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| **Name: Lisa Warstler** | | **Date: July 18, 2011** |
| **Content Area: Earth Science** | **Grade Level(s): 9th** | **Topic(s): Middle of year review** |

**Standards (SOL): ES 1b**

**Objectives (UKD’s) The objective of this lesson is to review for the first semester or the end of the year. It is a group activity that can be used with any of the units that we do.**

**Materials & Resource: A paper that has a triangle on it that looks like the triangle used in the show $20,000 pyramid, it is called “Things associated with” by Dan Mulligan. Need small sticky notes. A pen and a review page to help with subjects and information.**

**Safety Considerations: No safety equipment needed for this lab.**

**Engage – Time Estimate \_\_\_10 minutes**

Have students get a partner and ask any information of their partner that has been discussed in the first semester. They may use notes and any other items that have been done in the first semester that they have retained or kept in their notebooks or folders.

**Explore – Time Estimate \_\_\_15 to 20 minutes**

The concepts used in this lesson are Scientific Investigation, Meteorology, Groundwater, mapping, Virginia provinces, and oceanography. The students each will make up six questions and write one question on a small sticky note. They will write the answers on another sticky note. The question will put on the pyramid page on each of the blocks that are marked with points from 50 to 200. The question will go over the answer. The partners will switch tables or desk so they will not try to look at the answers or questions of their partners. The students will switch back to sitting with their partners when they finish making their questions. The students will next place their chairs facing each other. One student will take the pyramid and look at the answers under the questions and give clues to the other student until the other one gets the answer. They have one minute to see how many answers they can get. Then they switch. If they have the time, the students can change with another group and use their questions and answers.

**Explain—Time Estimate \_15 minutes:**

After both partners have taken their turns, we will discuss some answers for review. I would ask each group to read the questions and answers to at least three of their questions and have the students decide if the answer is correct or incorrect and not correct why?

**Extend -- Time Estimate \_\_5 minutes**

This particular lesson can be used at anytime to review a section or unit or end of semester review. This is a good review for any test or exam. It can help by reviewing to continue the learning of all of the students.

**Evaluate -- Time Estimate \_\_30 minutes the next class period.**

The evaluation is the quiz, test or exam that the student takes after using this method to review the unit or units.

**Plans for Diversity**

I will help the students by giving them notes from units if they do not have them. If there is student that is having difficulty finding questions and answers, I will either help them myself or partner them with a student that has finished their own questions. If they are having trouble getting answers, I will work with the partner to give other clues to his/her partner. I will keep an ear out for others that might have difficulties.

**Connections**

This connects all of the units that were done previous to the upcoming exam or test. It also helps all of the students to review in school in case they do not do so at home.