Day & Date	Friday 14th August 2020		
Lesson	The Actual Egg		
Objectives	By the end of this lesson, students will be able to describe the composition of an actual egg and distinguish its components.		
Overall duration (time)	50 mins		
Student Prior Knowledge	• Students can use a range of methods to represent data and to identify patterns and trends. • Predict and suggest possible findings.		
Materials	White board marker, pencils, worksheet (one copy per student), workbook for notetaking	Resources	White board, chairs, desks, egg (one per pair), petri dish (one per 4-5 students), lab coat (one per student).
Key terminology	Shell, shell membrane, yolk, yolk membrane (viteline), thin & thick albumen, germinal disc, air cell and chalazae.	Key features	Egg biology
Learning strategies & activities (introductory) Time: 5-10 mins	Explanation: 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: • Discussion and discovery: The Egg Laying Cycle, appendix 4 (projected onto whiteboard). • Brainstorm: what do we already know about the actual egg (attributes). • Answers/ideas written on whiteboard. • Teacher takes a photograph of whiteboard.		

Learning strategies & activities (developmental) Time: 20-30 mins	In groups of 4-5 • Observe the actual egg, in the petri dish (broken shell alongside) • Describe its composition/characteristics/traits – what do the parts of the egg look like? (colour, shape, size, texture), appendix 5, question 1 • 'Draw what you see', appendix 5, question 2 • Observe and feel the egg a second time and link egg components to the diagram, appendix 6. • Tactile: students feel and touch the egg and its three main components; shell, yolk, white. *Teacher answers, appendix 7*
Learning strategies & activities (concluding) Time: 5-10 mins	Group activity: • Students volunteer to draw components of a 'big' egg on the board. • Students volunteer to name and write the 9 parts of the egg on the board.
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	• What are some variations that you can see in other eggs? • What types of things would influence the way an egg looks or tastes? • What do you think a healthy egg should look like (composition/characteristics/traits)?
Assessment of student learning	Prior knowledge is guided by judging standards (what has been taught in previous year) and the students' contribution to group and

<table>
<tr><td></td><td colspan="2">class discussion. A matrix is used to evaluate the students' understanding. This lesson is a formative assessment. Feedback is given when question 1 is answered, at the completion of the worksheet and formal/written feedback is provided on the completion of appendix 6.

Teaching strategies: Discussion, discovery, brainstorming, explanation, cooperative learning, direct instruction</td></tr>
<tr><td rowspan="11">Reflection (completed post lesson)</td><td>Learning:</td><td>Teaching:</td></tr>
<tr><td>Lesson outcome/s achieved?</td><td>Did the lesson engage and challenge all students i.e. were the teaching strategies effective?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>How are students progressing with the task/s?
1. Individually
2. Small group
3. Whole class</td><td>Did the students construct and apply new knowledge i.e. what worked and why?</td></tr>
<tr><td>1.</td><td></td></tr>
<tr><td>2.</td><td>What did not work and why?</td></tr>
<tr><td>3.</td><td></td></tr>
<tr><td>Fill gaps & follow up</td><td>What was the mood of the learning environment i.e. were ALL children positive, productive and supportive of the lesson?</td></tr>
<tr><td rowspan="5"></td><td></td></tr>
<tr><td>Was the assessment rigorous and how can it be more effective?</td></tr>
<tr><td></td></tr>
<tr><td>Were the resources effective?</td></tr>
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