

Lesson Three

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?)							
<ul style="list-style-type: none"> - 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 how people use science in their daily lives. Students will consider how science is used in activities such as cooking. The lesson will develop student’s ability to carefully observe nature and classify different objects, plants and animals they may find. This will assist students in learning more about the environment around them, and provide students with the skills to observe and document what they see.							
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 ...			
<ul style="list-style-type: none"> - Identify products and where they came from - Complete flow diagram of a resource to product - Construct a production chain - Organise information into a diagram 				<ul style="list-style-type: none"> - 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: <i>(How will I find out what the students know and/or remember?):</i> <ul style="list-style-type: none"> - Brainstorm about experiences we have had with observing, where we may observe and what we may observe. 			Formative Assessment: <i>(How will I monitor student understanding along the way?):</i> Observations of understanding during class discussions and collect all completed work from student to monitor learning.			Summative Assessment: <i>(How will I provide concrete evidence of student learning?):</i> 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:		<ul style="list-style-type: none"> - IWB - Laptops 					