

## Lesson Plan



Semester: .....1.....

Year: ...2018 - 2019 .....

Week: .....15.....

Subject: ....Science.....

Class: .....EP 3.....

Name: Shaira Aiko Valmeo

Book, Unit, Topic: .... Science 3 Textbook, Unit 4, Force - Effects of Force, N/A.....

Comments of the Head of English Programme / Assistant Director, Satit Demonstration School, Nakhon Sri Thammarat Rajabhat University

☐

Implementation of the lesson was learned

☐

Update before proceeding

☐

Other.....

Signature...../...../.....

Ms. Jesille Padernal Head of Foreign Teachers EP Department/ Coordinator

Comments of the Assistant Director for Academic Affairs, Satit Demonstration School, Nakhon Sri Thammarat Rajabhat University

☐

Implementation of the lesson was learned

☐

Update before proceeding

☐

Other.....

Signature...../...../.....

Apinporn Satitpakeekul Assistant Director

Comments of the Director for Satit Demonstration School, Nakhon Sri Thammarat Rajabhat University

☐

Implementation of the lesson was learned

☐

Update before proceeding

☐

Other.....

Signature...../...../.....

Nopparat Chairurang Director

| Lesson Learning Outcome   | Content / book, unit, page  | Activity / Lesson description   | Lesson Testing   | Lesson Evaluation   | Lesson Criteria  |
|---|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>Sc4.1, -, -, #7</li> </ul> | <ul style="list-style-type: none"> <li>Science 3 TextBk, Unit 4, p55 N/A</li> <li>Science 3 WB, Unit 4, p34 N/A</li> <li>Science 3 WB, Unit 4, p53 p55</li> </ul> | <p><b><u>Lesson 1</u></b> 23 August 2018</p> <p><u>Warmer</u></p> <ul style="list-style-type: none"> <li>The teacher will let the students demonstrate several ways of basic “pulling” and “pushing” involving items inside the class</li> </ul> <p><u>Target Vocabulary</u></p> <ul style="list-style-type: none"> <li>Force – Push or pull effect on an object</li> <li>Pull – Force acting towards the origin of force</li> <li>Push – Force acting away the origin of the force</li> </ul> <p><u>Preparation</u></p> <ul style="list-style-type: none"> <li>The keywords on the Target Vocabulary will be presented</li> </ul> <p><u>Discussion</u></p> <ul style="list-style-type: none"> <li>The teacher will explain the difference between Push and Pull forces</li> </ul> <p><u>Activity</u></p> <ul style="list-style-type: none"> <li>The students will classify the examples of actions involving push and pull forces</li> </ul> | <ul style="list-style-type: none"> <li>Observation skills</li> <li>Critical thinking skills</li> </ul> | <ul style="list-style-type: none"> <li>Ability to differentiate pushing and pulling forces</li> <li>TBAT demonstrate examples of actions involving push and pull</li> </ul> | <ul style="list-style-type: none"> <li>&gt;90% understanding</li> <li>&gt;85% participation</li> <li>&gt;80% comprehension</li> <li>&gt;95% recognition</li> </ul> |

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|---|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>Sc4.1, -, -, #7</li> </ul> | <ul style="list-style-type: none"> <li>Science 3 TextBk, Unit 4, p55 N/A</li> <li>Science 3 WB, Unit 4, p34 N/A</li> <li>Science 3 WB, Unit 4, p53 p55</li> </ul> | <p><b><u>Lesson continuation</u></b> 23<br/>August 2018</p> <p><u>Warmer</u></p> <ul style="list-style-type: none"> <li>Ask the students to recall the difference between push and pull forces and give examples</li> </ul> <p><u>Target Vocabulary</u></p> <ul style="list-style-type: none"> <li>Newtons – unit used for force</li> <li>Equilibrium – State of Balance</li> </ul> <p><u>Discussion</u></p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Present the sample of push or pull forces and let the students guess or decide on which side will the object fall/go based on the amount of force exerted (in newtons)</li> <li>Discuss and compute amount of force exerted</li> </ul> <p><u>Cooler</u></p> <ul style="list-style-type: none"> <li>Summarize the lesson by letting the students answer concluding questions</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>List at least 3 objects where you apply force at home, in school and outside. Give the importance of each.</li> </ul> | <ul style="list-style-type: none"> <li>Listening skills</li> <li>Observation skills</li> </ul> | <ul style="list-style-type: none"> <li>Ability to compare forces</li> <li>Ability to compute for equilibrium in forces</li> <li>TBAT reflect on the importance of forces in everyday life</li> </ul> | <ul style="list-style-type: none"> <li>&gt;90% understanding</li> <li>&gt;85% participation</li> <li>&gt;80% comprehension</li> <li>&gt;95% recognition</li> </ul> |
|---|---|---|--|--|--|

N/A   N/A   N/A   N/A   N/A

|   |   |
|---|---|
| Deviations from ..<br><i>OR</i><br>Changes to plan .. | <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> |
| Lesson Positives                                      | <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> |
| Lesson Negatives                                      | <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> |
| Teacher comments<br><i>OR</i><br>reflections          | <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> <div><div>•</div><div></div><div></div></div> |