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## Lesson Plan Template

Lesson Segment Focus How Rocks are Formed

Lesson 1 of 1

Course & topic addressed Science the Rock Cycle

Date 1/4/19 Grade 7<sup>th</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify the three different types of rocks and how they are formed through the flow of Earth's materials.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will build upon their knowledge of Earth's energy and the layers of the Earth.
Knowledge of students background (personal, cultural, or community assets)	

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	7-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	We will discuss the academic language as a class. As I teach the vocabulary and phases of the Rock Cycle the students will fill in their rock cycle diagram. I will also write the vocabulary on the board so the students will be able to visually see how the word is spelled and pronounced.
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### Key Vocabulary

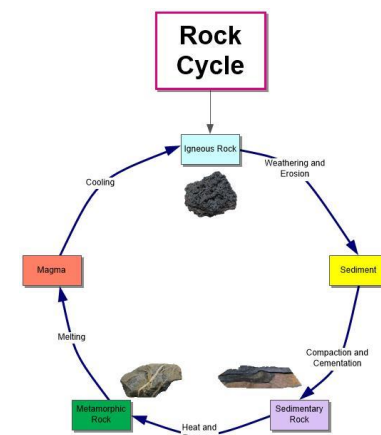
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Igneous rock, sedimentary rock, metamorphic rock, melting, crystallization, magma, and weathering
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## Materials

Materials needed by teacher for <b>this lesson.</b>	A rock cycle diagram print out for each student, a whiteboard, and smartboard
Materials needed by students for <b>this lesson.</b>	Pencil and paper

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 Minutes	<b>Introduction:</b> Create an environment for previous knowledge of the rock cycle to come to the surface.	The teacher will introduce the lesson by asking students questions about the rock cycle and writing their responses on the board. This should create an open discussion environment for students to build on one another's knowledge. The teacher should ask questions such as: What is the rock cycle? How is an igneous rock formed? How is a sedimentary rock formed? How is a metamorphic rock formed? This will also give the teacher a good idea of where the students are at in their knowledge of the topic.
30 Minutes	<b>Instruction:</b> The students will watch a video over the rock cycle. The teacher will then have a short slide show over the vocabulary of the lesson. The students will fill in their rock cycle diagrams as a class.	The teacher will show the video from <a href="https://www.khanacademy.org/partner-content/mit-k12/mit-k12-&lt;br/&gt;ea/v/rock-cycle">https://www.khanacademy.org/partner-content/mit-k12/mit-k12- ea/v/rock-cycle</a> describing the three types of rocks and how they are formed. The video also uses an example of jelly beans as a demonstration for the different kinds of rocks. After the video is over, the teacher should revisit the questions that she asked previously to make sure that what they wrote on the board was correct. She could ask the same questions and the students should respond with the correct answers if they didn't previously. The teacher will then go over a short slide show explaining the vocabulary of the lesson and encouraging the students to take notes. After the slide show, the teacher will pass out the blank rock cycle diagram. They will fill it out as a class with the teacher asking the students what goes in each box in the cycle. The teacher should also encourage students to write their own notes on the diagram page and what phase change the rock must go through to change to a different kind.



Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Minutes	<b>Closure:</b> Students will keep their diagrams for further use.	The teacher will ask the students to keep their notes and diagram of the rock cycle from the class period. The teacher should inform the students that there will be a very similar diagram on the upcoming test, so they should become familiar with it.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	The teacher could have a finished example already printed out for the student, so they could see what the end product should look like.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	There are visual and auditory learning strategies happening during this lesson. This lesson allows students to be actively engaged.
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**Assessments: Formative and/or Summative**

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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Formative assessment will be used because the students will be having a open discussion about the rock cycle while the teacher writes the answers. When the students are discussing their rock cycle diagrams, the teacher can informally assess their learning for the class.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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### Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
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<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
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