Unit 2 Lesson plan

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| **Lesson title/topic** | Sense Organs | **Date** | 19-03-2021 | **Location** | Classroom |

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| **Learner group** | Primary 2 | **Duration** | 45 | **Group size** | 20 |

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| **Aim** | The lesson aims to introduce sense organs. |
| **Learning objectives/outcomes** | By end of the lesson students should be able to :  - name the sense organ  - explain the sense organs  - function of the different sense organs |

| **Time** | **Topic content and teacher activity** | **Learner activity** | **Formative assessment** | **Learning materials and resources** |
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|  | How are you explaining and illustrating the topic? | What are the learners doing to help them progress? | How do you plan to assess learning as it is happening? | What resources will you use that will support the teaching, learning and assessment activities? |
| 10 minutes | WARM-UP  .  Let’s popup-  At the start of the class, the teacher distributes balloons of various colour to the students. Now students are instructed to blow the balloons and tie them so that it remains inflated. The teacher ensures that every student has a balloon. Now teacher asks students to tell her the colour of their balloons. Students are also asked to express how it feels when they touch the balloon~~.~~ At last, the teacher instructs the student to pop the balloons with the help of a pencil tip. The teacher enquires students how they can know a balloon pop.  The following points are covered:   1. What helps us to see the colour of balloons? 2. How would we know an object is soft or hard, smooth or rough? 3. When a sound is produced how would we know about it? 4. How do our sense organs help us to know about an object or our surroundings? | When students receive the balloons they become very curious and focused about the activity due to their natural attraction towards balloons. This also ensures a high level of engagement.  The students identify usages of their sense organ to answer instantaneous questions by tapping their prior knowledge. | Pay attention to the verbal responses.  The teacher facilitates during the peer assessment. | Balloons |
| 15 minutes | DISCOVER MOREStudents are divided into four groups, each of which is responsible for conducting an experiment and sharing their findings with the rest of the class. The teacher sets up five stations in the classroom, as follows: -- Seeing station- Smelling station- Hearing station- Taste station- Touch stationSeeing Station- The teacher puts 10-15 items on a tray. Students are given one minute to observe the items. After that, the teacher removes all the items from their sight. The teacher instructs students to write the names of the missing items. Smelling Station-There is three small containers in this station holding some fragrant straps, garlic and last container some vinegar. Need to guess what is inside.  Hearing station-At this station there are five sealed non-transparent jars containing marble, rice grain, paper clip, water, and soil. Students must tell the contents of these jar by listening to the different sounds it produces when the jar shake. (what is this?).  Taste station- There are three different plates holding salt, sugar, and lemon juice at this station. Students are to taste them one by one and tell which of them are salty, sweet, or sour in taste.  (E) Touch station- This station places few brown bags with a variety of materials such as silk fabric, clay, marbles, and sandpaper in it. Students are to close their eyes (blindfold) and place one hand in each bag. They must express feeling in terms of hardness, softness, roughness, and smoothness.  - After each group visits all the stations, they share their findings with the class.  (open discussion) The teacher gives feedback to the students (rephrase - messy sentence) | Group work.  Each group explore the uses of their sense organs as they visit each station.  Consider and contribute their thoughts on the various functions of the senses. | The teacher listens and reiterates the explanation.  observe students’ work  Support students’ future learning and understanding by providing hints. (how?)  The teacher checks students’ responses by questioning at the different stations.  .    Encourage students to express ideas about what they are learning. | Worksheet  Marbles, rice  Paper clip, water, soil, fragrant strap  Garlic, vinegar Sugar, salt, and lemon juice, silk cloth, sandpaper |
| 10 minutes | Watch and learn.  The Teacher uses a PowerPoint presentation (PPT) to demonstrate the sense organs in detail.  Tongue-taste, Eyes-see, Nose-smell, Skin-touch, Ear-listen  She invites volunteers to come up to the whiteboard and draw pictures of sense organs and name it. The teacher rewards the students who draw the correct picture. | Students understand the concept through a multimedia presentation.  By drawing the sense organs on the whiteboard students involve themselves and engage in higher-order thinking through analysis and evaluation | Examine the reactions of the students to the video.  Observe and provide feedback on students' whiteboard drawings. | Powerpoint presentation  Whiteboard  marker |
| 10 minutes | Wrap up  The teacher distributes “Match your five senses” worksheets to each student. She asks students to attempt questions individually.  Which senses goes best with each picture? Draw a line from the picture to the senses. | Individual work.  The students match each picture to the corresponding senses symbol worksheet. | Observe how the students execute their worksheet. | Worksheets |
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Lesson Evaluation: Reflect and briefly identify what you think went well and what you would like to improve in future practice.

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| What went well: -  -The warm-up activity ran smoothly and effectively. There was a high level of engagement and positive responses from the students.  - The teaching materials like real-life samples, PowerPoint presentations, colourful worksheet, managed to generate and sustain interest among the students.  -The active learning activities planned allowed me to facilitate more student-centred learning.  - Formative assessments were incorporated to check for understanding  .  Areas for improvement: -  - The concluding recap Conclude (recap) activity took a long time to complete because the students were already tired.  - The time allotted was insufficient, and students were unable to concentrate and engage in deep learning.  - Questioning skill needs to be improved. |