Lesson Plan for Revising the Scientific Paper

Objective: To write a good scientific paper.

Duration: 2 hours

State Standards: Investigation & Experimentation

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
    a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
    b. Identify and communicate sources of unavoidable experimental error.
    c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
    d. Formulate explanations by using logic and evidence.
    e. Recognize the issues of statistical variability and the need for controlled tests.

Materials:

- Graphic Organizer, *Revising your Scientific Paper*
- Computers

Activity	Time	Teacher Action	Student Action
Warm Up	**6 minutes**	On board: Please take out your paper. On the back of your paper write a definition for thoroughness, transitions, and format in regards to writing.	Students write definitions on back of paper.
Warm Up Share Out	**4 minutes**	Teacher calls on students to share out. **Thoroughness**-what information is missing and needs to be added? **Transitions**-Does the writing progress in a logical order? **Format**-Double spaced, 12 point font, MLA citations **e**.g. In text citations look like this (Author, Year)	Selected students share their responses. Students write their definitions in the top of their worksheet.
Guided Critique	**15 minutes**	Teacher asks students to read the example papers and find examples of good or bad for each of these three categories Teacher has students share out their examples.	Students read the papers and write examples of positive or negative examples of thoroughness, transitions, and format. They write these examples in the bottom boxes of their handout.
Student Critique	**30 minutes**	1. Select someone that you feel comfortable asking for constructive feedback from. Trade papers. 2. Ask them for feedback in <u>one</u> of these 3 areas. Ask for feedback on the area that you think you need the most. 3. Do this two times. Second time, ask for feedback in a different area. 4. When critiquing try to stick to the topic of critique. Write feedback directly on paper.	Students read and comment on two different papers. Then they get their own paper back.
Revise Paper	**35 minutes**	Instruct students to log onto their computers prior to last critique. What is Due: Revised Paper emailed to Teacher by 8:40am	Students revise their papers according to feedback and email teacher their revised version