**Kiser Middle School**

**Lesson Plan Template**

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| --- | --- | --- | --- |
| **SUBJECT** | **Science** | **GRADE** | **8** |
| **DATE** | **9/10** | **PERIOD** | **All** |
| **Common Core Standards** | **8.E.2.1** | | |
| **Essential Question** | **How do scientists know that the life forms on Earth have changed over time?** | | |
| **I Can Statements** | **….explain what a fossil is and the different ways that they can form.**  **….use fossils to predict what the Earth was like in the past.** | | |
| **Vocabulary** | **Fossil, fossil record, mold, cast, petrified, preserved, carbon film, trace, sedimentary rock, sediment,** | | |
| **H.O.T. Question(s) Higher Order Thinking Questions** | **Why will the fossil record never be complete?**  **How can fossils help scientists predict the past environment of places on Earth?**  **How would it be possible to use fossils to predict information like; speed of a species, social interactions, diet, etc?** | | |
| **Material/**  **Manipulatives** | **Boxes with fossils or non-fossils.** | | |
| **Technology Integration** |  | | |
| **Warm Up** | **For the next five days, students will be involved in an observation, predicting and writing activity. For each of the first four days they will look at an object that was used in the kitchen between 1880 and 1930. They will write a description, then predict what they think the purpose of the item was based on its appearance. On the fifth day, they will respond to this writing prompt; “Explain some of the challenges that a person would have faced working in a kitchen in the United States between 1880 and 1930.”** | | |
| **Hook/**  **Cultural Connection** |  | | |
| **Me: Modeled** | **Students will read section of text that explains what fossils are and how they are formed. Students will gather information about the different types of fossils. I will then show them a fossil and explain how I have determined its type and the environment it might have live in.** | | |
| **We: Shared** |  | | |
| **Minute By Minute Assessment** | **Observation and questioning of group work** | | |
| **Few: Guided Practice** | **Students will work with a group to describe and type eight fossils.** | | |
| **You: Independent Practice** | **Students will use notes to complete Fossil Review Worksheet.** | | |
| **Summary** |  | | |
| **Corrective Instruction** | **Molds and casts are difficult to tell apart. Have them think about these. Also, remind students that fossils are some evidence of life. They also must have some age to them. A common age is 10,000 years or older. If there is no evidence of life or it is too young, it is not a fossil.** | | |
| **What is Going On?** | **All Three days, students begin with writing prompt. I take these up each day.**  **Day 1-Reading groups to gather information on types of fossils. Then groups will look at fossils and try to determine type and environment.**  **Day 2-Students working to determine which pictures are fossils.**  **Day 3- Students will work as a group to create impression in clay that other groups will try to figure out.** | | |

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| **SUBJECT** | **Science** | **GRADE** | **8** |
| **DATE** | **9/11** | **PERIOD** | **All** |
| **Common Core Standards** | **8.E.2.1** | | |
| **Essential Question** | **How do scientists know that the life forms on Earth have changed over time?** | | |
| **I Can Statements** | **….explain what a fossil is and the different ways that they can form.**  **….use fossils to predict what the Earth was like in the past.** | | |
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| **H.O.T. Question(s) Higher Order Thinking Questions** | **Why will the fossil record never be complete?**  **How can fossils help scientists predict the past environment of places on Earth?**  **How would it be possible to use fossils to predict information like; speed of a species, social interactions, diet, etc?** | | |
| **Material/**  **Manipulatives** |  | | |
| **Technology Integration** |  | | |
| **Warm Up** | **For the next five days, students will be involved in an observation, predicting and writing activity. For each of the first four days they will look at an object that was used in the kitchen between 1880 and 1930. They will write a description, then predict what they think the purpose of the item was based on its appearance. On the fifth day, they will respond to this writing prompt; “Explain some of the challenges that a person would have faced working in a kitchen in the United States between 1880 and 1930.”** | | |
| **Hook/**  **Cultural Connection** |  | | |
| **Me: Modeled** | **Show short video clips. Ask students to write down what information can be found by looking at fossils.**  **What Can You Tell From Teeth** <https://www.youtube.com/watch?v=h34Y42A6N3Q>  **Pollen & Climate Change** <https://www.youtube.com/watch?v=uLwkgyJG33k> | | |
| **We: Shared** | **Day 2 & 3, show class pictures of fossils. Ask for comments relating to purpose, environment, diet, etc** | | |
| **Minute By Minute Assessment** | **Observation and questioning of group work** | | |
| **Few: Guided Practice** | **Day 2-Students will work in groups to identify which pictures are fossil and which are not.** | | |
| **You: Independent Practice** | **As homework, student will complete the Fossil Practice** | | |
| **Summary** |  | | |
| **Corrective Instruction** |  | | |
| **What is Going On?** | **All Three days, students begin with writing prompt. I take these up each day.**  **Day 1-Reading groups to gather information on types of fossils. Then groups will look at fossils and try to determine type and environment.**  **Day 2-Students working to determine which pictures are fossils.**  **Day 3- Students will work as a group to create impression in clay that other groups will try to figure out.** | | |

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| **DATE** | **9/12** | **PERIOD** | **All** |
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| **Essential Question** | **How do scientists know that the life forms on Earth have changed over time?** | | |
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| **Vocabulary** | **Fossil, fossil record, mold, cast, petrified, preserved, carbon film, trace, sedimentary rock, sediment,** | | |
| **H.O.T. Question(s) Higher Order Thinking Questions** | **Why will the fossil record never be complete?**  **How can fossils help scientists predict the past environment of places on Earth?**  **How would it be possible to use fossils to predict information like; speed of a species, social interactions, diet, etc?** | | |
| **Material/**  **Manipulatives** | **Clay, dinosaurs, rolling pins, wax paper, fossils,** | | |
| **Technology Integration** |  | | |
| **Warm Up** | **For the next five days, students will be involved in an observation, predicting and writing activity. For each of the first four days they will look at an object that was used in the kitchen between 1880 and 1930. They will write a description, then predict what they think the purpose of the item was based on its appearance. On the fifth day, they will respond to this writing prompt; “Explain some of the challenges that a person would have faced working in a kitchen in the United States between 1880 and 1930.”** | | |
| **Hook/**  **Cultural Connection** |  | | |
| **Me: Modeled** |  | | |
| **We: Shared** | **Day 2 & 3, show class pictures of fossils. Ask for comments relating to purpose, environment, diet, etc** | | |
| **Minute By Minute Assessment** | **Observation and questioning of group work** | | |
| **Few: Guided Practice** | **Day 3-Students will work to complete set of food prints to represent an assigned scenario. Other groups will move through the room to try to determine what has happened.** | | |
| **You: Independent Practice** | **Students will complete Traces and Tracks as homework.** | | |
| **Summary** |  | | |
| **Corrective Instruction** |  | | |
| **What is Going On?** | **All Three days, students begin with writing prompt. I take these up each day.**  **Day 1-Reading groups to gather information on types of fossils. Then groups will look at fossils and try to determine type and environment.**  **Day 2-Students working to determine which pictures are fossils.**  **Day 3- Students will work as a group to create impression in clay that other groups will try to figure out.** | | |