Day & Date	Wednesday 12th August 2020		
Lesson	Eggs for Eating, Eggs for Hatching		
Objectives	By the end of this lesson, students will be able to pose two clarifying question and make two predictions about 'Eggs for Hatching and Eggs for Eating'. This will be done with direction from the teacher and with the assistance of a small group of peers.		
Overall duration (time)	50 mins		
Student Prior Knowledge	• With assistance, pose questions for scientific investigations. • Use prior knowledge to make predictions.		
Materials	White board marker, pencils, worksheet (printed both sides, one copy per student), workbook for notetaking.	Resources	White board, chairs, desks, ipads and headphones (one per student).
Key terminology	Brainstorm Attribute mapping Questioning Predicting	Key features	Real-world context
Learning strategies & activities (introductory) Time: 5-10 mins	Explanation: • An attribute is a quality, feature or characteristic of an object. Attribute mapping will help us build a description. • During this lesson, students are encouraged to take notes about what they hear and see. This will assist students during the research activity in week 3. Whole class activity: • Brainstorm, with teacher assistance. Discuss, everything we collectively know about Eggs for Eating, Eggs for Hatching. No wrong answers, fun, interactive. • Teacher takes a photograph of whiteboard.		

Learning strategies & activities (developmental)
Time: 20-30 mins
	Small Group activity:
	• Make groups of three, mixed abilities.
	• Complete attribute mapping activity (appendix 1), question 1. Each group completes a worksheet, discussion is encouraged.
	
	Individual activity:
	• Students complete questions 2&3 of worksheet.
	
	Lecture:
	• What is a scientific question and how do we write one?
	  ○ Think about your current observations
	  ○ Avoid 'why' questions
	  ○ Question should be measurable, simple, attainable, relevant
	  ○ Question should be limited to a particular time and place.
	  ○ i.e. what are the health benefits of eating chicken eggs and how many should a child (aged 10-13) eat each week.
	• Prediction
	  ○ Relate it to your scientific question, use your prior knowledge to make it realistic.
	  ○ The language used should be direct and clear
	  ○ i.e. If a child (aged 10-13) ate 30 eggs in a week, they would consume 10 times more than the recommended amount of cholesterol.
	
	Group activity:
	• Each group poses a clarifying question about Eggs for Eating and Hatching
	• Each group makes a prediction about Eggs for Eating and Hatching

Learning strategies & activities (concluding) Time: 5-10 mins	• Questioning and predictions shared with class. Written on whiteboard, for all to see. • As a whole class: questions and predictions are grouped (find similarities) and reworded, to strengthen the development of ideas. • Teacher takes a photograph of whiteboard. Explanation: The questions and predictions will form the basis of research, in future lesson.
Differentiation	Extension: Students who need extension, will be encouraged to lead the concluding activity. Their breadth of understanding will be expanded by posing of open-ended questioning. Support: Additional teacher assistance given to scaffold learners for require support. Regular check-ins essential.
Key questions	• How do your questions relate to your prior understanding of the topic? • Is your prediction realistic and measurable, how? • What aspect of your questioning could you change to make it more specific?
Assessment of student learning	This lesson is a formative assessment. Feedback is provided during the brainstorming session, when question 1 is answered, at the completion of the worksheet and formal/written feedback is provided on the questioning and prediction statements/questions. Using a matrix, the teacher evaluates the students' prior knowledge and understanding, against the learning objective/s and the students' contribution to group and class discussion.

	Teaching strategies: Brainstorming, discussion, lecture, explanation, cooperative learning, attribute listing, comparisons, contrasting and reflection.	
Reflection (completed post lesson)	Learning:	Teaching:
	Lesson outcome/s achieved?	Did the lesson engage and challenge all students i.e. were the teaching strategies effective?
	How are students progressing with the task/s? 1. Individually 2. Small group 3. Whole class	Did the students construct and apply new knowledge i.e. what worked and why?
	1.	
	2.	What did not work and why?
	3.	
	Fill gaps & follow up	What was the mood of the learning environment i.e. were ALL children positive, productive and supportive of the lesson?
		Was the assessment rigorous and how can it be more effective?
		Were the resources effective?