



LESSON PLAN

Lesson Topic/Focus:	Months and Seasons	Date:	18/11/2014
AusVELS Domain(s):	Mathematics	Year level(s):	Prep
AusVELS strand (s):	Measurement and Geometry	Lesson duration:	60 minutes
AusVELS sub-strand(s):	Using units of measure		

Learning Standard(s)/Outcome(s)/Objective(s):
Students will be able to identify months to their seasons.

At the conclusion of this lesson, the students will know/understand that:
By the end of the lesson, students will be able to tell the months of the year and seasons.

- Assessment:**
- Rove around the classroom questioning students while they are doing their work.
 - Make notes while roving around the classroom.

- Assessment criteria for analysis:**
- Students will be able to identify all the months by writing them on their months and seasons clock.
 - Students will be able to list things we do in each month.

Teaching focus:

B. *I would like to focus on speaking slowly and clearly so all students can comprehend what I am saying and what to do for their activity without their being any confusion.*

- Background to the learning:**
- A. AusVELS
 - B. First lesson on seasons and months.

- Lesson resources:**
- Large piece of paper
 - Textas
 - 20 months of the year and seasons clock worksheets

Lesson content:

A. Introduction

Have students brainstorm all the months of the year.

- Use months of the year flash cards.
- As a grade place the flash cards in order (place one month under the next).

Discuss how many months there are in a year.

- Discuss that the months and seasons are an ongoing cycle that occurs once a year.

B. Development

1. Discuss with students the 4 seasons.

F.Q: Does anybody know how many seasons there are?

F.Q: Does anybody know what the seasons are called?

2. Tell students that our environment changes according to the season where in. Ask students what happens and what do we do in each season. (Make an anchor chart while they give you their answers).

F.Q: Who would like to tell me what happens and what we do in summer?

Autumn? Spring? Winter?

- Tell students that there are 3 months in each season.

C. Consolidation, practice, extension

- Students are to complete 'Months and Seasons clock' by writing down the missing months of the year and draw/scribe what happens in each season within the space provided.
- While the students are completing their work, the teacher will wonder around the classroom, helping students that need help.

Extension activity:

Children will write about their favourite month and what are some things they enjoy doing.

D. Closure

- The teacher will ask 3-4 students to share their months and seasons clock. The teacher will ask the students what month we are in and what season that falls into.

- The students can also share their favourite month and what are some things they enjoy doing.

5 mins

Comment [JV1]:

Engage students in the topic. Should only take 5 minutes.
This is when you tell students what they are going to be learning about.

15 mins

Comment [JV2]: Development: Build students' knowledge on the topic. Question students so you know what they know about the topic and what they are thinking.

Try not to keep students too long on the floor as they will get distracted and will lose focus.

30 mins

Comment [JV3]: Students learn well when they work with others as they are able to share ideas, listen to diverse views and perspectives of others and most importantly learn from one another.

This is when I would allow students to work in pairs or work in a groups.

Comment [JV4]: This is when you allow students time to complete the activity you have set.

Teachers should give students enough time to complete the activity.

10 mins

Comment [JV5]: Reflecting on what the students have learnt from the lesson.

This usually takes 5 to 10 minutes.

Student centred learning approach (Part of EDFD452 Essay)

The student-centred learning approach can be used when creating a community of learners. Student centred learning is approach where students are positioned at the centre of their learning, while the teachers role is to facilitate learning. Within this approach, students become responsible for their learning, have to process information and construct knowledge by participating in positive learning experiences (Cubukcu, 2012, Estes, 2004 and Spooner, 2015). Estes (2004), states that the student centred approach is effective as students become actively engaged in their learning, are able to pose questions, experiment, investigate, solve problems, be creative and most importantly construct meaning. Estes (2004) further indicates that it allows students to use their critical thinking skills by participating in purposeful educational experiences. Estes (2004), Meeks (2014) and Spooner (2015) highlight that the approach promotes discussions and collaborations and encourages students to work with their teachers and peers. Through rich classroom discussions and group activities, students are able to share ideas with one another, and most importantly learn from one another. Cubukcu (2012) and Spooner (2015) emphasise that the focus of the student centred learning approach is on student ability, needs, interests and learning styles. Students are able to choose what they want to learn, how they will learn and how much is learnt (Cubukcu, 2012 and Spooner, 2015). While many teachers welcome this approach, some find it ineffective due to lack of time, resources and independent learning (Spooner, 2015). Spooner (2015) further argues that there are many students that aren't ready to be responsible for their learning and find it difficult working independently. Spooner (2015) further states that many traditionalists dislike the approach, as they believe "instruction is more efficient when it consists of a single, unified curriculum for all students regardless of their ability or interest" (p.83). The writer believes that the student centered learning approach is vital in creating a community of learners as students become responsible for their own leaning as they have to participate in purposeful learning experiences and construct meaning for themselves. The approach caters for student's needs, abilities and learning styles which is vital for student success. The writer admires the way it promotes rich classroom discussions, collaboration, and active learning.

Comment [JV6]: 1.1 Physical, social and intellectual development and characteristics of students.

-Students learn best when they are at the centre of their learning. The teacher's role is to facilitate learning rather than providing students with knowledge.
-When students are responsible for their learning, they are much more motivated and involved.

Comment [JV7]: 1.1 Physical, social and intellectual development and characteristics of students.

Social development and characteristics
Some students learn when working with others. This approach allows students to have discussions and collaborate with others. When students work with others they are able to share ideas with each other, listen to diverse views and perspectives and most importantly learn from one another.

Comment [JV8]: 1.1 Physical, social and intellectual development and characteristics of students.

This approach caters for all students' needs, interests, abilities and learning styles. Students are able to choose what they want to learn, how they will learn it and how much they will learn.

•Caters for students' physical, social and intellectual development.