|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M. Angileri ♣  3-5-18 | **6th grade science** | | **Lesson Plans: Rocks Camp Week** | | | | | | | | |
| NGSS Standard | **MS-ESS2-2**  **DCI**  S & E practices  CCC | | The student is expected to construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.  The planet’s systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth’s history and will determine its future. Water’s movements—both on the land and underground—cause weathering and erosion, which change the land’s surface features and create underground formations.  Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (MS-ESS2-2)  **Scale Proportion and Quantity** ♣ Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS2- 2) | | | | | | | | |
| Vocabulary: | | **Rock Forming Mineral**  **Granite**  **Basalt**  **Grains**  **Texture** | | | **Igneous Rock**  **Extrusive**  **Intrusive**  **Sedimentary Rock**  **Sediment** | | **Erosion**  **Deposition**  **Compaction**  **Cementation**  **Clastic Rock** | | **Organic Rock**  **Chemical Rock**  **Metamorphic Rock**  **Foliated** | | |
| Camp Week | | **MONDAY** | | **TUESDAY** | | **WEDNESDAY** | | **THURSDAY** | | **FRIDAY** |
| Content Objective: | | SW demonstrate comprehension of how scientist classify rocks by summarizing information using Guided Reading skills. | | SW demonstrate comprehension of Igneous Rock Formation by explaining details in the Guided Practice assignment | | SW demonstrate comprehension of Sedimentary Rock Formation by clarifying details in the Review and Reinforce Worksheet. | | SW demonstrate comprehension of the Formation of Metamorphic Rock by summarizing information using the Guided Reading and Enrichment worksheet. | | SW demonstrate application of how geoscience processes have changed Earth’s surface by answering guided questions that follow the video content. |
| Language objective | | SW write to summarize how geoscience processes have formed rocks using sentence frames. | | SW write to answer questions about how geoscience processes create igneous rocks using sentence starters. | | SW write to describe the geoscience processes that create Sedimentary Rocks using sentence frames. | | SW write to explain the geoscience processes that create Metamorphic Rocks using sentence starters, | | SW write to make connections among rock formation, weathering and erosion as they relate to the Yosemite Valley using complete sentences. |
| **Essential Question:** | | **How would you describe the differences between various rock types?** | | **How would you describe the differences between various rock types?** | | **How would you describe the differences between various rock types?** | | **How would you describe the differences between various rock types?** | | **How would you describe the differences between various rock types?** |
|  | | Read and discuss Classifying Rocks p. 144-147.  Answer Reviewing Key Concepts Questions p. 147.  Guided Reading Worksheet | | Read and Discuss Igneous Rocks p. 148-152.  Answer reviewing Key Concepts Questions p. 151.  Guided Reading Worksheet. | | Read and Discuss Sedimentary Rocks p. 152-156.  Answer reviewing Key Concepts Questions p. 156.  Review and Reinforce and The Formation of Coal. | | Read and Discuss Metamorphic Rocks p. 160-162.  Answer reviewing Key Concepts Questions p. 162 (if time)  Guided Reading and Enrichment worksheet. | | Watch Video: How the Earth was Made: Yosemite Valley  Worksheet Guided Question |
| Learning Target | |  | |  | |  | |  | |  |