Kelly Bouteiller

Lesson Plan for Wednesday, 5/15/2012

VT GE’s

Enduring Knowledge: The universe, earth and all earth systems have undergone change in the past, continue to change in the present and are predicted to continue changing in the future.

S3-4:46 Students demonstrate their understanding of Processes and Change over Time within Earth Systems by…

∙ Observing and comparing the properties of rocks.

d. Rocks have properties of color, texture and hardness. Rocks can be classified by their physical properties.

Objectives:

* Students will know that rocks have different properties, used to identify and classify rocks.
* Students will understand that the Earth has changed over time, and that rocks are one of the clues scientists use to explain geologic change.
* Students will be able to observe and describe the color and texture of rock samples.

Rationale: Students are beginning an earth science unit. This lesson will introduce the idea of change over time and the methods that scientists use to interpret these changes. Students will have the opportunity to make observations and ask questions that can be revisited throughout the unit.

Materials:

* Ojihozo Creation Myth (*This Lake Alive,* Demarest, 1999)
* Preassessment/Exit Ticket
* Rock samples
* Hand lenses
* Graphic Organizer
* Chart Paper/Markers

Lesson Activities:

* Have students complete preassessment
* Read Ojihozo myth. Students turn and talk about their thoughts about how Lake Champlain was formed. Share out ideas.
* Share some rocks from my personal collection and explain that every rock contains clues we can use to explain events that have happened over millions of years.
* Review how to make observations like a scientist (paying attention to details, using all of our senses.)
* Explain that one of the properties of rocks scientists pay attention to is the color. Share three “grey” rocks. Point out that while all are grey, the colors are very different. Ask students to share other ways to describe the color of the rocks.
* Texture is another property scientists use to “read” rocks. Ask students to handle rocks and share some words that could be used to describe how the rocks feel.
* Explain that students will now have an opportunity to make observations about some rocks. Share graphic organizer with space to record observations about color and texture, as well as a place to record other observations and wonderings.
* Students return to tables to observe rock samples and record observations.
* Invite students back to the meeting space with their graphic organizers. If time permits, share norms for scientists’ meeting. Give time for students to discuss what they noticed and what they are wondering. Record observations and wonderings to be revisited as the unit progresses.
* Have students return to tables to complete exit ticket.