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| **Lesson plan 3** |
| **Grade**  | **Semester** | **Title**  |
| 6 | 1 | Respiratory system |
| **Time**  | **Learning Objective** | **Learning experience**  | **Assessment**  |
| **Objective** | **Cognitive level** | **Materials** | **Teaching strategies**  | **Students-teacher activity**  |
| 7 min | Students will be able to name the parts of respiratory system. | **knowledge** | **White****board** **+****Pen** **+****Data show** | Cooperative learning | Show students the picture of respiratory system by using data show. Ask students to create strategy in group that help them to memorize the names of different parts of the system.Discuss with students the their strategies and weakness and strength of their stratigies.  | name the parts of respiratory system. |
| 10 min | Students will be able to Distinguish between expiration and inspiration | **analysis** | Balloon+Empty bottle of water. | Questioning | * **Ask students from where air enter the body of the human? Let students answer the question. Then, give them feedback.**
* **What is meaning of inspiration? what is the meaning of expiration? Allow students to answer the question. Then, give them feedback.**
* **Tell students that diaphragm moves down to let the air enter the lung and it moves up to make the air leaves the lungs. Do the experiments in figure 1 to show students this process.**
* **Note: Look at figure 1 to show you the steps of this experiment.**
* **Ask students what will happen when we pull the rubber membrane down? Allow students to create their hypothesis. Let students check their hypothesis through pull the membrane down. Ask students when you move the membrane down, the balloon filled with air. Does this process represent inspiration or expiration? Why? When you move the membrane up, the balloon will become empty. Is process representing expiration or inspiration? Why?**

نتيجة بحث الصور عن ‪experiment of respiration balloon diaphragm‬‏Figure 1 | Distinguish between expiration and inspiration |
| 15 min | Explain the process of respiration | Understanding. | Balloon+Empty bottle of water.+Data show+White board+Pen of white board. | Questioning +cooperative learning (think pair share)+ Direct instruction. | * Tell students that the air enters the body through noise and mouth.

Then, the air pass through pharynx* Where is pharynx? What is the meaning of pharynx? Show students three picture. Ask them to choose the picture that represents pharynx.
* Then the air goes to the throat. Show students three picture. Ask students to choose the picture that represents throat.
* After air pass through pharynx and throat, where does it go?

Tell students that air pass through Trachea " القصبة الهوائية". what is the meaning of "قصبة"? give students some sentence to make them able to conclude the meaning of ""قصبة tell students that "قصبة" mean pipe.* After that, The air passes through bronchus. Then, the air passes through bronchi.
* Show students the picture of alveoli. Then, tell them that air enter alveoli. Then, it enters Blood vessels.
* What is kind of gas go into the blood vessels?
* What is kind of gas going out of the blood vessels to leave the human body?
* Tell students that there are some similarities between respiratory system and tree. how? Can you explain? Share your thought in pair. Then, share the answer with all students of the class.
* Tell the students the summary of the process.
 | Explain the process of respiration correctly.Differentiation assessment.1. For low achievers, ask them to answer some question that helps them to explain the process of respiration correctly. (e.g. from where air enter the body of the human? what will happen when you move diaphragm up and down) give students choice in which allow students to answer the question through speaking or writing.
2. For middle achievers, ask them to answer few questions that help them to explain process of respiration correctly. (use some questions that you use them for explaining the process of respiration). give students choice in which allow students to answer the question through speaking or writing. Note: questions in work sheet number 2.
3. For high achiever students, ask them to explain process of respiration correctly. Without giving them guiding questions. give students choice in which allow students to answer the question through speaking or writing.
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| 8 min | Students will be able Compare between different kinds respiratory system.  | analysis | Papers+pen | Cooperative learning | * Divide students into groups. Give each groups of students three articles about different species that use different respiratory system (e.g. lungs, gills and diffusion) ask students to summarize the difference between these kinds respiratory system. Then, ask them to present their work.
 | Compare between different kinds respiratory system |