Reflection Of lesson Science lesson plan

This science lesson was an example of hands on experience as students were able to experiment with colour paint and water. I designed this lesson on the basis of scaffolding as it followed the Edmonton’s science program and their activities built upon each other and would reference the previous learned lesson. For this reason we began at the carpet and discussed the past three lessons we had together. I used the Popsicle sticks to allow all the class to participate. This review went really well, they were all able to answer the question. I was amazed they were able to remember the word opaque, but they did. It was great! This review allowed me to open up a discussion about what would happen to paint when we add water. Because we had reviewed they were able to hypothesize their thoughts about the experiment. Dealing with paint in Grade one is always a blast but after doing three other experiments with it and them they got pretty good at following the rules and allowing all members of the group to participate, which is scaffolding in itself because of their age. At this age, sharing and group participation is alien to them and so step by step they are beginning to learn and understand. After the painting was all done they were able to look at their work and make a final assessment of their initial hypothesis.

Cue reminders helped them maintain on task and helped them stay neat. In comparison to the first two times they used paint for a science experiment; they had begun to show group work and better listening skills.

This lesson had many components to Bloom’s taxonomy. Knowledge is demonstrated as they recognize or identify the outcome of the experiment and are able to state or define that outcome. Comprehension is demonstrated in their ability to predict or explain the outcome of the experiment before it happens. Application is demonstrated throughout the experiment as they construct and illustrate each step of the experiment by mixing paint with water and slowly increasing the amount of water. This allows students to have a visual construction of the experiment. Analysis is demonstrated as each step with the water is documented and the visual allows students to distinguish between each stage of the experiment. Synthesis is demonstrated as they create different paintings with the different paint. Evaluation came from their ability to judge whether their prediction was correct or wrong and document it accordingly.

In the revised Bloom’s taxonomy the Remember, Understand and Apply stages of the Cognitive process is also demonstrated through this experiment. Because we reviewed the past lessons and put those lessons into context for this lesson they use the Remember process. Understand comes from their predictions and their conclusion. Apply covers the entire experiment because they are taking a problem and working through it in order to come up with an established outcome from a set or chosen procedure.

This experiment also exemplifies the conceptual knowledge of my grade one students. It was a specific instance with specific classifications and applications that resulted in a visual telling of their knowledge or learning process.

After trying other lessons with paint I changed how I would execute this lesson. I knew the grade one students would fight over whose turn it was to mix the paint so in my planning; I came up with strategies to overcome this fight. I decided I would choose and state the person who would mix the paint each time, so they knew I was making the decision and that they were all going to get a turn. This lesson was executed fairly well with little hiccups. We have one student who is currently going through some behavior problems and needs a little more help, so she had someone working with her. The only other hiccup was another little girl felt her teddy bears didn’t look nice (when they looked real good) and felt sad over her teddy bears so was not 100% engaged. The rest of the class was engaged completely with their teddy bears and paint. I was happy about this because Mrs. Maryanne Murphy was there to evaluate me. Because the lesson was so hands on it allowed the students to always be busy and didn’t allow them to get bored. When they were done the first step they would continue onto the next until they were completely finished. They basically all finished at the same time which was great. However if they had not finished close together their cleanup time made up for the lack of time in other groups.

For future planning, I would try to always have an active activity that allows students to see the learning while they experience it as well. Especially for the younger ages where visual is much more effective of learning and creation is much more engaging for them. I enjoyed this lesson. They all enjoyed this lesson, and if I asked today what happens to paint when we add water, 90% of them would remember that water makes paint thinner. The difficulties of Grade one, is that they need help writing their documentation down. So it was very verbal and then I would write their answers on the board, for them to copy the big words: such as thinner or paint. It is also nice to have a smart board to exhibit the same worksheet they are using and to write those big words. However during my lesson the smart board was being stubborn so I adapted to the white board to spell out those big worded sentences.