

# Daily Lesson Plan- Mr. Egli

7th Grade Science  
Wednesday, February 08, 200

<u>SUBJECT</u>	Earth	<u>UNIT</u>	Earth & Life History
<u>CHAPTER</u>	6 Section 3 - Geologic Timeline		
<u>CONCEPTS</u>	Relative Age, Absolute Age, Eras, Periods, Epochs		
<u>OBJECTIVES</u>	Understand how and why earths past has been divided up into Eras, Periods and Epochs. Understand how these divisions were based on events or changes to the conditions for and the types of life on earth		

STANDARDS

Earth Science-4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept: (Earth Science)

Earth Science-4.a Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time. (Earth Science)

Earth Science-4.b Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids. (Earth Science)

Earth Science-4.d Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years. (Earth Science)

Earth Science-4.g Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale. (Earth Science)

<u>HANDOUTS</u>	Calendar Timescale	<u>READING</u>	section 6.4,6.5
<u>EXAM</u>		<u>HOMEWORK</u>	workbook 6.5, page 59-60

OUTLINE

#	ACTIVITY	TEACHER DOES	STUDENTS DO	(min)
1	Warm-up	Take role, explains warm up question	copy assignments, vocabulary, etc. from board	5
	<u>notes</u>	<i>If we called your childhood an ERA and Middle Schoo a PERIOD, what would 7th grade be called?</i>		
2	Demo	Introduce Geologic Time Scale using examples from Internet	listen, take notes, ask questions	15
	<u>notes</u>	<i>pick students to run interactive exploration from UC Berkley website, have one click and another read out prompts if too small to see from desks</i>		
3	Modeling	Explain Personal Timeline activity and Work through example on Overhead projector	Work Through Example With Teacher	10
	<u>notes</u>	<i>do first couple of steps with students substituting there own values</i>		
4	LAB	Walk around to individual tables and check for progress, re-explain to students having difficulty	do lab	15
	<u>notes</u>	<i>students that finish early should work on extra credit activity 'How Big is a Billion'</i>		

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5 Wrap-Up      Ask students who have done good job on timeline to      listen, take notes, ask questions      5  
show work to rest of class, show on projector example  
with analogies Era - Childhood, Period - Teens, Epoch -  
High School

notes *students not done should finish assignment at home, discuss with parents*

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<u>LAB</u>	<u>Personal Timeline</u>	<u>DEMO</u>	<u>How BIG is a BILLION?</u>
<u>LAB MTLs</u>	<u>Worksheet, colored pencils or pens</u>	<u>DEMO MTLs</u>	<u>page with asterisks printed on it</u>
<u>TECHNOLOGY</u>	<u>PC with web access, PC Screen Projector, Overhead projector</u>		
<u>MEDIA</u>	<u>video clips from Jurassic Park, beginning Ape scene from 2001</u>		
<u>EQUIPMENT</u>	<u>workbook 6.5, page 59-60</u>		
<u>WEBSITES</u>	<u>http://www.ucmp.berkeley.edu/museum/k-12.html</u>		

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## OTHER WEB RESOURCES

**<http://phyzx.net>**

phyzx.net homepage

my site with content and links for secondary ed science

**<http://www.ucmp.berkeley.edu/museum/k-12.html>**

UCMP Home page

UC Berkeley Museum of Palentology Site

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NOTES      timescale.doc

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