

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"> - Introduce concept of observation by watching a video on www.brainpopjr.com.au using the IWB. - Brainstorm experiences the students have had observing, talk about how you observe and what you use to document observations. - Direct students back to their desk and hand out the Ipads ready for next activity. - Connect one Ipad to the IWB to demonstrate to the students how this program will be used. 	<p><i>What key messages will I convey?</i></p> <p>The importance of learning the ability to observe and document what you see.</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. Ipads are charged and ready to use. Worksheets are placed on the desks.</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. Students who do not engage in the lesson will be able to read quietly.</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: 20 mins</p> <ul style="list-style-type: none"> - Scaffold and orientate students learning by explaining all features of the program on the Ipad and show the class exactly what is expected of them whilst using this program. Explain to the students what they should be looking out for during the activity and ensure they completely understand what they need to find out to complete the worksheet. - Students will use the Ipads to complete the activity 'Wilder Quest'. This program allows students to explore a 3D virtual rainforest and photograph the different things they see. - Students will complete a worksheet to display what animals and plants they observed. - Once they have completed the task sheet they are permitted to draw the different things they saw during the activity. 	<p><i>What questions will I ask?</i></p> <p>How can we explore different habitats to find different living things?</p> <p>How do we recognise different things in different habitats?</p> <p>How do we document our findings?</p> <p>What are the different things we should be looking for?</p>	<p><i>How will I handle the transitions between activities?</i></p> <p>Students will be directed to work individually once asked to. 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 observations.</p>
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Conclusion - reviewing learning/ Summarising/Articulating where to next (*Strategies to capture learning that occurred and move thinking forward.*)

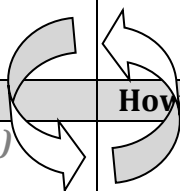
<p>Time Allocation: 5 mins</p> <ul style="list-style-type: none"> - Students will be asked to share their observations with others in the group. - Students will share and interesting information or queries they may have with the class. - Hand in their work to the teacher. 	<p><i>How will I help students 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 illustrate pictures of things they observed during the activity. Students may also assist other members in the group who may be struggling.</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>The boys completed the activity sheet quicker than so needed to organize activities for earlier finishers.</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 the students for their assessment piece.</p>	<p><i>(e.g. Productive Pedagogies, Bloom's Taxonomies, Habits of Mind)</i></p> <p>Blooms Taxonomy Knowledge, Comprehension and application were reflected in this lesson.</p>



References to remember:

Self Evaluation -

Suggestions/Comments from other: