

Layers of the Atmosphere

Lesson Overview

In this summarizing lesson, students organized vocabulary terms from a unit of study on the layers of the atmosphere using the 5-3-1 strategy.

Standards Addressed

SC 2005 6-4.1 Compare the composition and structure of Earth’s atmospheric layers (including the gases and differences in temperature and pressure within the layers).

SC 2014 6.E.2A.1 Develop and use models to exemplify the properties of the atmosphere (including the gases, temperature and pressure differences, and altitude changes) and the relative scale in relation to the size of Earth.

Disciplinary Literacy Best Practices

5-3-1

Thumbs Up, Thumbs Down

Lesson Plan

Time Required – One 45 minute class

Disciplinary Vocabulary – atmosphere, ozone, weather, temperature, troposphere, stratosphere, mesosphere, exosphere, thermosphere, satellites, air pressure

Materials Needed:

- Paper
- Pencil

Assessment: Group Dialogue

Engage

- Teacher shares the reason for using different strategies in the classroom. “When you hear ‘strategies’ what do you think of? Why do we use different strategies in our classroom? Why do coaches use strategies in sports to help players?”
- Students share ideas such as: people learn in different ways, we need a plan of attack to win, etc.
- Teacher will share that students will use a new strategy today to help them summarize what they’ve learned in the unit—5-3-1.

Explore

- Individually, students will list five things on their paper that are most important from the unit on the atmosphere. What five words are essential to knowing about the atmosphere?
- Next, student groups of three will share their five words with one another, discuss the choices they made, and decide on three words from the fifteen on their papers that best summarize their learning from the unit.
- During student dialogue, teacher will circulate among groups and ask questions about the words they have selected and why.
- Teacher will use Thumbs Up, Thumbs Down to determine when all groups are ready for the next phase of the strategy.
- Last, groups will determine one word that they would use to label a container or box about the unit they’ve just studied.

Explain

- Each group will share the one word they chose to describe the unit and their reasons for choosing the word they selected.

Teacher Reflections and Biographical Information

The students were engaged during the strategy and worked well with each other. Keep in mind that this strategy is summarizing strategy and needs to be used at the end of a unit.

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