LESSON PLAN

7 METEORITE HUNTERS

7-11

OVERVIEW

In this lesson, pupils learn about where meteorites come from, how they form and what the different classifications of meteorites are.

Pupils then use this knowledge and ideas of classification to identify samples from the meteorite hunters box, and to find the real meteorites in their samples.

CURRICULUM LINKS

Classification
Meteorite properties and origin.

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3-4)

Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3-4)

Compare and group together everyday materials on the basis of their properties, including their hardness, and response to magnets. (Y5)

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. (Y6)

Working Scientifically
Observing objects, using simple equipment making accurate measurements using standard units using a range of equipment.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

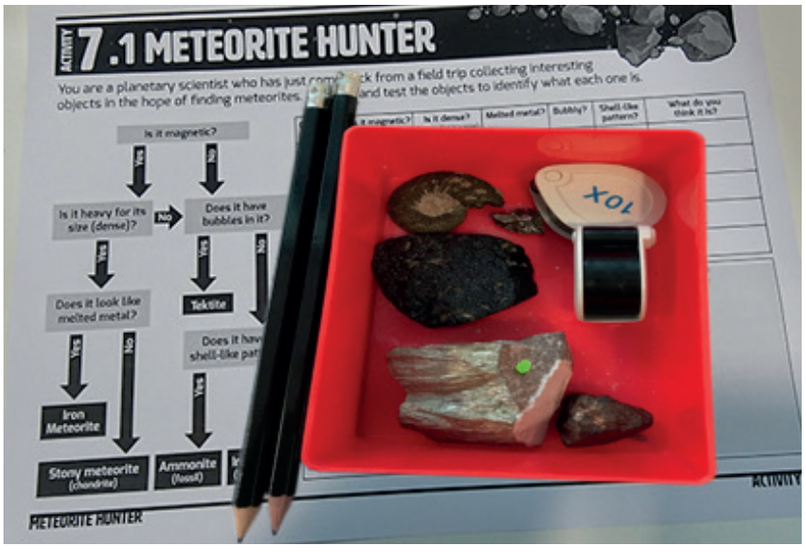
Recording findings using simple scientific language, drawings, labelled diagrams, keys.

Identifying scientific evidence that has been used to support or refute ideas or arguments. (Y5,6)

WHAT YOU NEED

- **A7 Powerpoint**
- **7.1 Meteorite hunter worksheet**
- **7.2 Classification cards**
- **Meteorite hunters sample box** (five samples to be used from the box – white, light blue, purple, orange and green)
- **Magnaprobe** (one per group)
- **2 hand lenses per group**
- **Classification activity cards**

Before the lesson set up each group a tray containing 2 hand lenses, a magnaprobe and one of each rock (white, light blue, purple, orange and green).



15 MINS

STARTER

Split the class into 8-10 groups (so that each group has about 3 pupils in). Hand each group a set of classification cards and ask them to sort them into groups of like properties from what they can see.

Get them to discuss in their groups what the qualities that they can see are. Pupils feedback and explain the reasoning behind their chosen groupings and discuss the merits of their approaches.

Explain that what they have just done is to classify the objects – sort them into groups depending on their properties. This is something that scientists do to make identifying objects, and explaining what they are easier.

A7 PowerPoint

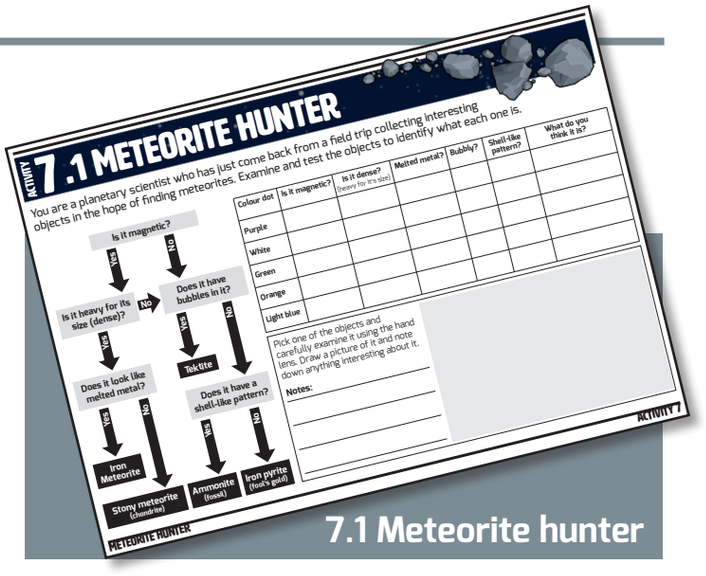
Go through the A7 meteorite hunters powerpoint to introduce the new terminology that they will be using today, and to set their challenge.

35 MINS

MAIN ACTIVITY

Now split the class into 5 groups and hand each group the tray of items. If pupils are not familiar with classification charts then you can use the power point to demonstrate this. Pupils follow the classification chart to identify what each of the 5 samples is, and to find the real meteorites. Pupils should know that there is only one of each type.

Pupils feedback their findings in groups, stating what they thought each sample from the meteorite hunters box was. They discuss any difficulties they had – were any of the samples very similar?



7.1 Meteorite hunter

10 MINS

PLENARY

Give each group one of the large rocks/meteorites from the loan box (if they have the large stony meteorite then also give the cut through) get the groups to use their knowledge and charts to identify the large rocks/meteorites.