

Common Core Lesson Planning Template

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| Grade Level 6 | Teacher/Room: smith | | Week of:17/ Dec7-11 | |
| Unit Vocabulary: engineering, manufacturing, technology, mass production, assembly line | | | | |
| Instructional Strategies Used: PowerPoint, iPad define, grouping individual class participation instruction | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Common Core Standard(s): Engr-eet-5 – analyze the design world of engineering, electronics, manufacturing | Common Core Standard(s): Engr-eet-5 – analyze the design world of engineering, electronics, manufacturing | Common Core Standard(s): | Common Core Standard(s): | Common Core Standard(s): |
| EQ Question: I can Tell you what is manufacturing | EQ Question: I can Tell Manufacturing Basic Processes | EQ Question: I can Tell what is a union | EQ Question: I can Tell youWhat is manufacturing | EQ Question: I can Tell you what is manufacturing |
| Mini Lesson Finish Processes Paper YouTube/group discuss ALSO do Molding Process with one group(each day) Athletic Shoe Project Activating Strategies: Athletic shoe breakdown and process naming Resource/Materials: Shoes, Project packet, Google classroom | Mini Lesson: Review raw materials/start mining Choc Chip Mining Activating Strategies: Grab mining equipment Resource/Materials: Choc Chip Mining equipment | Mini Lesson: Choc Chip Mining Activating Strategies: YouTube on mining process Resource/Materials: Choc Chip Mining equipment | Mini Lesson: Choc Chip Mining Activating Strategies: Grab mining equipment Resource/Materials: Choc Chip Mining equipment | Mini Lesson: Choc Chip Mining Activating Strategies: Grab mining equipment Resource/Materials: Choc Chip Mining equipment |
| Differentiation: <i>Content/Process/Product: each group assigned work by prior knowledge</i> <i>Grouping Strategy: flexible grouping</i> <i>Assessment: work observation</i> | Differentiation: <i>Content/Process/Product: each group assigned work by prior knowledge</i> <i>Grouping Strategy: flexible grouping</i> <i>Assessment: work observation</i> | Differentiation: <i>Content/Process/Product: successful discussions</i> <i>Grouping Strategy: individual</i> <i>Assessment: work observation</i> <i>successful discussions</i> | Differentiation: <i>Content/Process/Product: each group assigned work by prior knowledge</i> <i>Grouping Strategy: individual</i> <i>Assessment: Article</i> | Differentiation: <i>Content/Process/Product: each group assigned work by prior knowledge</i> <i>Grouping Strategy: individual</i> <i>Assessment successful discussions</i> |
| Assessment : <i>Pre-Test: assembly line question</i> <i>Post-Test:</i> <i>Formative: what they knew/</i> <i>Summative:</i> <i>Performance Based:</i> | Assessment: <i>Formative: grade</i> <i>Summative:</i> <i>Performance Based: make mining</i> | Assessment: <i>Formative: grade</i> <i>Summative: mining process</i> <i>Performance Based:</i> | Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative: peer to peer teaching</i> <i>Summative: Article Written</i> <i>Performance Based:</i> | Assessment: <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative: see work being done</i> <i>Summative: math skills of mining ratio</i> <i>Performance Based:</i> |
| Homework: | Homework: | Homework: | Homework: | Homework: |

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Resources and Reflective Notes: - I pad, you tube, manufacture video on line, group work kids learn history of manufacturing – checks typing skills too and knowledge of who takes leadership etc..

GOOGLE CLASSROOM HAS ALL DOCUMENTS AND RUBRICS OR ASSIGNMENTS REQUIRED FOR STUDENTS