

Teaching Strategies and Learning Steps

What to say

Organisation/Resources

Individualising

learning

Introduction - key learnings and how they will be achieved (*Consider strategies, relevance, individual/group work, clarify student understandings of task, student voice, student choice etc.*)

<p>Time Allocation: 10 mins</p> <ul style="list-style-type: none"> - Students will begin at desks ready to watch the IWB. - Students will begin with a short information video that explains the steps of a plant lifecycle. The video will be stopped frequently to check for understanding and repeat key words used for each phase. 	<p><i>What key messages will I convey?</i></p> <p>Plants go through many important phases during their growth. The term 'cycle' must be reiterated to ensure understanding of the seed being dispersed from an adult plant etc.</p>	<p><i>How will I organise learning activities and utilise resources?</i></p> <p>IWB will be on and ready prior to the lesson with the website www.brainpopjr.com.au ready to play. Worksheets are printed and ready to hand out.</p>	<p><i>How can I make adjustments to meet individual student needs?</i></p> <p>Buddy/peer system in place for struggling learners. Teacher aide may run through lesson at own pace for struggling students.</p>
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Lesson Body - step by step outline of learning experience sequence (*Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.*)

<p>Time Allocation: 30 mins</p> <ul style="list-style-type: none"> - Match game- using IWB students match the phase of the plant with the description of key words. Students are able to manipulate the plants individually when asked. - Discuss key words of each phase of the plant life cycle and write on whiteboard. Write an example description sentence for students to ensure the class understands what is asked of them. - Students will go back to their desks and complete worksheet. Worksheet includes 8 empty boxes for students to illustrate each step and lines for students to write short description. - Once the pictures and the description sentences are complete the students may colour in their illustrations. 	<p><i>What questions will I ask?</i></p> <p>What are the environmental needs of plants?</p> <p>What are the external features of the plant?</p> <p>What factors are required for plants to grow?</p> <p>What are the keys words that describe this phase of the plant?</p> <p>How is this plant changed between these two images?</p>	<p><i>How will I handle the transitions between activities?</i></p> <p>Students will be directed to work individually once asked. There are no transitions or movements' students must take during the lesson.</p>	<p><i>How will I know if students are achieving the learning objective/s?</i></p> <p>Teacher and teacher aide will be moving around the room at all times to monitor students' work and assisting them and asking critical questions about plant life cycle.</p>
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Conclusion - reviewing learning/ Summarising/Articulating where to next (*Strategies to capture learning that occurred and move thinking forward.*)

<p>Time Allocation: 5 mins</p> <ul style="list-style-type: none"> - Students will be asked to share their worksheets (drawings and descriptions) to the class. - 5 Students will be picked to discuss their worksheets and display their illustrations to their peers. - Students will share and interesting information or queries they may have with the class. - Hand in their work to the teacher. 	<p><i>How will I help students to synthesise learnings?</i></p> <p>Sharing and celebrating student work will provide an opportunity to reinforce learnings.</p>	<p><i>What plans are in place for those who finish early?</i></p> <p>Students who finish early will colour in their illustrations.</p>	<p><i>What about those who need more time?</i></p> <p>Students will be able to work individually with the teacher aide during reading time the following morning.</p>
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Reflection and Adjustments

Prac Course: EDC3100

Prac site: Churchie

Did students learn what they were supposed to?	How could this lesson be improved for next time?
<p><i>(Self-evaluation of learning experience outcomes)</i></p> <p>Students responded well to the activity and seemed to understand all that was asked of them. All students completed the task, some with extra assistance.</p>	<p><i>(If I was to teach this lesson again what would I change and why?)</i></p> <p>I would allow more time for students to colour in their drawings and focus more on their illustrations. Some students ran out of time and became frustrated that they were unable to finish their pictures.</p>
What's next?	How were authoritative pedagogies supported?
<p><i>(Points to inform subsequent lesson)</i></p> <p>The next lesson I will prepare focuses on the environment that plants grow in and the factors they need to survive.</p>	<p><i>(e.g. Productive Pedagogies, Bloom's Taxonomies, Habits of Mind)</i></p> <p>Blooms Taxonomy Knowledge and Comprehension where reflected in this lesson.</p>

References to remember:

Self Evaluation –

I felt confident in taking the lesson, the boys responded well to what was asked of them. Ran over time slightly so must monitor how much time I leave for the written task.

Suggestions/Comments from other:

Must watch time management- boys lose interest after 7-10 minutes.

Lesson flowed smoothly and the boys enjoyed the experience