



# Science Lesson Plan

Name: Abby Wegner Date: 4/25/2016

Time needed: 20

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 list specific examples of chemical and mechanical weathering, erosion, and deposition

Affective: After the lesson, students will feel more confident in their ability to recognize specific examples. Students will also be collaborating with their peers.

Psychomotor: During the lesson, students will be collaborating with their peers to create a visually appealing poster about weathering.

**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.)*

Students will be creating a poster with a group to present to their peers.

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

<u>P</u> verbal linguistic	___ musical/rhythmic	___ visual/spatial
___ logical/mathematical	<u>S</u> interpersonal	___ intrapersonal
<u>X</u> bodily/kinesthetic	___ naturalistic	

**D. Materials/Equipment needed:**

Paper, markers, crayons, colored pencils, science

**E. Essential Vocabulary**

Mechanical and chemical weathering, erosion,

notebooks, access to a computer for the ability to print and research. Students can also use their personal devices.

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?)

Who can tell me what the two types of weathering are? (mechanical and chemical weathering). What is the process of sediment moving from one place to another? (erosion). What is the process then of the sediment being laid down? (deposition).

*Transition: Today we are going to be creating posters about mechanical and chemical weathering, erosion, and deposition.*

2. Input: Outline of instruction steps/strategies/modeling (written like a recipe)
  - Hold sample poster up
    - This will be a simple piece of paper that shows students where the title, definition, and examples should go.
    - Explain to students that they should also put pictures on it.
  - Tell the class that they will be split into groups of four and then assigned one of the vocabulary terms
  - Explain that (if time permits) students will be presenting their posters to the class.
  - Assign students to their groups and give them their vocabulary word.

*Transition: Once you are in your group, you may begin working on your poster.*

3. Guided Practice Activity (How will the children practice as a class or small group under your watchful eye?)
  - Help students organize themselves by helping them assign people jobs.
    - For example: if you have a device maybe start researching or if you have good handwriting, write on the poster.
  - Students will then present their posters
    - While students are presenting, peers will write down at least one example for each vocabulary word

- They will also show respect to their peers who are presenting by sitting quietly.

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)*

I will hear the students give their oral presentations and see their posters to evaluate their learning. I will hear and see correct definitions and examples of vocabulary words group.

**Transition:** *Let's hang your posters up now so that we can remind ourselves throughout the week of examples of our vocabulary words.*

5. Closure and Independent Practice for transfer/extension of learning (What will students do now that the lesson has been taught?)

Students will be able to look at the posters to review themselves for the test that will be coming on Tuesday.

**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.)

I liked throughout the lesson that the students were able to use technology to find out new information. This made the lesson more of a self discovery lesson. I also liked that the students were able to present their findings. I should have gone over some expectations that I had for the poster as they were presenting it. Some of the students were talking too quietly during their presentation. To keep other students engaged I should have had them write down one example from each group. Having all the students do one unison clap after a group finished seemed to help move the groups along and then acknowledged the work of the presenting group.