

ZHONGHUA PRIMARY SCHOOL

Lesson Plan cum Report For Classroom Observation

Name : Sandra Wang
Date : 11 July 2019 (Thu)
Subject : PAL
Lesson : 2

Class : 2HA
Time : 7.45 – 9.15 a.m, 9.45 – 10.15 a.m.

Prior Knowledge :

Students should already know:

1. SEL domains for PAL
2. Class rules and routines

Instructional Objectives :

Pupils will be able to:

- Work together in groups
- Design a bridge using only Strawbees

Teaching / Learning Strategies :

<u>Steps Of The Lesson: Learning Activities, Key Questions</u>	<u>Key Outcomes / Rationale</u>	<u>Notes/Observations</u> (by Observer)
WALT: 1. Work together in groups (RM, RDM) 2. Design a bridge using only Strawbees) Tuning In / Activate Learning (~10m) Teacher gets class settled down and goes through the <u>SEL Domains</u> Lesson Development- Introduction to Strawbees (~10m) Teacher explains what Strawbees is about. It is basically a tool to help pupils express their creativity and thinking skills as they construct objects. Something like Lego but using straws. (slides 1 to 6) Teacher demonstrates how to connect the straws using the strawbees provided. (slides 7 to 11) and shows some of the examples. Teacher demonstrates how to connect strawbees together by making sure they click together. Teacher provides own example and shares challenges faced while building it. Lesson Development- Ideate, Try Out (~15m) Teacher gets the pupils in groups of 2 to 3 with a box of strawbees. Pupils will try to connect the strawbees together and try building something in 15min. Teacher walks around to assist.	Activate prior learning / "refresher" Introduce Strawbees as a building tool to the pupils. Promote critical thinking Ensure pupils have a working knowledge of the basics of construction Promote collaborative learning	(+) Teacher started her lesson by revisiting PAL SEL domains with the pupils. She was able to break it down into simple terms to cater for the lower primary pupils. Pupils were able to recite the domains with scaffolding. Lesson focus: • Relationship Management • Responsible Decision Making (+) There is class orderliness, pupils know expectations from teachers. Routines were seen being set by teacher. Teacher has a very good rapport with pupils. (+) Teacher explained vocabulary terms related to Strawbees. This is very helpful as pupils were able to familiarize themselves with the terms. (+) Teacher gave a few examples of how Strawbees are connected and she also shared a video of how Strawbees can be connected to form other shapes. (Activate Learning) (AFI) Perhaps, teacher may want to pause in some parts of the video to explain to pupils how Strawbees can form other shapes/ buildings.

Lesson Development- Work in Groups to Design a Bridge Using Strawbees (~10+45m)

Teacher to go through Powerpoint slides on the famous bridges around the world and some bridges that had collapsed over the years (slides 13 to 21).

Teacher guides the pupils to share possible reasons for the collapsed bridges and the challenges an engineer would face in developing a bridge (slide 22)

Examples of questions:

-What dangers are there when the bridge collapses?

-Why do you think the bridge will collapse? (slide 22)

Teacher to guide pupils to understand that designing a steady bridge involves thinking carefully about the design

Teacher to give pupils the task: In groups, construct a bridge. Each group will be given a checklist. Two out of three criteria must be met (slides 23 to 27)

Pupils must finish in 30min (until recess)

Consolidation (judging) & Conclusion (post-recess) (~30m)

Teacher judges each group's bridge with a checklist (during recess) and brings shortlisted (2/3 criteria met) ones to the front for display.

Each group allowed to present their bridge to the class (should time permit)

Teacher to consolidate by bringing back SEL points.

Promoting critical thinking (being exposed to importance of design thinking)

Self-evaluation (pupils taking charge of their own learning)

Consolidating learning

Develop effective communication skills

(+) Pupils were seen very excited to explore. Teacher gave pupils timing and even showed the pupils their groupings. This helps in the management of pupils especially for lower primary pupils.

(+) Pupils were eager to toy around with the Strawbees. Some even used the manual handbook to try out to make different objects. Teachers constantly reminded pupils on the amount of time left for them to explore. Pupils were seen able to work very well in their groups of 3. Teacher walked around to check on pupils.

Teacher called pupils back from their small groups to debrief about the exploration. Teacher aroused pupils further by showing them the architecture that they will be building. She showed the different examples and explained the use of bridges.

(AFI) Perhaps, teacher may want to show some examples of Strawbees bridges.

Comments by Observer:

Positive Classroom Culture • *Establishing interaction and rapport • Maintaining positive discipline • *Setting expectations and routines • Building trust • Empowering learner	Teacher has a good rapport with pupils. There is a classroom routine that has been set by the teacher and she was able to manage the class very well. Teacher knows each and every pupil by name and a positive TSR is seen in the classroom. Conducive classroom environment. Teacher has put up posters to remind pupils on the routines and expectations.
Lesson Preparation • *Determining lesson objectives • Considering learners' profiles • Selecting and sequencing content • Planning key questions • Sequencing learning • *Deciding on instructional strategies	Teacher took learner's profiles into consideration. She was able to explain the SEL domains very clearly to the pupils and pupils understood the focus of the lesson. The lesson flow was very well planned as pupils were allowed to explore first before teacher got them to play and build the bridge. Timing of the lesson was well paced.