

## Lesson Planning Form

Date: 1/12 Class Period: 3rd Title: Weathering and erosion  
 Lesson Objectives: The students will describe components of the Earth

Materials	Evaluation
Colored transparencies Rock samples	Learning logs Oral summaries

In-class Assignments	Homework Assignments
Write in learning log	Draw diagram of Earth's layer Make vocabulary flash cards

Pyramid	Agenda
<p>What <b>some</b> students will learn.</p> <ul style="list-style-type: none"> <li>Examples of 3 types of rocks</li> </ul>	<p><b>Review/introduction (5min.) G or S</b>                      Introduce key vocabulary, using transparencies</p>
<p>What <b>most</b> students will learn.</p> <ul style="list-style-type: none"> <li>Crust made of 3 types of rock</li> <li>How rocks are formed</li> </ul>	<p><b>New content (15min.) G or S</b>                      Work in cooperating groups, groups read chapter, show rock examples</p>
<p>What <b>all</b> students should learn.</p> <ul style="list-style-type: none"> <li>Earth has 3 layers</li> <li>Outer layer is where we live</li> <li>Crust is constantly changing</li> </ul>	<p><b>Guided practice (10min.) G or S</b>                      Pass around rock examples, fill out worksheet on key terms</p>
	<p><b>Independent practice (20 min.) G or S</b>                      Have students write in learning log</p>
	<p><b>Closure/feedback (5 min.) G or S</b>                      Review vocabulary, use transparencies, assign homework</p>

# Lesson Planning Form

Date: \_\_\_\_\_

Class Period: \_\_\_\_\_

Title: \_\_\_\_\_

Lesson Objectives:

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Materials	Evaluation
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In-class Assignments	Homework Assignments
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Pyramid	Agenda
What <b>some</b> students will learn.	<b>Review/introduction (5 min.) G or S</b> <hr/> <hr/> <hr/> <hr/> <hr/>
What <b>most</b> students will learn.	<b>New content (15 min.) G or S</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What <b>all</b> students will learn	<b>Guided practice (10 min.) G or S</b> <hr/> <hr/> <hr/> <hr/> <b>Independent practice (20 min.) G or S</b> <hr/> <hr/> <hr/> <hr/> <b>Closure/ feedback (5 min) G or S</b> <hr/> <hr/> <hr/> <hr/>

Week of \_\_\_\_\_

Subject \_\_\_\_\_

Class Hour \_\_\_\_\_

*Strategy Suggestion...*

Author's chair: Allow a student to be the author and answer questions from the students who are reading the book.

Target Students

Day/Date	Big Idea/Goals	Lesson Activities	Assessment	
			Standard	Modified
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

## Co-Teaching Structures:

- (O) one lead, one support
- (S) station teaching
- (P) parallel teaching
- (A) alternative teaching
- (T) team teaching

### Strategy Suggestion...

Coding textbooks – Teach students to highlight main ideas, then provide students with reading difficulties a copy of the highlighted textbook. Or, have students place Post-It Notes on main points so a text is not marked.

### Students with Special Needs

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Co-Teaching Structure	Academic Adaptations (as needed for gifted students and students with disabilities)	Behavioral Adaptations	Materials/ Support Needed	Performance Data and Notes