



# LESSON PLAN

## HOW TO BE A SCIENTIST GRADES 6-8

### SUMMARY

Students investigate careers in science.

### DURATION

45 min.

### MATERIALS

- Chart paper
- Markers

### ENGAGE



Ask students to create a table with three columns with the labels “What I Know,” “What I Want to Know,” and “What I Learned.” This table is called a KWL chart. Tell students you want them to think about what it means to be a scientist. Tell students to write down what they know about being a scientist and what they wonder about being a scientist. If students struggle to get started, you may want to ask the following questions: What do scientists do? What kinds of jobs do scientists have? How do you become a scientist?

After giving students the opportunity to fill in their charts, have them share what they know and wonder (want to learn) with the whole class. Record their thoughts on a shared class KWL chart (e.g., on a projection screen, white board, dry erase board, or chalkboard).

### EXPLORE



Point out that many of the students had questions about what it means to be a scientist, and tell the class that they will be investigating what kinds of jobs scientists have and what steps one must take to be a scientist. Tell students that they are going to look for patterns in their “wonderings.” Students should identify which questions can be grouped together in some way.



## EXPLAIN



### WATCH THE GENERATION GENIUS HOW TO BE A SCIENTIST VIDEO AS A GROUP

After watching the video, have students return to their KWL charts. Ask students to identify the questions they can now answer after watching the video. Call on students to share answers with the class. Encourage students to build on each other's answers. Note which questions have been answered on the class KWL chart. Ask students what new questions they have as a result of watching the video. Add those to existing question groups or create new groupings with the new questions.



## ELABORATE

Divide the class into groups and assign each group of students a particular category of questions to investigate. It is OK if more than one group investigates the same category of questions.

Students should present their findings via chart paper, posters, or computer presentations or present them orally to the class.



## EVALUATE

There are multiple ways to assess your students' understanding of this topic. The exit ticket is an opportunity for students to use the science ideas they built in the lesson in a new context. Alternatively, you can use the Kahoot! quiz (which provides downloadable scores at the end of the game) and/or the paper quiz. All these resources are located right below the video in the assessment section.



## EXTENSION

Students can interview scientists in their community and create presentations to share with their classmates. Additionally, students could create children's books of individual science careers that can be shared with younger students.

