

Lesson One

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Year Level/s: Year One

Date: 16 May 2012

KLA/s: Science

Duration: 30 mins

Syllabus **Outcomes/Essential Learnings** or **Skills** (What is the broad educational goal in terms of the syllabus or curriculum?)

- **Nature and Development of Science:** Science involves asking questions about, and describing changes in, objects and events. (ACSHE021)
- **Use and Influence of Science:** People use science in their daily lives, including when caring for their environment and living things. (ACSHE022)
- **Biological Science:** Living things have a variety of external features. (ACSSU017)

Lesson **Objective:** What specific part of this broad goal does **this** lesson aim to develop? A good objective must indicate “Given what, Do what, How well?”

This lesson is designed to develop student understanding of living things and the variety of external features that they possess. Students will be able to recognise common features of plants such as leaves and roots and describe the use of plant parts for particular purposes. Students will learn how people use science in their daily lives and consider how science is used in activities such as cooking, eating and medicine. This lesson aims to develop students understanding of a plant lifecycle. Students should be able to identify and sequence the steps of the plant lifecycle and demonstrate their understanding by drawing the process and writing a short description of the steps.

Know and Do: By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop?

Students need to **know** ...

- Identify products and where they came from
- Complete flow diagram of a resource to product
- Construct a production chain
- Organise information into a diagram

Students need to **be able to** ...

- Construct a flowchart of produce
- Identify and record changes in growth cycle of a plant
- Carry out science experiments
- Draw conclusions

Evaluation/ Monitoring and Assessment:

Prior Knowledge: (*How will I find out what the students know and/or remember?:*)

- Students will brain storm key words and phases of a plant lifecycle.
- Students will match the plant’s phase of life with the description.

Formative Assessment: (*How will I monitor student understanding along the way?:*)

Observations of understanding during class discussions and collect all completed work from student to monitor learning.

Summative Assessment: (*How will I provide concrete evidence of student learning?:*)

Students will complete a poster of the sequenced steps of how food will go from farm to table. Students will present the poster to the class in a short oral presentation.

Resources needed:

- **Interactive White Board**
- **Worksheet**