**Lesson Plan**

Grade/Subject: 1 Science Unit: Senses Lesson Duration: 30-40 minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:**Identify each of the senses, and explain how we use our sensesin interpreting the world.Show understanding that the brain receives messages from each of our senses. | **Formative & Summative ASSESSMENTS (How will you know they met learning objectives?)**(Observations, Key Questions, Products/Performances) |
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| **LEARNING RESOURCES CONSULTED** |
| **Resource #1: Edmonton Public Schools Resource Booklet****Resource #2:**  |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| **\* Picture of brain****\*Picture of 5 senses with tape on them** |
| **PROCEDURE** |
| **Introduction** (\_5\_min.)**:** |
| Attention Grabber: “hands on top” or songAssessment of Prior Knowledge: Ask students to do the 5 senses signs for memory (briefly)Connection to Curriculum: Senses unit, learning how senses connect to the brainExpectations for Learning and Behaviour: Listening, sitting in desk or floor, participatingAdvance Organizer/Agenda: 1. Simon says game2.Brain Activity3.Messages to the brain worksheetTransition to Body: Announce “let’s all get up and play a simon says game” |
| **Body** (\_30\_min.)**:** |
| What is the teacher doing?Learning Activity #1: Simon Says with 5 senses1. Ask students to get up from their desk because we will play a game of simon says. 2. Explain how instead we will be playing a game with the 5 senses:-touch under your eye for sight-touch ear for hearing-touch your hand for sense of touch-touch your nose for sense3. Start Simon says*Formative & Summative Assessments: -formatively assess if students are understanding where their senses are coming from and if they generally understand-assess if they grasp concept quickly**Specific Learner Considerations:-if students wander away from their desk, call out their name and ask (for example, “Name, touch your sight”)**Transition to Activity #2: Ask students to sit back down in their desk and I am going to call on some volunteers if you are sitting quietly.* Learning Activity #2: Brain Activity 1.Ask students to put up their hand if they know where their senses send their messages to? (the brain)2. Explain how each of the senses send messages to the brain. Then the brain figures out how the body wants to react. (For example, if we put our hand into boiling water, our touch sense will feel and then send messages to the brain that says “it’s too hot” so then we would react by pulling out our hand. 3. Explain how I will read out different circumstances and will get volunteers to pin the right sense on the brain. 4. Read out circumstance then ask a student to come pick what sense they think that might be and then to put it onto the picture of the brain. Continue until the last sense was chosen. If a student picks the wrong one, let the student put it on the brain then explain how it is actually a different sense and allow them to pick the one they think is right. Give helpful hints. *Formative & Summative Assessments: -formatively assess if students are grasping which sense we use for different circumstances.* *Specific Learner Considerations****:*** if there is a wanderer, ask student to if they want to volunteer ( be sure to be encouraging)*Transition to Activity 3: Thank students for participating, ask if the passers can help pass out the science duotangs Turn on smartboard to have activity that you will be doing.* Learning Activity #3: Master Worksheet1. Ask students to turn to the brain worksheet in duotang 2. Ask students to draw a brain on the boy3. Ask students “what sense do you think the icecream is going to?” .. and other questions where. 4. Ask students to draw arrows (make sure you explain how to draw an arrow from (ex) icecream to tongue, then an arrow from the tongue to the brain). Depending on how things go, give student time to do one or a few on their own (but give direction “can you draw an arrow to where the music is coming from to his sense)Explain afterwards where it is going to. *Formative & Summative Assessments –Summatively assess the worksheets-formatively assess if they are grasping the concept.* *Specific Learner Considerations- make sure to know if they still have an attention span-use brain break if needed**Transition to Closure: explain again how the senses send messages to our brain* | ***What are the students doing?Touching under their eye, ear, mouth, hands, and noseWatching, participating*** |
| **Closure** ( \_2\_min.)**: \* Connect your closure with learning objectives\*** |
| *Feedback From Students: Ask students to put their hands ontop of where their senses is sending messages to**Feedback To Students: thank the students for helping**Transition To Next Lesson: ask passers to collect duotangs* |
| 10 Key questions to review your plan:1. What will my classroom/ teaching area look like when I begin to teach? At the front of the class, in desks
2. How will I interest the students on the lesson questions/ topic? By engaging with games
3. At what part of the lesson will I assess formatively? When I ask them to make symbols of senses, put senses on the brain and asking them questions. Summatively? By their worksheet.
4. Have I clearly planned how I will transition from each part of the lesson (e.g. intro to activity 1) I think so. Though, I know I have to work on transitions. I will see how these ones work.
5. Have I given thought to what approach to use in each activity? (e.g., direct instruction vs. group work) Yes!
6. Do I have enough detail in my activity descriptions to really understand what I will say, do, and assess? I think I have.
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| Lesson Reflections (After you teach):What went well: The game of Simon says went well and seemed to be a good review for them.I did not know how sticking the senses onto the brain would go (because it seemed really simple) but the students seemed to really understand how the senses send messages to the brain well by doing this activity. What can be improved upon:I think I could have added another activity in the lesson to lengthen my time as it went quick. I think I could have paced myself better and it would have not seemed as rushed. Describe how the students met your lesson objectives:The students met the lesson objectives as they seemed to grasp how the brain is involved with the 5 senses.  |