

Co-Teaching Lesson Plan

Subject: Science – Grade 1

Topic/Lesson: Mineral Property Identification

Competencies/Objectives

Essential Standard:

-1.E.2 Understand the physical properties of Earth materials that make them useful in different ways.

Clarifying Objectives:

-1.E.2.1 Summarize the physical properties of Earth materials, including rocks, minerals, soils and water that make them useful in different ways.

Materials

Smartboard/Projector

Examples of different rocks found local to the area (students and teacher to bring in)

Index cards or sticky notes

Poster board

Crayons/Pencils/Markers

Student Grouping Plan

Students will be given some instruction in whole group for review and practice individually and in pairs. Students will be divided into three heterogeneous groups to ensure that all students will have availability to the material and will be able to participate in the assignments.

Anticipatory Set/Needed Background Knowledge

Students will need to know some basic information about rocks and minerals. They will need to know what the differences between rocks and minerals, what some properties of minerals are, and what some main uses of rocks and minerals are.

Procedures/Co-Teaching Approaches-Gp.A

- A quick informal assessment will be done based to review the differences of properties and minerals. Students will be directed give a thumbs up for correct information about rocks and thumbs down for incorrect information about rocks that are read aloud. This will help to determine what may need to be reviewed with students before the tiered assignments begin. A whole group PowerPoint or Smartboard lesson will discuss the specific properties of minerals (hardness, streak,

color, luster, magnetism) and how to test for the properties. There will examples of how to find or test for these properties during this lesson as well as time to practice in pairs at their seats or tables.

- A team teaching approach should be used for this part of the lesson.

Procedures/Co-Teaching Approaches-Gp.B

- This is a tiered assignment designed for students to identify and label the specific properties of the minerals. Colored coded task cards, called the *Geologist's Agenda*, will be given to each group (red, blue, & green). The tasks are explained in detail on the *Geologist's Agenda* and are attached. Each task is designed to create one class poster that identifies the properties of the minerals.
- The Red Group will be responsible for identifying and labeling the five properties of minerals through the Smartboard or PowerPoint software. Students will drag the correct property label to a picture of a rock and then print out final copies.
- The Blue Group will have labeled pictures of rocks and they will be responsible for adding 1-2 sentences to describe the properties on index cards or sticky notes.
- The Green Group will be responsible for illustrating the rocks on poster board. Once all groups have completed their assignment the index cards and labels will go on the poster board and then they will be put up in the room for reference.
- A team teaching or a station teaching approach could be used for this part of the lesson.

Practice/Application

Each task is designed to create a poster for the class that shows the properties of minerals. Each task builds upon the other, but can be performed independently of the final product. Application will show as each group merges their completed task to the final product.

Closure

Once the assignment is completed the whole class will meet together to review the posters and discuss the minerals and their properties. At this time the whole class will create a plus/delta chart on the Smartboard to discuss what they liked and would like to change about this lesson

Assessment

Informal assessment should be conducted throughout the whole and group sections of the lesson. Each groups completed task will demonstrate their ability to apply the knowledge.

Specially designed instruction/accommodations for students with disabilities or other special needs

Each task is differentiated so that every student may access the activity. Pay close attention to students who may not need to be in the Blue group if writing is a difficulty.

Geologist's Agenda Task Cards

Geologist's Agenda – Red Group

**Your agenda is to identify and label the following rocks, located on the Smartboard, by the five mineral properties we talked about. They are hardness, streak, color, luster, magnetism. You may look back to our research and the lesson from today to help you. You will need to correctly label the rock by dragging the mineral property label (found at the bottom of each page) to the correct part or place on the rock (shown by arrows). Once you are done labeling and have checked in with (teacher) you will print out the final product. (Teacher) will direct you to the Green Group to help with labeling the poster board.
Good Luck!**

Geologist's Agenda – Blue Group

**Your agenda is to describe in 1 to 2 sentences the properties of the minerals found on the already labeled and printed out pictures of rocks. Make sure your descriptions are focused on how the property of the mineral helps to identify the rock. Once you are done will all your descriptions check in with (Teacher) and she will direct you to the green group to help labeling the poster board.
Good Luck!**

Geologist's Agenda – Green Group

**Your agenda is to illustrate rocks found on your printed out pictures. You may use the real rocks we used in class today to help you illustrate as well as the research and the lesson from today to help you. Make sure your illustrations are large and remember that we will be adding the Red and Blue Groups descriptions and labels to the poster board. Pay close attention to how illustrating the properties found in the minerals so that they stand out. Once you are done with your illustrations check in with (teacher) and she will begin letting Red and Blue Groups over to complete the posters.
Good Luck!**