

CALIFORNIA HOUSSE – PART 2

CLASSROOM LESSON PLAN and OBSERVATION FORM

STANDARD 3 – Understanding and Organizing Subject Matter for Student Learning

<i>Teacher: Lesson Plan</i>	<i>Site Administrator: Observation</i>
3.1 Demonstrating knowledge of subject matter content and student development	
<p><i>How will I demonstrate my knowledge of the subject matter content and student development?</i></p> <ul style="list-style-type: none"> • Use a variety of questioning strategies to access students’ prior knowledge about yesterday’s lesson on rocks and minerals • Introduce today’s lesson on minerals and their properties • Throughout the lesson, use correct geological terminology when referring to minerals and their properties • Use an assortment of rocks and minerals to demonstrate properties of minerals • Students perform investigations and develop their own questions about minerals and their properties <p><i>My lesson will address the following content standard(s):</i> Grade 4 – Earth Science 4.b Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica and hornblends) and ore minerals by using a table of diagnostic properties</p>	<p><i>Evidence</i></p>
3.2 Organizing curriculum to support student understanding of subject matter	
<p><i>How will I organize the curriculum to support student understanding of the subject matter?</i></p> <ul style="list-style-type: none"> • Review yesterday’s lesson on earth composition referring to the peach as earth analogy – (Pit =core, fleshy part= mantle and outside=crust) • Tap into prior knowledge by using resources familiar to students (salt, sugar and peach) • Scaffold activities through demonstration, modeling and student independent practice • Use a range of both teacher generated questions as well as student generated questions • Use realia to demonstrate minerals and their properties and tools that geologists use in the field 	<p><i>Evidence</i></p>

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3.3 Interrelating ideas and information within and across subject matter areas	
<p><i>How will I interrelate ideas and information within and across subject matter?</i></p> <ul style="list-style-type: none"> • Use a vocabulary chart for key geological terms and their definitions • Students generate written lists of properties of the minerals they investigate • Students read directions on their investigation packets • Students sketch diagrams of the minerals and their properties • Use an assortment of non-fiction text for students to further their investigations of minerals and their properties • Students compare and contrast properties of their minerals to a <i>Properties of Minerals</i> chart 	<p><i>Evidence</i></p>
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	
<p><i>How will I use instructional strategies that are appropriate to the subject matter to develop student understanding?</i></p> <ul style="list-style-type: none"> • Use the example of a peach for earth composition • Cooperative groups (recorder, materials manager, illustrator...) • Use students to answer other students' questions • Students investigate minerals using hand-lens and other tools • Students compare and contrast their mineral's properties with those on the <i>Properties of Minerals</i> chart • Whole group instruction, and discussion, as well as table and partner talk • Students act as geologists and examine minerals in their bags • Students record what they learned through their investigation in the lab packet • Teacher questioning strategies 	<p><i>Evidence</i></p>

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<i>Teacher: Lesson Plan</i>	<i>Site Administrator: Observation</i>
3.5 Using materials, resources, and technologies to make subject matter accessible to students	
<p><i>How will I use materials, resources and technology to make subject matter accessible to all students?</i></p> <ul style="list-style-type: none"> • Review peach as earth analogy • Use resources familiar to students (sugar and salt) to explain, compare and contrast (similar and different) • Provide each cooperative group with hand lens, minerals, lab packets and necessary tools • Explain the role of a geologist and show tools to students • Use chart with geological terms for student reference • Provide students <i>Properties of Minerals</i> chart for compare and contrast reference 	<p><i>Evidence</i></p>

STANDARD 5 – ASSESSING STUDENT LEARNING

<i>Teacher: Lesson Plan</i>	<i>Site Administrator: Observation</i>
5.1 Establishing and communicating learning goals for all students	
<p><i>How will I establish and communicate learning goals for all students?</i></p> <ul style="list-style-type: none"> • Review yesterday’s lesson to provide a foundation for today’s lesson • Share with students that today, “We are going to learn about something specific on the earth’s crust – rocks (minerals) and their properties” • Review cooperative group roles and learning outcome for each group • Ask questions to clarify learning outcome for each activity • Close lesson by asking students what they learned about the properties of minerals 	<p><i>Evidence</i></p>

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