**Lesson Plan Template**

**Name: \_209\_\_\_\_\_ Course: \_**Earth Science**\_ Grade: \_**7th & 8th

**Unit: \_**Earth’s Interior**\_\_\_\_**

**Big Idea: \_** The Earth’s interior is made of different layers that have unique properties.

**Subconcept: \_** There are 3 main layers, each with their own characteristics.**\_\_\_\_**

**Literacy Strategy(s):** Anticipatory Guide, Word Wall**\_**& Notetaking**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson: \_**Layers of Earth**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Taught: \_**12/03/08**\_\_\_\_\_\_\_\_**

**Learning Objective(s):**

* **Students will be able to** recall the 3 layers of the Earth**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Students will be able to** describe properties of each of the layers**\_\_\_\_\_\_\_\_\_**

**Idaho Standards (or National Standards if no Idaho Standards exist):** 658.02a and 648.01a**\_**

**Detailed Description of Lesson:**

* Handout Anticipatory Guide “Layers of Earth.”
* Read over the directions to make sure students know what to do 1st.
* Have students go through and answer the questions before reading.
* Have students read either individually or as partners pages 20-23 in their text book.
* After or during the reading, have students find evidence for their “correct answers” and evidence to disprove their “wrong answers.” They need to record the page number, paragraph number, and provide the statement that gives the evidence.
* Once students are done with corrections have them get in groups of 3 to discuss answers and change if needed.
* As a class go over the answers and see what type of evidence the students used to back up their answers.
* If time remains, the students need to take notes on the sections they read—paying attention to the vocabulary words. Also some students will be assigned word wall cards to fill out. (We didn’t get a chance to get to this item—we did notes the following day)

**Handouts:**

Anticipatory Guide

**Student Work:**

I will fax student work.

Layers of the Earth Anticipatory Guide

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Please read each statement and decide if it is true or false. If you think it is true write a T. If you think it is false, write an F. Please read through pages 20-23. After reading, find evidence to disprove or prove your thoughts (please indicate the page, paragraph and statement that provided evidence for your answer). Please change your answer if desired to reflect the change in your opinion. Please use two different colors—1 for before you read and one for after.

1. \_\_\_\_\_\_\_\_\_ The crust includes water as well as soil.
2. \_\_\_\_\_\_\_\_\_ The crust is made mostly of granite and limestone.
3. \_\_\_\_\_\_\_\_\_The crust is the thickest layer averaging 100 km thick.
4. \_\_\_\_\_\_\_\_ The mantle is composed of hot rock.
5. \_\_\_\_\_\_\_\_ The lithosphere and asthenosphere are two layers that make up the core.
6. \_\_\_\_\_\_\_ The mantle is composed mainly of silicon, oxygen, iron, and magnesium.
7. \_\_\_\_\_\_\_\_ The inner core is a layer of molten metal inside of the solid outer core.
8. \_\_\_\_\_\_\_\_\_\_ From the top of the crust to the center of the core is approximately 6371 km. **LIMSST Project Literacy Lesson Reflection Form**

**Name: \_209\_\_\_\_\_\_ Date lesson was taught: \_12/03/08\_**

**Lesson Title/Topic Areas:**

Layers of the Earth

**Literacy Strategies Used:**

(Please discuss what literacy strategies you embedded in this lesson. What were your goals in using these strategies?)

I used an Anticipatory Guide and Word Wall strategies to aid in the students understanding of the different properties of the three layers of Earth.

**Student Response to the Lesson:**

(Was the strategy effective? Were students able to read/write as needed in this lesson? What attitudes were displayed? How did specific

students and/or the class do? How did the literacy strategy aid in developing student understanding of the topic? Cite specific evidence from the samples of student work)

I think the strategy was effective for the most part. The students were able to gain understanding of the different layers. The students were able to read/write as needed to make this lesson work. There were some however who refused to write out the evidence or the spot they found the evidence. The 7th graders were more cooperative in searching for evidence than the 8th graders were. The 7th graders also liked being able to come together as groups to review the answers; this gave them a chance to really have to prove why they were correct. I think by having to defend their answers not only on the paper, but also in the group promoted understanding since they had to explain it. In the 8th grade, I had a lot of grumbles about their groups and a lot of people refusing to work together so we really didn’t utilize this option. The students will be taking a quiz on December 11 which hopefully will show that the literacy strategies worked.

**Lesson Reflection:**

(What worked well with this lesson? What challenges did you encounter in this lesson? Would you change certain aspects of the lesson or the questions that you asked? How does this influence future lesson planning?)

Overall, the independent completion of the anticipatory guide seemed to be the best portion of the activity. Like I stated above the 7th graders had better success when they got to talk about their answers and change if other evidence was presented that swayed their opinion. A challenge I had was just getting some of the groups to work together in the 8th grade. I think I should have put more application/synthesis questions in the guide instead of mostly just knowledge level questions. I think I will try to use this more in my future units. I think with more practice this will go even better and the students might be more cooperative.

**Relationship to Previous Instruction:**

(Have you taught this lesson/topic prior to the LIMSST project? If so, how did your teaching of this lesson differ from what you taught before? How did students’ reactions to this lesson differ?)

I have not taught this lesson/topic or even class prior to the LIMSST project so I can’t really answer these questions.