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| **Teacher:** | jj | **Subject:** | islam |
| **Date:** | 2023-09-12 | **Lesson:** | skull parts |
| **School:** | munaie boys school | **Grade:** | 4 |
| **Learning Objectives** | | **Materials** | |
| Students will be able to identify and label the parts of a skull after a lesson on skull anatomy. | | - Diagrams and pictures of a human skull - Labels for each of the parts of the skull - Markers | |
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***Lesson Plan***

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| **Introduction** | **Main Activity** |
| Introduction:  Begin the lesson by introducing the concept of skull anatomy. Explain to the students that the skull is made up of many different parts which have different names and functions. Show the students a diagram of a skull and point out the various parts. | Direct Instruction:  Next, provide the students with a more detailed description of the parts of the skull. Using the diagram, point out each part and explain its purpose. Allow the students to ask questions throughout this process. |
| **Guided Practice** | **Independent Practice** |
| Guided Practice:  Now, give each student a sheet with a diagram and labels of the skull. Have the students label each part of the skull with the markers. As they work, go around and check their work, providing feedback and correcting any mistakes. | Independent Practice:  Once the students have labeled the diagram, hand out blank diagrams of the skull and have them practice labeling them without the labels. Allow the students to use their notes and the diagram with labels as a reference. |
| **Plenary** | **Assessment** |
| Closure:  Once the students have finished their diagrams, go over the parts of the skull one last time, discussing any questions they may have. | Assessment:  To assess the students’ understanding of the lesson, give them a quiz with questions about the different parts of the skull. |
| **Self Study, Development, or Extension Activities** | **Links to the wider curriculum (Emirati values, NGSS, Core, 21st Century skills)** |
| ***optional*** | ***Optional*** |
| **Reflection: What went well?** | **What could be improved?** |
| ***For reviewer*** | ***For reviewer*** |