Single Lesson Plan

Teacher: Marcia Leiba-Fletcher

Content Area Focus: Science

Unit Name: Scientific Inquiry

Unit Goal: Students will learn that Science is based on Inquiry that is backed up by research and experimentation with data that results in the support of a hypothesis or not.

Standard Benchmark: SC.8.N.1.1 and SC.7.L.15.2

Students will understand: Students will be able to identify the theory of evolution and state the evidence that supports this.

Essential Question: How do life forms change over time?

Connecting concepts: This is the beginning of the lesson.

Organizing students for learning: Small groups

Activate Prior knowledge: Compare and contrast pictures that depict a series of animals and their common ancestors that existed millions of years ago. *Think-Pair-Share*

Explicit Instruction: Students will be introduced to the calipers and a demonstration on how to use the calipers will be given. Students will be instructed on how to set up their graphs and given examples on how to read the information that they plot. *Lecture/Demonstration*

Group Processing: Students will conduct measurements on the teeth of various horses which will be used to draw conclusions how their evolutionary tract. *Lab Activity*

Elaborative Question: How does this data support evolution? *Lab Activity*

Demonstrating Understanding: Students will construct picture notes of the teeth. Students will be asked to make inferences based on the age of the tooth and its size and how and why there was a change. *Lab Activity*

Reflection: Journal their understanding for that day’s lesson.

Daily Progress Monitoring: Exit ticket for lesson vocabulary.