



THE UNIVERSITY OF TRINIDAD AND TOBAGO

SCIE 2001 - Science 1: Teaching Methods for Primary Science

LESSON - Activity 3 (30 marks)

Lesson Plan - 18%

Micro-teaching - 12%

Aim - to develop a 5e lesson plan with appropriate resources from one of topics of the Revised Primary Science Syllabus. The topics are identified below.

Each group is expected to prepare a lesson plan with resources on **one from the Primary Science syllabus** (identified below) and micro-teach using the 5-E Learning Cycle.

- Write at least four objectives for your chosen lesson plan: one cognitive objective, one cognitive/process skill objective, one psychomotor objective, one affective objective that uses one of the emotional or intellectual emotions which characterize Science. You may write other objective if needed.
- Identify a theme into which the lesson belongs.
- Identify the Umbrella idea or Science concept through which the lesson is taught. How is this umbrella concept illustrated in your lesson?
- Students must work in groups of 3-4.
- List the activities of each member of the group in a separate sheet. Each group member must state their explicit contribution to the group: i.e. the exact research they did and who the research was shared with, if they wrote the lesson plan, if they attended meetings online or physically (number of meetings and times) or organized meetings. Failure to state your exact contribution which is verified by other members of the group will lead to a loss of marks.
- Teach your lesson to the class. The lesson is a simulation and should not be more than 25- 30 minutes in length.

THE TOPICS

INFANT 1

1.1.1 Assess the importance of the observable parts of the body.

2. 1.1 Understand the need for food as a source of energy for survival

4. 1.1 Examine the functions of everyday structures.

6. 1.1 Categorise habitats based on their components.

9. 1.1 Differentiate amongst types of litter as plastic, paper, cans, and glass.

INFANT 2



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5.1.1 Distinguish among solids based on physical properties.

Please submit a soft copy of the lesson.

Your soft copy should have a cover page with the following information:

1. Course and course code
2. Official name of the Assignment (LESSON - Activity 3)
3. Name of all group members and their student numbers.
4. Name of Lecturer

Rubric for Lesson

Heading	Criteria:		Mark	Awarded mark
Cover Page	- complete	1	1	
Demographics	- all included - some included	1 1	2	
Objectives	Cognitive - at least one higher order - objectives not trivial - measurable - age appropriate learning outcome. - student oriented - psychomotor and affective if appropriate included.	1 1 1 1	4	
Previous Knowledge and possible misconceptions -	- previous Knowledge and experiences stated - alternative and misconceptions	1 1	2	
Inquiry skills	- at least one high order - appropriate to activities	1 1	2	
Safety	- appropriate to activities	1	1	
Resources	- matches lesson activates - appropriate to activities	1 1	2	
Theme	- identified	1	1	
Umbrella idea	- identified - used	1 1	2	

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Heading	Criteria:		Mark	Awarded mark
Introduction Engagement	<ul style="list-style-type: none"> - captures attention - finds out prior knowledge and misconceptions - is related to topic, - includes a statement on expected learning outcome 	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4	
Main concept	<ul style="list-style-type: none"> - Accurate & concise - reflects the overarching science concept 	<p>1</p> <p>1</p>	2	
Teaching learning activities Explore	<p>Exploration</p> <ul style="list-style-type: none"> - students collect data - activities suitable for concept development - activities suitable for age group - process skills developed. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4	
Teaching learning Explain	<p>Explanation</p> <ul style="list-style-type: none"> - discusses students' data - develops conclusions through interpretation and inferences of key concepts - introduces labels, clarifies misconceptions. - explains key concepts 	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4	
Teaching learning Expand	<p>Expansion</p> <ul style="list-style-type: none"> - application of concepts to everyday life, technology, society - develops peripheral concepts 	<p>2</p> <p>1</p>	3	
Closure	<ul style="list-style-type: none"> - Elicits from students or provides students with main concepts of the lesson. 	<p>2</p>	2	

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Heading	Criteria:		Mark	Awarded mark
Assessment Evaluation	- on going assessment done	1	4	
	Summative assessment			
	- each objective is matched to an assessment.	1		
	- suitable	1		
	- creative	1		
Sub total			40	
20% of Grade = Subtotal X $\frac{1}{2}$			20	