USQ UNIVERSITY OF SOUTHERN QUEENSLAND
Faculty of Education

Lesson Two

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. Students will be able to identify the factors that are required for plants to grow and the environment in which plants grow. Students will be able to describe the use of all plant parts for particular purposes such as making food and obtaining water.

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** ...	Students need to **be able to** ...
- Identify products and where they came from - Complete flow diagram of a resource to product - Construct a production chain - Organise information into a diagram	- 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?)*:**	**Formative Assessment:** ***(How will I monitor student understanding along the way?):***	**Summative Assessment:** ***(How will I provide concrete evidence of student learning?):***
- Students will brainstorm factors required for plants to grow	Observations of understanding during class discussions and collect all completed work from student to monitor 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:	- **IWB** - **Ipads**