**Westside High School - Weekly Lesson Plan– SY 25-26**

**Teacher:** Ms.Rani **Subject:** EVS **Course:** Science **Grade:9 Date(s):**Oct 6-8

| **Day** | **Learning Target & Success Criteria** | **Activation (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
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| **Monday (Oct 6)** (Review / Revision) | **LT:** I can review and solidify my understanding of major terrestrial and aquatic biomes and how physical factors influence them **SC1:** I can categorize each biome by its temperature, precipitation, and adaptations of key species. **SC2:** I can explain how insolation, topography, and proximity to coast influence biome distributions | **Quick Write**: Prompt — “Name as many terrestrial biomes as you can, with one key adaptation for each.” (Use retrieval practice) | **Think Aloud + Graphic Organizer**: Teacher models constructing a 2-axis biome diagram (precipitation vs temperature) and places biomes, thinking aloud how insolation, elevation, rain shadow, latitude influence distribution | **Reciprocal Teaching in pairs**: Students divide a list of biomes; each pair summarizes, clarifies terms, poses a question for peers, and predicts what biome would border given change in rainfall | **Gallery Walk / Stations**: 3 stations: (a) biomes map & climate graphs, (b) adaptation examples (plants/animals) cards, (c) “mystery biome” clues to match to biome name. Students rotate in groups and fill out a quick organizer. | **Independent Review Task**: Each student picks two biomes not covered in gallery walk and writes a short paragraph (with diagram) explaining how physical factors shape that biome, including one adaptation. | **Exit Ticket (Quick Write)**: “Which biome would you expect to shift if average global temperature increased 2°C? Why? Use 1 piece of evidence.” |
| **Tuesday (Oct 7)** (Test Day) | **LT:** I can demonstrate mastery of the biomes unit content through a summative assessment. **SC1:** I can correctly answer multiple-choice and constructed-response items **SC2:** I can show reasoning in at least one short-answer question on biome shifts under climate change. | **Test Prep Mini-Review (5 min)**: Use Think-Pair-Share: pose one or two review questions (e.g. “Which physical factor best explains desert formation?”) and students share their reasoning with a neighbor. | **I DO**: Clarify test directions, point out how to structure the constructed response (use claim-evidence-reasoning) | **WE DO**: Walk through one sample constructed-response prompt with guiding questions and modeling how to scaffold reasoning | **Y’ALL DO**: Students work in small groups to self-check a released item (from past test or sample) and discuss answer reasoning before writing their own | **YOU DO**: Students complete the assessment individually under test conditions | **Closing**: Reiterate test expectations, remind them of time, and prompt “Which part of the assessment are you most confident in?” (very quick share) |
| **Wednesday (Oct 8)** (Short-term Fluctuations: El Niño, Volcanism) | I can understand and use key vocabulary related to seasonal fluctuations in climate and ecosystems ****Success Criteria (SC)****  1. I can define and explain vocabulary words in my own words. 2. I can collaborate with peers to connect vocabulary to real-life seasonal changes.   . |  Teacher writes the term **“seasonal fluctuations”** on the board.   Quick think-pair-share: *“What changes do you notice between summer and winter?”*   Collect a few answe |  Words: **fluctuation, migration, hibernation, dormancy, adaptation, temperature range, precipitation**.   Briefly define each word with an example (teacher-led, visual support with images/icons). | * **Word Sort**: In small groups, students receive cards with the vocabulary words + pictures/examples. * Task: Match words with correct meanings and examples. * Extension: Groups create a quick **concept map** showing how words relate to each other (e.g., “migration” and “hibernation” are both responses to seasonal fluctuations). * Groups share one insight with the class. | Students choose **3 words** from the list and complete a mini **Frayer Model** for each:   * Definition (in their own words) * Picture or symbol * Sentence using the word * Non-example (what it is no | Students choose **3 words** from the list and complete a mini **Frayer Model** for each:   * Definition (in their own words) * Picture or symbol * Sentence using the word * Non-example (what it is not) | * Exit Ticket Prompt: “Write one seasonal fluctuation vocabulary word and use it in a sentence about your own environment.” * Collect for quick formative assessment. |