

CMS Lesson Plan

Teacher: Colbourne, Evans, Lewis, Oden

Lesson Date: September 14 , 2015

Subject: Science

GSE Assessment Limits/Standards: S6E5. Students will investigate the scientific view of how the earth's surface is formed. a. Compare contrast the Earth's crust, mantle (convection currents), and core including temperature , density and composition (Earth's Layers)	Monday
Lesson Objective/Learning Intention: Fossils, the remains of organisms preserved in sedimentary rocks, are part of the evidence scientists use to infer changing conditions at the Earth's surface. Also have students review the various types of fossils (trace, mold, cast, petrified fossils)	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
Note: A variety of formative assessments should be used at key points throughout the lesson.		
5min	Get started/Drill/Do Now: <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i> Students Paleontologist: Students are shown various type of fossils and asked to evaluate the types of fossils they might be.	
10 min	Engage/Motivation: <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i> United streaming http://app.discoveryeducation.com/player/view/assetGuid/49FF6E72-4A7E-440C-892E-CA0CE63CEDC0	
5 min	Whole Group Instruction: <i>(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)</i> brain break	
min	Group Practice/Small Group Instruction: <i>(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)</i> Brain Pop (fossils)	
20 min	Independent Practice: <i>(individual practice, discussion, writing process.)</i> Cornell Notes on fossils based on power point.	
5min	Evaluate Understanding/Assessment: <i>(How will I know if students have achieved today's objective?)</i> Predict what type of fossils you might find if your were a Paleontologist digging in the deserts of Africa.	
5-10 min	Closing Activities/Summary/DLIQ: <i>(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?) DLIQ/ Ticket out the door. - Differentiate between mold and cast fossils</i>	
	Enrichment/Extension/Re-teaching/Accommodations: <i>(How will my lesson satisfy the needs of all learners?)</i> Leveled quiz	
Resources/Instructional Materials Needed: <i>(What do I need in order to teach the lesson?)</i>		
Notes:		

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	-Anticipatory guides/sets -Close Reading -Text annotation	-Book/author talks -Questioning the Author (QtA) -Think aloud	-Cornell Notes -Question-Answer-Relationships (QAR) -Think/Pair/Share

Guided Practice/Small group	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud
Independent Practice	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud

CMS Lesson Plan

Teacher:

Evans, Colbourne, Lewis, Oden

Lesson Date: September 15-16, 2015

Subject:

Science

GSE Assessment Limits/Standards:	Tuesday/Wednesday
<p>S6E5. Students will investigate the scientific view of how the earth's surface is formed.</p> <p>a. Compare contrast the Earth's crust, mantle (convection currents), and core including temperature, density and composition (Earth's Layers)</p>	
<p>Lesson Objective/Learning Intention: Introduce students to the Earth's layers and how each layer interact with one another. Also how the organisms on the surface affect and changes the constant evolving Earth.</p>	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT <small>Note: A variety of formative assessments should be used at key points throughout the lesson.</small>
5min	Get started/Drill/Do Now: <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i> Brain Break	
5min	Engage/Motivation: <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i> Earth layers song: http://www.teachertube.com/video/layers-of-the-earth-225005	What are the key points of this video? How does it affect what we know about the Earth?
10min	Whole Group Instruction: <i>(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)</i>	
60min	Group Practice/Small Group Instruction: students will rotate through groups; teacher facilitating where needed <i>15 mins for each group/2 min brain break between rotations</i> Post test - Introduction into the Layers of the Earth: <i>Foldable</i> United streaming: http://app.discoveryeducation.com/player/view/assetGuid/CEC7E77F-8FCE-4E95-BB56-5A78255385A9	
min	Independent Practice: <i>(individual practice, discussion, writing process.)</i>	
5min	Evaluate Understanding/Assessment: <i>(How will I know if students have achieved today's objective?)</i> Jigsaw of students knowledge of the layers of Earth.	

5min	Closing Activities/Summary/DLIQ: (How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?) DLIQ	
	Enrichment/Extension/Re-teaching/Accommodations: (How will my lesson satisfy the needs of all learners?) Student will create a copy of the layers of the earth in their notebook and label each part correctly.	
Resources/Instructional Materials Needed: (What do I need in order to teach the lesson?) Science Reading Essential Books		
Notes:		

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	-Anticipatory guides/sets -Close Reading -Text annotation	-Book/author talks -Questioning the Author (QtA) -Think aloud	-Cornell Notes -Question-Answer-Relationships (QAR) -Think/Pair/Share
Guided Practice/Small group	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud
Independent Practice	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud

CMS Lesson Plan

Teacher:

Evans, Colbourne, Lewis, Oden

Lesson Date: September 17-18, 2015

Subject:

Science

GSE Assessment Limits/Standards: (Thursday/Friday
S6E5. Students will investigate the scientific view of how the earth's surface is formed. g.Describe how fossils show evidence of the changing surface and climate of the Earth. h.Describe soil as consisting of weathered rocks and decomposed organic	
Lesson Objective/Learning Intention: Students will understand the relative age of fossil based on the law of superposition. Students will make fossils and bury them in layers that represent sedimentary rocks. Students will switch their models with other students to reveal the fossils and make connections to fossils in the past.	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
5 min	Get started/Drill/Do Now: (What meaningful activity will students complete as soon as they enter the classroom?) Brain Break	Note: A variety of formative assessments should be used at key points throughout the lesson.
5 min	Engage/Motivation: (How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?) Earth Layers song: http://www.teachertube.com/video/layers-of-the-earth-225005	

10 min	Whole Group Instruction: Brain pop: Earths layers. https://www.brainpop.com/science/earthsystem/earthsstructure/	
25 min	Group Practice/Small Group Instruction: <ul style="list-style-type: none"> Students will view a power point about the layers of the Earth and write Cornell Notes Students will watch United streaming: - https://www.brainpop.com/science/earthsystem/earthsstructure/ 	How does magma form? How does magma affect the layers of the Earth? explain your answer.
25 min	Independent Practice: <i>(individual practice, discussion, writing process.)</i> <ul style="list-style-type: none"> Students will create foldable describing the layers of the Earth 	
15 min	Evaluate Understanding/Assessment: <i>(How will I know if students have achieved today's objective?)</i> Closing quiz	Questions on the layers of the Earth.
10 min	Closing Activities/Summary/DLIQ: <i>(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)</i> Complete DLIQ	
	Enrichment/Extension/Re-teaching/Accommodations: <i>(How will my lesson satisfy the needs of all learners?)</i>	
Resources/Instructional Materials Needed: <i>(What do I need in order to teach the lesson?)</i> Materials for lab, lab worksheets		
Notes:		

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	-Anticipatory guides/sets -Close Reading -Text annotation	-Book/author talks -Questioning the Author (QtA) -Think aloud	-Cornell Notes -Question-Answer-Relationships (QAR) -Think/Pair/Share
Guided Practice/Small group	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud
Independent Practice	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud