

ALTC

PROJECT EVIDENCE: ADEPT

DEMI

Creation Date: 02 December 2010

Lesson Plan

Learning Experience Plan

Year level: One

Date: 12th September 2010

Child/ren: Small group of 4 to 5 Duration: 20 – 30 minutes

Learning experience outcomes: To be able to explain how a procedure works and what it means and being able to organise information in the correct order that makes sense, using real-life situation and worksheets.

Steps	Teaching & Learning Activities	Organisation	Resources	Observation methods and assessment		
<p>Orientation</p>	<ul style="list-style-type: none"> As a group with hands up what do you think procedure means? ANSWER A procedure must have numbers at the beginning and start with a verb. "What's a verb"?" So a verb is a doing word like go wrap and put. "So I want to get my little sister something for Christmas time but I need you tell me how I should go about doing it" "So What's the first thing I would have to do when getting a gift for someone?" ANSWER – may be along lines of buy it That perfect and for today I have already bought a present with me and I need you to tell me what I should do next. Now if you are really good with no shouting or mucking about I will let you have a look at what is inside my box 	<p>Group in a circle so that all children can see teacher and each other.</p> <p>Free from other student distraction/ quiet area.</p>	<p>Teachers</p> <ul style="list-style-type: none"> Sheets Box Special item for in box Sticky tape Wrapping paper Pen/cil Board and marker <p>Student</p> <ul style="list-style-type: none"> Pencil Colouring pencils Glue Scrap books 	<ul style="list-style-type: none"> Looking over and marking the procedure Noting how easily each child picked up the concept of procedure Looking at their number formation How their behaviour is, noting down <table border="1" data-bbox="622 1552 662 2058"> <thead> <tr> <th data-bbox="622 1552 662 1608">Behaviour Management</th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1608 662 2058"> <ul style="list-style-type: none"> Fingers do the walking Reminder of the special item in the box "Remember if were not working properly we don't get to see what is in the box." Clapping copying </td> </tr> </tbody> </table>	Behaviour Management	<ul style="list-style-type: none"> Fingers do the walking Reminder of the special item in the box "Remember if were not working properly we don't get to see what is in the box." Clapping copying
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	<p>but if anyone is naughty then we won't get to see what is inside it, ok?"</p> <ul style="list-style-type: none"> • Children continue to tell me how to wrap the present until it is complete. <p>Enhancing</p> <ul style="list-style-type: none"> • "So looking at our sheet how many boxes do we have? ANSWER – 10 • (how on board there are 10 boxes showing a number in each) • 'Now looking at these how many groups of 10 are there? ANSWER- 1 • "Now all the steps in this procedure are muddled up and we need to get them in the right order so let's read all the sentences together first. "..... sentence reading" • So hands up, with no talking, which one you think is the first step in our procedure? ANSWER • Ok so we need to write the 1 at the front nice and neatly next to the right box. So then which would come 2nd? • If children are finding this to easy allow for them to complete it by themselves. If children are finding 		
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it a little difficulty get them as a group to go through the sheet together.

- Once they have finished writing the numbers beside them individually check each book correctly wrongly place markers*
- Get the children to then cut the trips out showing them where to cut with an imaginary line.*
- Place them in the correct order WITHOUT GLUE and check before glue is used.*
- Once they have finished if others are still going allow them to colour in.*
- As a group when everyone is finished go through the answers one more time in the correct order using my special box to help. If they have been really good show them what is in the box*
- Toy soldier- very old and what little kids used to get for Christmas.*

Conclusion