

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: 15 mins</p> <ul style="list-style-type: none"> - Students will be directed into their assigned desk groups (groups of 5) - Brainstorm factors required for plants to grow and write words on whiteboard. - Watch interactive activity of "Plants- What do plants need to grow?" on IWB www.studyladder.com.au - Students can individually come up to interact with the activity and read the description. 	<p><i>What key messages will I convey?</i></p> <p>The important factors that influence the growth of a plant and the purposes of the features of a plant.</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.studyladder.com.au ready to play. I pads are charged and ready to use. Printer is connected.</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"> - Discuss what we know about nutrients in the soil, rain and sun. - Students will be given an Ipad each to complete the next interactive activity 'Seed Cycle'. - This game allows students to interact with their own seed and use the different elements in the environment to grow their seed. Students will compete between each other to present the healthiest plant. - Students will be stopped at different stages to discuss their findings and what stage they have reached with their plants. - Students will then move back to the carpet in front of the IWB. An Ipad will be selected and plugged in to the IWB for all students to observe. - A class discussion about different features in that particular garden will occur. - Students will be handed a 'seed life cycle' activity to complete back at their desks. This includes a cardboard circle numbered in 4 stages, 4 pictures of the different stages of a plant, and a small text box for students to write description (example shown in portfolio). 	<p><i>What questions will I ask?</i></p> <p>What are the factors required for plants to grow?</p> <p>What purposes do each part of the plant play in order to survive?</p> <p>How would we use our knowledge to plant our own seed?</p> <p>How are seeds transported to different locations?</p> <p>Why are these roots bigger on this plant?</p>	<p><i>How will I handle the transitions between activities?</i></p> <p>Students will be directed to move quickly and quietly when moving to the IWB. The transition back to the desks will be short and quick. The distance of movement is small to reduce transition time.</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 growth.</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 plant lifecycles to group members and read describing sentence. - 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 be asked to assist other members in the group who may be struggling. Or continue to colour in their plant poster.</p>	<p><i>What about those who need more time?</i></p> <p>Students who need more time will be given the opportunity to work with the teacher aide independently.</p>
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Reflection and Adjustments

Prac Course:

Prac site:

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>Students needed less time on the IWB and more time doing written activity.</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 aims at acquiring skills in observation.</p>	<p><i>(e.g. Productive Pedagogies, Bloom's Taxonomies, Habits of Mind)</i></p> <p>Blooms Taxonomy Knowledge, Comprehension, Application and analysis were reflected in this lesson.</p>

References to remember:

Self Evaluation –

Boys enjoyed the online activity and the concrete resources worked well. The lesson ran smoothly and the boys showed a great understanding.

Suggestions/Comments from other:

Asked students great questions and kept their minds on the task.

The boys enjoyed the activity and the resources used were very creative.