



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

<b>Lesson Title:</b>	Sedimentary Rocks	<b>School:</b> <b>Rudolfo Anaya</b>	<b>Date:</b> 01/28/20
<b>Instructor Name:</b>	Denice Montoya		
<b>Class Size</b>	10	<b>Lesson Credits: (Where did you get your ideas for you lesson ie: website)</b>	

**Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.**

<b>NM State Standards:</b>	<p><b>CCSS.ELA-Literacy:</b>          SL.3.2-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.          L.3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.          RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.          SL.3.2-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>NM Science Content Standards, Benchmarks, and Performance Standards:</b>  <b>Standard I:</b> Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.  <b>K-4 Benchmark I:</b> Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.  <b>5-8 Benchmark I:</b> Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.</p>		
<p>Please Visit  <a href="http://www.mystandards.org">www.mystandards.org</a></p>			
<b>Learning Objectives:</b>	<p><u>[Instructional context]</u> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud [<i>what students will do</i>] students will write a list of words [<i>what students will learn</i>] that are content-specific vocabulary.</p> <p><b>Students will be able to discuss what a sedimentary rock is</b></p> <hr/> <p><b>Students will be able to discuss how sedimentary rocks are formed</b></p> <hr/> <p><b>Students will be able to recreate a sedimentary rock</b></p> <hr/>		
<b>Lesson Materials &amp; Equipment</b>	<b>Item:</b>	<b>Quantity:</b>	<b>Special Requests for RGECE Equipment:</b>
	Salt	2	
	Colorful Chalk	1	
	Popsicle sticks	10	
	Clear cups or jars	10	
	Containers	Multiple	

**INSTRUCTIONAL SEQUENCE** Please note: *This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.*

- \*Body of the Lesson:**
1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
  2. Describe step-by-step what the students will be doing during the lesson.
  3. Opportunities to participate in small groups.
  4. Activity to process daily participation

1. Ask students if they know what a sedimentary rock is?

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2. Explain to the students that a sedimentary rock is a layering of grains melded together over many years showing multiple colors

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3. Ask students if they know how sedimentary rocks are formed

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4. Explain to the students that sedimentary rocks are formed by small grains of salt, dirt, plants, fossils are molded together over the years

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5. Explain to the students that they will be making sedimentary rock formations using different colors of chalk

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6. Have the students help break up the chalk into a powder using scissors, have them break each color into a container

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 7. Then you can add some salt to each container of chalk and mix well

Reviewed by: \_\_\_\_\_ (School Site Supervisor) RGECE Approval: \_\_\_\_\_

