasks Script writer, actors(no more than two) timer no more than two minutes
- C. For each procedure, act out how it shouldn't be done and how it should be done.

Be creative, your skits can be funny.

Things in Common (A 6 min)(B 15 min)

- A. Each table will have a scribe that will type 10 things the table group has in common.
- B. Each table will share their 10 things and mark the things that they had in common with other tables.

Homework :

- A. Have someone take a picture,with your Chromebook, of you doing something you enjoy.
- B. Submit your picture to Google Classroom before Monday.
- C. Make sure you label the picture with your name.
- D. If students have camera trouble, they will find a picture of their favorite activity to analyze

Teacher Note: Make picture slideshow Monday night

Tuesday

Bellwork Describe your favorite rollercoaster ride (7 min) **Use complete sentences.**

- A. Where is it located?
- B. What happens on the ride?

Work on Class Creed(10 min) Powerpoint

Observation vs. Inference video(4 min)

<https://www.youtube.com/watch?v=pkB38ez4DPM>

Inference vs Observation Activity 20 min(8 pictures)

Using a Google Doc:

- A. Make **two observations** and explain why you think they are observations.
- B. Make **two inferences** and explain why you think they are inferences.
- C. Type in complete sentences.

D. Submit your assignment to Google Classroom.

Wednesday:

Bellwork: (10 min)

- A. In complete sentences explain the difference between observation and inference.
- B. Give an example of each.

Procedures and Expectations Quiz (Google Forms)(10 min)

https://docs.google.com/forms/d/13GHiltj_JL7rU2xUIs1FgooQEZn47NtwicFJBCioCac/edit

Lab Safety Kahoot (15 min)

<https://create.kahoot.it/details/science-safety/8d9ca3f7-0ce2-4ae0-bea7-d845a070ca4a>

Edit class creed (10 min)

Thursday

Bellwork: (10 min)

- A. What is the best amusement park that you have been to?
- B. What was your favorite part about this amusement park?

Type in complete sentences.

Procedure Review (12 min)

- A. For each of the 7 procedures, discuss with a partner the reason why each expectation is in place.
- B. One partner must type out the explanation in complete sentences

For example, "If I have my phone out, I might miss important instructions for an assignment or see that my favorite basketball team lost a game which might depress me.

- C. Submit your answers in Google Classroom with your name and your partner's name on the document.

MythBusters dependent vs. Independent variable(15 min)

<https://www.youtube.com/watch?v=l0jTMDtX4WY&t=72s>

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| | <p>Students will record the dependent and independent variable of three of the four examples.</p> <p>Friday Bellwork (7 min)</p> <p>Think back on yesterday's video clip and explain the difference between a dependent and an independent variable. Use complete sentences.</p> <p>Interpreting graphs activity (20 min) https://docs.google.com/document/d/1QW5bThRYXMvDcAmk727_73kplKRMcmpq7xBA--t2qnk/edit</p> <p>Go over answers if there is time (10 min)</p> <p>Create answer key</p> <p>Exit: Choose one of the graphs and tell me which is the dependent and which is the independent variable.</p> | | | | | | | | | | |
| <p>Experiential Learning & Climate</p> | <p>Steps/Process: (You may share by using this form, video, photostory, powerpoint, etc.) Please attach rubric, checklist or other assessment tool, if applicable.</p> | | | | | | | | | | |
| <p>ISTE standards</p> | <p>Check all that apply:</p> <table border="0"> <tr> <td><input type="checkbox"/> Empowered learner</td> <td><input checked="" type="checkbox"/> Digital citizen</td> </tr> <tr> <td><input checked="" type="checkbox"/> Knowledge constructor</td> <td><input checked="" type="checkbox"/> Innovative designer</td> </tr> <tr> <td><input checked="" type="checkbox"/> Computational thinker</td> <td><input checked="" type="checkbox"/> Creative</td> </tr> <tr> <td><input type="checkbox"/> Communicator</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Global collaborator</td> <td></td> </tr> </table> | <input type="checkbox"/> Empowered learner | <input checked="" type="checkbox"/> Digital citizen | <input checked="" type="checkbox"/> Knowledge constructor | <input checked="" type="checkbox"/> Innovative designer | <input checked="" type="checkbox"/> Computational thinker | <input checked="" type="checkbox"/> Creative | <input type="checkbox"/> Communicator | | <input type="checkbox"/> Global collaborator | |
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