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Lesson Plan

Learning Segment Focus: Science Lesson: One of One

Course & topic addressed: Learning Our Body Parts Date: November 30th, 2020 Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify common body parts and understand how we use them
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will have been introduced to the basic vocabulary to get familiar and prepared for this lesson
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students will be able to use this lesson to develop a deeper understanding how body parts work. This will help student further understand their bodies on a personal level. This lesson can lead to teach students how we should treat other's bodies from a cultural standpoint.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Head, Arms, Legs, Chest, Hands, and Feet
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Chart paper the size of each student Your Body worksheet Body Parts Song for Kids
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Markers or Crayons

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<ul style="list-style-type: none"> ▪ Go over previous learned vocabulary dealing with body parts ▪ Introduce the Song and have the students listen to it. 	<p>I will start this lesson off by having the students sitting in their seats while I am at the front of the classroom. I will assess my student’s knowledge on past vocabulary words that could help them in this lesson. I will then start discussing the video I selected for them to watch. I will have them put everything away on their desks so that there are no distractions. I will then play the song.</p>
30 minutes	<ul style="list-style-type: none"> ▪ I will review the body parts with my students ▪ Go over body parts that were not addressed in the song ▪ Introduce the body tracing activity 	<p>After the song is complete, I will start discussing each body part. I will cover parts that were in the song and some that were not. I will make sure my students fully understand the processes of each body part fully before continuing on. After I feel like my students fully grasp the material, I will introduce the tracing activity. I will pass out paper that is bigger than my students and then I will break them into pairs so that they can trace each other. Once the students have completed tracing one another, I will have them label their own body parts. After everyone has completed labeling, I will have them turn in their sheets and head back to their chairs.</p>
10 minutes	<ul style="list-style-type: none"> ▪ I will assess students’ knowledge with a Your Body worksheet ▪ I will collect the sheets once they are done ▪ I will then ask for questions and concerns 	<p>After everyone has returned to their seats, I will pass out a short assessment for the students to complete. After they have completed the assessment worksheet, we will review it as a class and then I will collect them. I will ask students if they have any questions or concerns about the lesson or material we just covered. Later that day I will</p>

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	<ul style="list-style-type: none"><li data-bbox="532 344 873 443">▪ I will after display students work on the walls.	hang up the students tracing sheet on the wall so they can view all their peers work.