**Lesson Plan: Lesson 3**

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| --- | --- |
| Subject | Science Teaching Methodology |
| Target year |  |
| Domain | 4. How to support children’s learning |
| Topic | Teaching learning activities of primary school science lessons |
| Objective | At the end of this lesson, students will understand 5 steps of teaching learning activities of new primary science. |
| Teaching methods | Explanation, Analysis |
| Teaching learning materials | Students’ reference; “Composition of primary school science textbook”, old and new primary Grade 1 textbook, new primary Grade 1 teacher’s guide |
| Time allocation | 50 min |

**Teaching Learning Process**

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| --- | --- | --- |
| **Teaching Learning Activities** | **Time allocated** | **Teaching Learning Materials** |
| **Introduction**  Teacher distributes old and new primary G1 science textbook to students, and they observe individually.  Let students to describe significant points -similarities and differences between old and new textbook. | 10 min | Old and new primary school science textbooks. |
| **Explanation**  Teacher explains composition of primary school science textbook and science teaching learning activities for primary children, based on students’ reference. | 20 min | Students’ references |
| **Activity (1)**  Teacher explains 5 steps of teaching learning activities by referring to Grade 1, Lesson 2.1 and the sample table of students’ activities and teacher’s activities.  Students are divided into small groups of 4-5 persons and they analyze the given lessons from G1 science textbook and fill in the worksheet individually.  Students submit the worksheets to the teacher. | 5 min  15 min | Students’ references  Worksheet  Grade 1 teacher’s guide and textbook |
| **Assessment**  Assesse the students’ worksheet filled in the Activity 1. |  |  |

**Lecture note: Lesson 3**

**<Introduction>**

Students are free to pick up any similarities and differences between old and new primary Grade 1 textbooks, such as differences of colors, photos, etc. But they should notice the following points;

* New textbook starts from “key question”
* New textbook includes some references
* New textbook includes some worksheet/tables to fill in

If students don’t point out above-points, teacher should guide them to notice these points.

**<Explanation>**

Teacher instruct students to refer to any lessons in Grade 1 textbooks while explaining the 5 steps of teaching learning activities, so that students can get clear understanding. While explaining, teacher can ask students to find the relevant steps in the textbook and confirm their understanding.

**<Activity 1>**

**Objectives of this activity**

Students to be able to analyze the lessons based on 5 steps of teaching learning activities and understand the composition of primary school science textbook.

**Points for Facilitation**

During the individual work, teacher should go around the classroom to check students’ worksheets. If some students are struggling or not filling the worksheet smoothly, teacher can pick up some good examples from other students’ work and let them present.

Students of each group study the following lessons. If the number of groups is more than 4, teacher can assign the same lesson to several groups.

Group 1 – Lesson 1.1 – Things around us

Group 2 – Lesson 1.2 – Grouping things around us

Group 3 – Lesson 5.1 – Soils and rock

Group 4 – Lesson 5.2 – Water

**<Assessment>**

Teacher should collect students’ worksheets after the Activity 1 to check to what extend students can analyze the lessons individually. Teacher can assess in the following perspectives;

* Whether they can identify 5 steps in the assigned lesson
* Whether they can identify relevant students’ and teacher’s activities for each step
* Whether the description of activities are in line with the 5 steps of teaching learning activities shown in the students’ reference

Rubric for assessing the students’ performance of analyzing the lessons from primary school science textbook according to 5 steps of teaching learning activities

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **Fair** | **Need to improve** |
| **Identifying 5 steps** | Students can identify all steps correctly. | Students can identify only some steps. | Students cannot identify the steps. |
| **Identifying relevant students’ and teacher’s activities for each step** | Students can identify students’ activities and teacher’s activities for each steps correctly. | Some activities which are expressed by students are not relevant to the steps. | All activities which are expressed by students are not relevant to the steps. |
| **Description of activities are in line with the 5 steps of teaching learning activities shown in the students’ reference** | Students can describe all activities which are in line with the 5 steps of teaching learning activities shown in the students’ reference. | Some descriptions for activities are not in line with the 5 steps of teaching learning activities shown in the students’ reference. | All descriptions for activities are not in line with the 5 steps of teaching learning activities shown in the students’ reference. |

**Lesson Plan: Lesson 4**

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| --- | --- |
| Subject | Science Teaching Methodology |
| Target year |  |
| Domain | 4. How to support children’s learning |
| Topic | Teaching learning activities of primary school science lessons |
| Objective | At the end of this lesson, students will be able to explain teaching learning activities of primary school science lessons and the effectiveness of inquiry based learning. |
| Teaching methods | Group discussion, presentation, whole class discussion |
| Teaching learning materials | Students’ reference; “Inquiry based learning in science”  Worksheets used in Lesson 3, New Worksheet for group discussion |
| Time allocation | 50 min |

**Teaching Learning Process**

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| --- | --- | --- |
| **Teaching Learning Activities** | **Time allocated** | **Teaching Learning Materials** |
| **Introduction**  Teacher gives feedback based on the result of checking students’ worksheets filled in the previous lesson. | 5 min | Worksheet |
| **Activity 1: Group work**  Students discuss the analysis of 5 steps of teaching learning activities by referring to teacher’s feedback and make another worksheet in groups. | 10 min | Worksheet |
| **Activity 2: Presentation**  Representative student from each group present the result of analysis of the assigned lessons in 3 min/group. | 15 min |  |
| **Activity 3: Explanation and plenary discussion**  Teacher explains the inquiry-based learning in science and asks students to think “Why inquiry based learning is effective for primary children?” | 10 min | Students’ reference |
| **Conclusion**  Teacher tells that Lesson 3 and 4 was conducted based on inquiry based learning and asks students to review how it is conducted.  Teacher summarizes 5 steps of teaching learning activities in the primary school science textbook. | 10 min |  |
| **Assessment**  Teacher evaluate the students’ achievement by comparing the worksheets filled individually in Lesson 3 and filled in groups in lesson 4. |  |  |

**Lecture note: Lesson 4**

**<Introduction>**

After Lesson 3, teacher check worksheets submitted by students by following perspectives and give feedback, so that students can have better discussion in this lesson.

* Whether they can identify 5 steps in the assigned lesson
* Whether they can identify relevant students’ and teacher’s activities for each step
* Whether the description of activities are in line with the 5 steps of teaching learning activities shown in the students’ reference

**<Activity 1>**

In the discussion, students reflect their individual work in the previous lesson and discuss to improve their works.

**<Activity 2>**

Teacher asks students to refer to Grade 1 teacher’s guide while listening to other groups’ presentation.

**<Activity 3>**

Students need to point out following points;

* Can promote students’ 21st century skills such as thinking skill, critical thinking skill, problem-solving skill, etc.
* Can promote students’ science process skills such as observation skill, research skill, measuring skill, comparing skill, classifying skill, relating skill, investigation skill, etc.
* Can stimulate students’ interests in the topics.
* Can promote students’ understanding.

**<Conclusion>**

How lesson 3 and 4 were conducted in inquiry base?

* Lesson 3 started from a question to ask the similarities and differences between old and new primary school science textbooks.
* In Lesson 3, students analyzed lessons themselves.
* In Lesson 4, students made presentation and confirmed their understanding.

Summary of 5 steps of teaching learning activities in primary science lesson.

Teacher briefly review the 5 steps and concludes that these 5 steps are applied to promote children’s inquiry based learning.