

Lesson Plan

Learning Segment Focus: Rocks

Lesson: 3 of 15

Course & topic addressed: Earth Materials and systems

Date: 1/ 25/2020

Grade: 5

Student Outcomes

Specific learning objectives for this lesson.	By the end of this lesson students should be able to write the three different types of rocks given how the rock was formed with 100 percent accuracy.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will use their prior knowledge of the Earth's system (geosphere, hydrosphere, atmosphere, biosphere) to understand how rocks are formed.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	In my class there are two students who are English learner, three students who are IEP/504. With the diversity of students in mind, I will allow for accommodations, modifications, and differential instructions. I will use a graphic organizer to facilitate learning.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>Ess2.A How the Earth's systems interact to affect the Earth's surface.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1, 5-ESS2-2)</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Geosphere Hydrosphere Atmosphere	Biosphere Sedimentary rock Metamorphic rock	Igneous rock Magma
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Students will learn how to identify the three different types of rocks. I will use a graphic organizer (Inspiration) to help students learn how rocks are related to the Earth's systems. I will do scaffolding by reading the text to students and focus on the difference between each rock type. Students will need to be familiar with the terms sedimentary, metamorphic, and igneous. The students can use the graphic organizer with pictures to guide them along with</p>
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	a poster on the wall explaining these terms. I will ask each students to discuss with the student sitting next to them what they have learned today and write it down in their journals. At the end of the class, some students will share what they have learned today with me and the whole class.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Text book, computer, graphic organizer (Inspiration), projector, poster.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Text book, computers, Graphic organizer (inspiration), access to internet, journals, pencil, eraser, highlighter

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<u>Introduction:</u>	<p>Good morning class, In the past couple of lessons we have learned about how Earth has different systems.</p> <p>Today we are going to learn more about the geosphere and specifically about rocks.</p> <p>This will help us understand more about all of the Earth’s systems in future lessons.</p>
30 minutes	<u>Instruction:</u>	<p>Please look on the projector. This is a graphic organizer that we have saw in previous lessons. You could find this in your goggle classroom to help you practice at home. Today we will focus more on the rock section.</p> <p>Note here, as previously said, the Earth has three systems. Rocks are found in the geosphere along with soil and sediments. As you could see rocks can be divided into igneous rock, sedimentary rock, and metamorphic rock. If we click on the rocks, we will be able to go to a link that explains more about each of the three rocks. Igneous rocks are rocks that have formed from magma. Remember what magma is? It is molten material</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		<p>originating from beneath the Earth's surface. The Earth's crust is formed mainly of this rock. Depending upon where magma cools, igneous rocks can be divided into intrusive, plutonic, hypabyssal, extrusive, or volcanic. Examples of igneous rocks are: pumice, granite, obsidian.</p> <p>Any questions so far? Show me thumbs up if everything makes since.</p> <p>The second type of rocks is sedimentary rock. Sedimentary rocks are formed by expulsion of liquids from pores of the rock. This rock covers the majority of earth's surface. Examples of these rocks are sandstone, shale, and gypsum. This type can be divided into three groups: detrital, biogenic, and chemical. Our third type today is metamorphic rocks. These rocks have been formed due to great changes in heat and pressure. They are the hardest types of rocks. They can be divided into foliated and un-foliated. Examples of metamorphic rocks are marble, gneiss, and slate.</p> <p>Any questions? Show me thumbs up if you understood everything that was said so far.</p> <p>Now, open your text books to page 56 and have your highlighter ready. (I will read the lesson and ask students to highlight some important parts). I want you all to login to google classroom and solve the quiz.</p>
10 minutes	<u>Closure:</u>	<p>We have learned about rocks, this will help us understand more about Earth and its systems. Next time we will learn about a new system called the hydrosphere.</p> <p>Now please put your books and everything away, get your lunchboxes, and line up to go to lunch.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Allow the ESL students to use a dictionary while doing any assignment. Send home a study guide, and allow extended time for the IEP/504 students. Give one student preferential seating to allow him to focus more on his work. Give students a graphic organizer to facilitate learning.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will read the text out loud in order to help struggling readers. I will use color coding when needed. I will use smaller groups for differentiated instructions for those that need more help. I will use a graphic organizer to facilitate learning.</p>
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Assessments: Formative and/or Summative

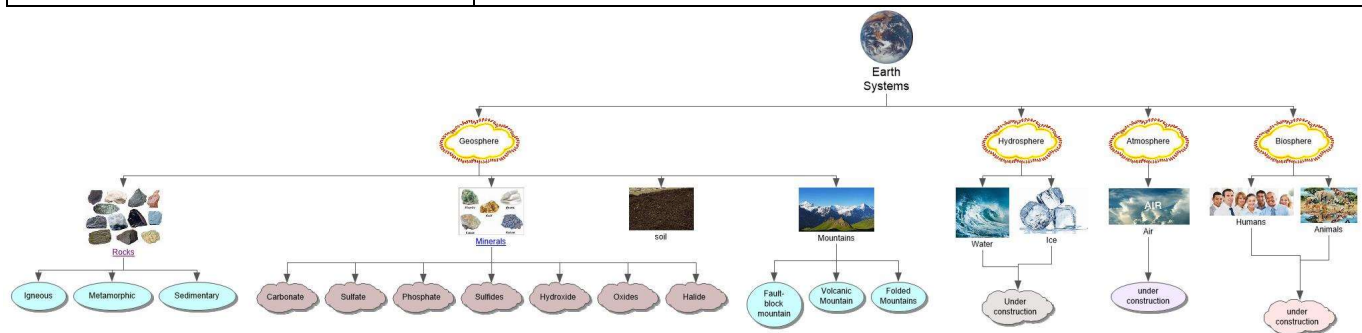
<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Show thumbs up</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Raise hands if there are any questions</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>Checking the quiz they did.</p>

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>This lesson uses logic and cognitive operation which aligns with the concrete stage of Piaget developmental theory. Using the summarize and note taking in Marzano's strategies by using the graphic organizer to summarize the whole lesson and highlighting the important parts of it.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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