



BETHANY

LUTHERAN COLLEGE

Science Lesson Plan

Name: Abby Wegner Date: 4/26/2016

Time needed: 20 min

Subject: Science Grade: 5th-6th

Topic: Weathering

Approved by Cooperating Teacher _____

Science Standards (MN) that this lesson will address:

A. Objectives / Learner Outcomes (knowledge, attitudes, skills) “At the completion of this lesson, learners will ...” (Remember to use observable /measurable terms + strong verbs.) Label as COGNITIVE, AFFECTIVE or PSYCHO-MOTOR

Cognitive: After the lesson, students will be able to identify the purpose of weathering, erosion, deposition.

Affective: Students will feel more confident in their ability to identify the vocabulary and they will be excited to play the game.

Psychomotor: Students will be building things with legos, taking it apart, and crab walking across the room.

B. Assessment Plan: *(How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)*

The assessment will be done through their knowledge of the game.

C. Multiple Intelligences: Select one primary(p), one secondary(s), and (x) for others

verbal linguistic musical/rhythmic visual/spatial
 logical/mathematical interpersonal intrapersonal
 bodily/kinesthetic naturalistic

D. Materials/Equipment needed:

Legos

E. Essential Vocabulary

Weathering, erosion, and deposition

F. Accommodations for Exceptional Learners (those who have difficulty, ELL/ESL/LEP, LD, gifted, etc.)	

G. Lesson Planning of Teaching/Learning Activities:

1. Anticipatory Set/Focusing Event/Introduction (How will you grab and focus students' attention in order to introduce the lesson?)

Today we are going to play a game! So we need to move all the desks to the sides.

Transition: Today we are going to play a game that will show us how weathering, erosion, and deposition work together.

2. Input: Outline of instruction steps/strategies/modeling (written like a recipe)

- First call on students to tell you the definition of chemical and mechanical weathering, erosion, and deposition. Give examples of each as well.
- Explain the rules of the game
 - their will be two teams
 - Each team will create an object using ten legos
 - then one member of the team will break off ONE piece (weathering), crab walk to the other side of the room (erosion) and then add it to another creation on the other side of the room (deposition). They will then crab walk back to their team and tag the next person, who will deliver the next piece
- Move the desks out of the way
 - as the students are moving around have them look at the posters to review the examples

Transition: Let's begin playing

3. Guided Practice Activity (How will the children practice as a class or small group under your watchful eye?)

- Divide class into two teams
- Have someone demonstrate a crab walk
- Give teams 30 sec to build their lego creation
- Have the teams stand in the order their going to go in and begin
- Play two to three times

- If time permits
 - Have students write a poem about weathering
 - They must use the terms (weathering, deposition, and erosion)
 - Students can write their poem how ever they want
 - They are not being graded on their ability to write the poem, but rather how they use the terms
 - Give students 5-10 minutes to write
 - When finished, have students volunteer to stand in the middle of the open space and dramatically read their poem
 - They can also ask the teacher or a peer to read it
 - After each student reads, have the class snap or clap (mimiking a poetry slam)
- 4. Evidence of Learning: *How will you know when the learners have reached the objectives? What will a successful outcome look like? (Refer to your assessment plan)*
The students will be evaluated in their ability to identify each step of the weathering process

Transition: *Now let's put the desks back*

- 5. Closure and Independent Practice for transfer/extension of learning (What will students do now that the lesson has been taught?)
Students should be reviewing the topics for their assessment.

H. Evaluation/Reflection of Teaching/Learning: (By the student teacher —How did I teach? What did I learn about my teaching/students? What specifically do I need to work on for improvement? Etc.)

The game went very well and I think the movement of the game allowed students to create a new applicatoin to the vocabulary words. Again, I should have slowed down when I was saying the instructions and had better attention getters in between transistions since they were so drastic (moving desks). The games got done a lot faster than I expected so I had the students do a literacy activity. I told them since now they know the basic movements of the processes of a rock, they should now write a scenario about it. They were able to do this in any way they wanted. Some students wrote it very straight forward and just identified the terms. Other students wrote a story or a poem. Because the center of the room was cleared, students that wanted to could get up and do a dramatic reading of their piece. This turned into a kind of poetry slam. When people were done reading we would snap or clap for them. I really liked this and was happy I thought of it. The students had a lot of fun with it.