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| EduTextIDbwjpg | | | **Lesson Four** | | |
| **Year Level/s: Year One Date: 23 May 2012 KLA/s: Science Duration: 45 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 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 awareness of the people and resources involved in the production and consumption of things we need in our daily lives. Students will understand and identify the sequence of changes to raw materials and how they are produced. | | | | | |
| **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** ...   * Identify products and where they came from * Complete flow diagram of a resource to product * Construct a production chain * Organise information into a diagram | | | | Students need to **be able to** ...   * 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?)*:**   * Brain storm products we know that originate in a farm and the resources we may use to produce these things. | | **Formative Assessment: *(How will I monitor student understanding along the way?):***  Throughout the unit students will create concept maps, flow charts, Venn Diagram, production chain, logging skills and creating diagrams. | | | **Summative Assessment:** ***(How will I provide concrete evidence of student 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** * **Computers** | | | | |

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| **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.)*** | | | | |
| Time Allocation: 10 mins   * The lesson will begin with an inquiry approach to probe high order thinking and find out exactly what the students know before completing the assessment task next lesson. Students acquired prior knowledge of the topic ‘farm to table’ and have an understanding of the people and resources involved in producing food. Questions will be asked such as where does food come from? What people are involved? How can we identify processed and unprocessed food? * The video ‘Where does Wheat come from?’ will be played to support the lesson and introduce the topic of their assessment. | *What key messages will I convey?*  The importance of probing high ordering thinking to check for understanding and ascertain their prior knowledge of the topic. | | *How will I organise learning activities and utilise resources? ......*  IWB will be on and ready prior to the lesson with the website [www.landlearnnsw.org.au/production-chains/video-case-studies/wheat](http://www.landlearnnsw.org.au/production-chains/video-case-studies/wheat)  ready to play. Worksheets are placed on the desks. | *How can I make adjustments to meet individual student needs?*  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. |
| **Lesson Body - step by step outline of learning experience sequence *(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)*** | | | | |
| Time Allocation: 30 mins   * To scaffold learning and orientate the lesson and the upcoming assessment piece the ‘Clicker 5’ program will be up on the IWB. The program will display 8 images of the processes of wheat- from farm to table. * Students will use this opportunity to manipulate the images into order with the remainder of the class’ assistance. * As each student moves to the board and moves a picture the student will talk about why they moved that image into that order and what is happening in the picture. * Students will then move back to their desks to complete a work sheet where they will cut and paste the images into order. * Early finishers may colour in. | *What questions will I ask?*  Where does food come from?  What people are involved in the production of food?  What resources are involved in the production of food?  What goods are sold at the supermarket?  How does it get from the farm to the supermarket? | | *How will I handle the transitions between activities?*  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. | *How will I know if students are achieving the learning objective/s?*  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. |
| **Conclusion** - **reviewing learning/ Summarising/Articulating where to next *(Strategies to capture learning that occurred and move thinking forward.)*** | | | | |
| Time Allocation: 5 mins   * Students will use this opportunity to share their findings and sum up the lesson. * Students will share and interesting information or queries they may have with the class. * Hand in their work to the teacher. | How will I help students to synthesise learnings?  Sharing and celebrating student work will provide an opportunity to reinforce Learnings. | *What plans are in place for those who finish early?*  Students who finish early will be directed to colour in their illustrations or assist other students who need help. | | *What about those who need more time?*  Students who need more time will be given the opportunity to work with the teacher aide independently. |

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| **Reflection and Adjustments**  **Prac Course: Prac site: Week: Lesson No: Unit/ Topic Area:** | |
| **Did students learn what they were supposed to?** | **How could this lesson be improved for next time?** |
| ***(Self-evaluation of learning experience outcomes)***  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. | ***(If I was to teach this lesson again what would I change and why?)*** |
| **What’s next?** | **How were authoritative pedagogies supported?** |
| ***(Points to inform subsequent lesson)***  The next lesson I will run the assessment task to a small group of students. | ***(e.g. Productive Pedagogies, Bloom’s Taxonomies, Habits of Mind)***  Blooms Taxonomy Comprehension, Application and Analysis |

References to remember:

Self Evaluation -

Suggestions/Comments from other: