

# **Science Lesson Plan**

Created by Ryan Sims

**Grade:** 6th

**Age range of students:** 11-12 years old

**Number of male students:** 17

**Number of female students:** 14

**Total number of students:** 31

## **State-adopted academic content standards:**

6 IE 7.h: Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

6 IE 7.a: Develop a hypothesis.

## **Academic Learning Goals/Objective:**

Students will know that certain natural phenomena (such as physical and chemical weathering) change the Earth's landscape over time.

Students will be able to explain how physical and chemical weathering changes the Earth's landscape, and compare physical weathering to chemical weathering.

## **Considerations for students with special needs:**

I will pre-teach some of the concepts and vocabulary presented in the lesson with the English Language Learners in the class. I have also made sure to make the text on my PowerPoint very large so that all students can read it. Important

terms and vocabulary have been highlighted within the presentation in order to emphasize their importance.

**Materials:**

- 1 PowerPoint slide presentation
- 1 Computer
- 1 Digital Projector
- 32 un-cracked glass rocks
- 32 cracked glass rocks
- 1 Digital Document Camera
- 32 Venn diagram worksheets

**Procedure:**

**A. Introduction:**

2:15 – 2:20

I will greet the students and pass out glass rocks that have been cracked (through rapid temperature change). I will ask students to take notes and to explain what they think happened to the rocks.

**B. Sequence of events:**

2:20 – 2:22

I will give a brief overview of the lesson objectives and standards. These standards and objectives will be projected on the board for all students to read and follow along.

2:22 – 2:38

I will give a PowerPoint presentation, defining important terms and providing the class with discussion questions. Before conducting the lesson I will have handed out Venn diagram worksheets for the students to use when comparing and contrasting physical weathering vs. chemical weathering. Students will work in groups to answer questions posed in my PowerPoint.

**C. Closure: (how does the lesson end)**

2:38 – 2:40

I will wrap up the lesson by reviewing the concepts I taught, segueing into the assessment questions.

**Assessment:**

The last slide of my PowerPoint contains a list of assessment questions for the students to respond to in writing. I will collect these responses and check them for understanding. I will re-teach the concepts next Monday if there were any aspects of the lesson that were not understood.