Science Workshop Model Lesson Plan  
by Natasha Cooke-Nieves  
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(adapted from: Science Workshop by Wendy Saul, Heinemann, 2002 and Lucy Caulkins, The Art of Teaching Reading and Writing, Teachers College Press, 2003))

Grade Level: _________________

Unit/Topic: _________________ / _________________

**Teaching Point**

Good scientists ____________________________

E.g.: Good scientists identify the diet of early humans by examining the teeth of early hominid skulls.

**Mini-Lesson (10-15 minutes):**

**Connection:** The teacher makes a connection for the lesson at hand with previous work done. “Last science period, we…Today we will…”

**Problem Presentation:** The teacher explains in clear definition to the students what the lesson is going to consist of. “Today, you will receive an introduction on handling the model skulls. I will review all of the components of the jaw and mouth. And, you will have a handout to fill in as the parts are being reviewed.”

**Model:** The teacher demonstrates what he/she expects the students to do during the work period.

**Link:** In the last part of the mini lesson, the teacher explains what it is that the students must accomplish during the independent work time and how it relates to everyday life. E.g. “What teeth do we use to eat vegetables, nuts, and steak?”

Students can study the teeth to determine the diet of the organism.

**Independent/Group Work Time (25 minutes):** Students will work on an investigation individually or as a group of 2-4 students. E.g. Tier I students will look at the teeth on each skull and draw a picture; students will write one major difference they noticed overall. Tier II students will also look at the teeth on each skull and draw a picture; students will write one similarity and difference they notice. Tier III students will also look at the teeth on two skulls and draw a picture; students will then use a Venn diagram to compare and contrast those two skulls. *For definition on Tiering as a differentiated strategy, please refer to “Ideas for Differentiating Your Science Classroom.”*

**Student Share:** Students will share their observations with the class (whole class share) and point out any difficulties or techniques they applied in determining the diet of early humans.
Direct Teaching: Teacher clears up any misconceptions evidenced during student share or witnessed during the active engagement/work time. This is a key component of the Science Workshop Model.

Closing: Today and everyday, I want you to know that as good scientists you should…

Formative Assessment: What student artifact will you use to assess understanding of concept? Will you assess the artifact by process, product, or content? You must distribute a rubric beforehand so that the student will know expectations for the task/activity. See rubric below.

### SCIENCE INVESTIGATION RUBRIC
Skills and Strategies for Interdisciplinary Problem Solving (Based on NYC Elementary Science Core Curriculum)

<table>
<thead>
<tr>
<th>Science Inquiry Process Skills</th>
<th>Exemplary 4</th>
<th>Accomplished 3</th>
<th>Developing 2</th>
<th>Beginning 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Effectively</td>
<td>☺Contributes to cooperative learning group ☺Plans procedures ☺Identifies and manages roles of group</td>
<td>Masters most of the Level 4 characteristics</td>
<td>Development and movement toward mastery of performance Level 4 characteristics</td>
<td>Beginning mastery or does not show level of performance Level 4 characteristics</td>
</tr>
<tr>
<td>Gathering and Processing Information</td>
<td>☺Accesses information from at least three or more sources ☺Uses senses to make observations ☺Uses tools to make observations ☺Uses texts as resource ☺Uses media as resource</td>
<td>Masters most of the Level 4 characteristics</td>
<td>Development and movement toward mastery of performance Level 4 characteristics</td>
<td>Beginning mastery or does not show level of performance Level 4 characteristics</td>
</tr>
<tr>
<td>Generating and Analyzing Ideas</td>
<td>☺Develops Ideas/hypothesis for solution ☺Investigates ideas ☺Collects data ☺Shows relationships and patterns in the data (i.e. tables, graphs, charts)</td>
<td>Masters most of the Level 4 characteristics</td>
<td>Development and movement toward mastery of performance Level 4 characteristics</td>
<td>Beginning mastery or does not show level of performance Level 4 characteristics</td>
</tr>
<tr>
<td>Presenting Results</td>
<td>☺Uses data gathered to evaluate results ☺Uses data gathered to communicate in their science journal, with peers, and/or with teachers</td>
<td>Masters most of the Level 4 characteristics</td>
<td>Development and movement toward mastery of performance Level 4 characteristics</td>
<td>Beginning mastery or does not show level of performance Level 4 characteristics</td>
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</tbody>
</table>