

SCIE 3001 - Science II: Earth and Life Science 1

LESSON ASSIGNMENT - 20%

Aim - to develop a 5E lesson plan with appropriate resources from one of topics of the Revised Primary Science Syllabus. The topics are under umbrella concepts which are identified below. Examples of possible resources are provided, but students can use their own ideas if they wish.

Instructions:

- Work in groups of four.
- The Rubric on pages 4 & 5 should guide your lesson plan.
- Each group
 - is expected to prepare a lesson plan with resources on one topic from the Primary Science syllabus and micro-teach using the 5-E Learning Cycle.
 - member must on a SEPARATE PAGE state his / her explicit contribution to the group. Other members will verify as true or false.
 - The number and time of organized meetings.
 - the exact research done.
 - with whom the research was shared.
 - section of lesson plan written singly / jointly.
 - number of meetings and times of meetings attended either online or face to face.
 - must sign other members' contribution report as agreed or disagreed.
 - Member failing to state the exact contribution or verify from other members of the group contributions as true or false may result to a loss of marks.
- Submission of Assignment: Your assignment
 - Should have a cover page with the following information:
 - Date.
 - Course name and course code (SCIE 3001 - Science II: Earth and Life Science 1).
 - Official name of the Assignment (Lesson Assignment).
 - Names of all group members, Student ID Number, phone contact and email.
 - Name of Lecturer
 - Mr. Kishore Lal prefers ONLY a soft copy of the lesson, please use the following protocols when submitting:
 - Use Microsoft Word to prepare the document.



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- Include all your drawings in the appropriate places in the text.
- Name of file: **Group leader's name Scarborough Campus SCIE3001 Lesson Plan.**
- Group leader submits report to Mr. Kishore Lal by email to sanshore@gmail.com and copy to other members of the group. Failure to observe these protocols may result in loss of marks.
- Other lecturers may issue different protocols for submission of the assignment.

THE TOPICS

1. Systems and Interactions (Habitats)		
Class	Topic	Resource
Std. 3	Characteristics of Wetlands	Model wetland with which students can interact and identify its characteristics or its filtering effect
Std. 3	Pollutant Affect Marine Life	A model which shows the effects of pollutants on marine life, with which students can interact
2. Systems and Interactions (Earth and Space)		
Std. 1	Compare the wet and dry season daily cycles and characteristics	Models or games
Std. 2	Different soil types can be distinguished by the rate at which water moves through the soil	Fair test to investigate this concept
Std. 4	The difference between weather and climate	Charting weather patterns Developing resources for charting and interpreting data from weather patterns
Std. 4	Extreme weather conditions (storms, and hurricanes) and preparation for these conditions	Interactive activity
3. Conservation and Sustainability		

Infant 1	It is important to dispose of litter properly	a game/simulation in which children will investigate or practice disposal of litter based on types
Std. 4	Global warming affects our ecosystem	A model illustrating the effects of global warming with which students can interact
4. Individual and Groups (living things)		
Infant 1	The human body is made up of various parts	Interactive model of body in which children stick on parts
Infant 2	Our diet is made up of different types of foods from the go, grow and glow groups	Game plates in which children construct meals from different groups
Standard 1	Animals can be grouped in different ways - vertebrate and invertebrates	Resource - interactive charts or games for classification of organisms
Standard 2	Plants need light and water for growth	Materials for doing a fair test to investigate this concept
Standard 3	Organisms have features which allow them to adapt to their environment e.g. through camouflage	A game or simulation in which students can use to show how features like colour, shape, etc. allow creatures to adapt to their environment by blending in with the surroundings
5. Form and Function (living things - plants)		
Standard 3	Different external parts of a flower have different function	Build a flower model



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Rubric for Lesson

Heading	Criteria:		Mark	Awarded mark
Cover Page	<ul style="list-style-type: none"> complete 	1	1	
Demographics	<ul style="list-style-type: none"> all included some included 	1 1	2	
Objectives	Cognitive <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> previous Knowledge and experiences stated alternative and misconceptions 	1 1	2	
Inquiry skills	<ul style="list-style-type: none"> at least one high order appropriate to activities 	1 1	2	
Safety	<ul style="list-style-type: none"> appropriate to activities 	1	1	
Theme	<ul style="list-style-type: none"> identified 	1	1	
Umbrella idea	<ul style="list-style-type: none"> identified used appropriately 	1 1	2	
Main concept	<ul style="list-style-type: none"> Accurate & concise reflects the overarching science concept 	1 1	2	
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 appropriate resources 	1 1 1 1 1	5	



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Heading	Criteria:		Mark	Awarded mark
Teaching learning activities Exploration	Exploration <ul style="list-style-type: none"> • students collect data • activities suitable for concept development • activities suitable for age group • process skills developed. • appropriate resources 	1 1 1 1 1	5	
Teaching learning activities Explanation	Explanation <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 	1 1 1 1	4	
Teaching learning activities Expansion	Expansion <ul style="list-style-type: none"> • detailed application of concepts to everyday life, technology, society • some application of concepts to everyday life, technology, society • develops peripheral concepts 	2 1 1	3	
Closure	<ul style="list-style-type: none"> • Elicits main concepts, attitudes & skills of the lesson from students • Summarizes main concepts, attitudes & skills of the lesson for students 	1 1	2	
Assessment Evaluation	<ul style="list-style-type: none"> • ongoing assessment done Summative assessment <ul style="list-style-type: none"> • each objectives is matched to an assessment. • suitable • creative 	1 1 1 1	4	
	Subtotal		40	
	20% of Grade = Subtotal X $\frac{1}{2}$		20	