Unit 3 Lesson plan

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| **Lesson title/topic** | Living and Non-living Things | **Date** | 09-04-2021 | **Location** | classroom |

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| **Learner group** | 5 | **Duration** | 45 Minutes | **Group size** | 20 |

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| **Learning objectives/outcomes** | The lesson aims to identify the characteristics and classification of living and non-living things.  At the end of the lesson, students should be able to  1) compare living and non-living things  2) classify these things are natural, or man-made  3) compare the characteristics of living and non-living things.  4) identify what is living and non-living. |

| **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? |
| 5 Minute | Mystery-  The teacher shows a plant and a rock. She inquires of the students as to the distinction between the two. She asks the students to identify whether a rock or a plant is living or non-living. Determine what they require to survive. For example - water, air, and food.  The teacher asks a few more questions.   1. Tell some more What other living things are there? 2. What are some non-living things they know of?   The teacher records their answers on the whiteboard. | Listen carefully to the demonstration.  Brainstorm and think of possible characteristics | Elicit responses from the students.  Listen to the class's collaborative answers. |  |
| 10 Minutes | Hula Hoops  1) She places two hula hoops on the floor next to each other.  2) Label one “living” and the other with “non-living.”  3) Give each student in the class a picture of one of the living or non-living things. The teacher prints the images and cuts them out.  4) Have each student place their picture inside what they believe is the correct hula hoop.  5) The students need to explain why this picture belongs to this hula hoop.  6) The teacher asks the students if any of the pictures need to be switched to a different location. If so, have them explain what needs to be switched and why. | Students place picture cards into either the living or non-living category and explain why it belongs there.  Individual work. | Check and compare the answer during the student’s self-assessment by the students. | Two hula hoops  Living and non-living things handouts. |
| 10 Minutes | Zoom time!  The teacher shows a PowerPoint presentation of living and non-living things.  Then she asks some questions about the video.  She allows the students to turn around in their chair and discuss it with their partners.  The students are given 5 minutes to write the example shown in the video.  Write down the examples of living things.  Write down the examples of non-living things.  (The students need to write all the answer in their notebook)  Briefly discuss the answers to the notebook. | The students attempt the questions with their paired partners.  Students try to recall the key points. | Examine the reactions of the students to the video.  Observe and provide feedback to the students. | PowerPoint presentation.    Notebooks. |
| 15 Minutes | Line up!  The teacher divides them into a group of 4.  She tells the students that each group must write down what they think are the characteristics of living things.  Each group is given 5 minutes to discuss and write down the lists of characteristics.  The teacher asks how they can differentiate between living and non-living. After each group has finished their work, ask them to exchange their sheets with the other groups.  She allows the volunteer group to write the answers on the whiteboard.  Some of the characteristics of living things include:   * Movement (except plants) * Air * Growth * Food   The teacher allows an open discussion to clear the students' doubts. | Form groups.  Students become more independent in their learning, they take part in [peer assessment and self-assessment](https://youtu.be/YtP4X5Vls9Y) | The teacher provides feedback to each student to clarify their doubts. | Worksheets. |

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| 5 Minutes | Wrap up.Exit tickets.The teacher provides a colourful paper sheet to the students and asks them to write down the key points of the days' lesson. | The students recall their points and write on the sheet.  Students write their answers on the sheets. | Encourage learners to take ownership of their learning by providing hints. | Paper sheet |

Use as many rows in the table as applicable – add rows if necessary.

Reflect and identify aspects of the lesson you think helped make it inclusive.

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| * The lesson was inclusive through a variety of resources such as PowerPoint presentations, flashcards, hula-hoops, real-life examples. This allowed the students to procure access to the lesson content according to their different kinds of learning styles. This included visual, auditory, and kinaesthetic learners. Hence the content in the class was made inclusive as it was presented in these diverse forms. * Throughout the lesson, a conducive learning environment was maintained. ‘’Mystery talk’ activity incorporated collaborative, experiential learning activity that was student-centric. Class discussions were interactive and involved an appropriate range of learners within the class. Constant feedback was given to ensure a supportive environment for the student. * There was a greater focus on concept exploration, application of knowledge while in the classroom. In the activity ‘Line up‘, the tasks were challenging, creative, and exploratory. Learners engaged confidently in the activities. They were engaged in individual and group work to explore according to their interests in the activity. This made the classroom a differentiated classroom where the process of the lesson was evident. * In the ‘Hula Hoop’ activity, the students were given multiple hands out to improve their understanding of the knowledge. They expressed their understanding through their prior experiences. Students can work well independently as well as be part of a group. In’ Mystery Talk’, students expressed themselves verbally. This appealed to the auditory students. Discussions and group work allowed the lower ability students to learn more knowledge from their peers. |

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 objectives of the lesson were reached successfully. The warm-up activity went well. I gave a clear introduction in the class. Through effective questioning, students were constantly involved in both thinking and doing. The students participated in the activity and I am pleased with their responses.      * Collaborative learning in groups and pairs synergized the class and cultivate a good cooperative spirit and social skills among the students.      * The active learning activities planned allowed me to facilitate more student-centered learning.      * Sufficient opportunities were created for the students to learn from each other. The student remained active and engaged in their learning.       Areas for improvement: -     * I need to provide students with more choices of activities (such as Field trip, worksheet, Hands-on experiments) for them to build in-depth their understanding. * I believe the lesson was conducted a little too swiftly. More time should be allotted for in-depth discussion and reinforcing of the notion. |