

S1 Integrated Science Lesson Plan

Example

Topic : Mushroom

No. of Lesson(s) : double lessons (100 mins)

Remarks : **WS** stands for worksheet ; **Ex** stands for extended task; **Diff** stands for tasks for differentiation

Objectives:

Concepts and knowledge:

1. The growth of mushroom
2. The structure of mushroom
3. The environment for growing mushroom
4. Different species of mushroom

Skills:

1. Research skill
2. Collaboration skill
3. Problem-solving skill

Values and attitudes:

1. Develop students' interest in exploring science
2. Appreciate the beauty of Biology

Key strategies designed for gifted students:

- 4 learning stations (8 Ss in a group): Addressing learner diversities in groups (e.g. open inquiry and immediate feedback)
- Challenging questions / asks (in form of anchor activity) are available in each station to enhance students' learning
- Catering for different learning styles by providing Ss with diverse learning experiences
- Allowing multiple ways of outcome presentation to address students' different strengths

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Learning and Teaching Strategies		Assessment
Classroom (core curricular) activities	Ex / Diff activities	
<p><u>Introduction</u> (10mins)</p> <p>Introduce the learning objectives; Remind the classroom rules; Explain the procedures and arrangement of the lesson; introduce the application of the equipments; Inform Ss about the options of enrichment activities</p> <p><u>4 learning stations (8 Ss in a group)</u> (80 mins)</p> <p>Station A : The growth of mushroom (Appendix 1) : Realise the origins and structures of mushroom through the use of microscope</p> <p>Station B : The structures of mushroom (Appendix 2) : Realise the structure and features of mushroom by observing 5 different species of mushroom</p> <p>Station C : Environmental conditions for growing mushroom (Appendix 3) : Watch a video and discuss the environmental conditions for growing mushroom</p> <p>Station D : Different species of mushroom (Appendix 4) : Visit the websites given and watch a video to know different species of mushroom</p> <p>Move from station to station every 20 mins in a clockwise direction. A3-size worksheet is given to each group member.</p> <p>A3-size worksheet(s) (Appendices 1-4) with detailed description of learning objectives, tasks and anchor activities.</p>	<p>Ex: See Appendices 1 – 4</p> <p>Diff: Providing Ss with multiple resources to address different learning styles</p> <ul style="list-style-type: none"> - Reading material, videos, microscope(for observation), records, websites, hands-on material <p>Diff: Ss will be engaged by challenging questions / asks (in form of anchor activity) available in each station.</p> <p>In the resource corner, an activity of “Build your mushroom greenbox” (with materials for Ts / Ss / parents) is available.</p>	<p>Formative assessment:</p> <p>Observation at each station</p> <p>Self-evaluation in Station 2</p> <p>Worksheet(s) in each station</p>

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A computer is set-up in each station. Students are encouraged to bring their computers / i-phones to school.

Conclusion (10 mins)

Each group is asked to generate 5 questions of the new learning and prepare the answers.

Through a “Round Robin” activity, Ss will review what they have learned in next lesson.

Summative assessment:

Assess the questions and answers generated by each group.