



<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>For this lesson students must know the key terms: head, arms legs, chest, hands, and feet.</p>
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	

### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b> ____10____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will begin the lesson by telling the students that they will be listening to a song to help them review their body parts.</p> <p>I will then play the song <a href="#">My Body Parts</a>. I will repeat the video if needed. I will then review body parts with the students and go over parts that I feel weren't gone over in the body part song.</p>
---	--

<p>Instruction ____30____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will then introduce the body tracing activity to the students. I will have a student trace me on a piece of paper and help me label my body parts. We will then put my traced body up for display and review each body part – head, arms, legs, chest, hands, and feet with the students. I will then have students work in pairs and trace each other. Once they have traced each other, I will have them label their bodies.</p> <p>I will link the new content with the song My Body parts so that the students will remember what body parts we have and then when we learn new body parts they can add them to their own pictures.</p> <p>I will ask the students where their head, arms, legs, chest, hands, and feet are.</p> <p>I will engage the students by playing the song for them and then pointing to each body part so that they know which one is which.</p> <p>Students will have a BLAST tracing their bodies and labeling their own bodies.</p> <p>To determine if the students are meeting the intended learning objectives, I will have them complete the Your Body worksheet. I will then collect the worksheets once they're done working and review it to assess their understanding.</p>
<p>Structured Practice and Application</p>	<p>I will give the students the opportunity to practice so that I can give them feedback by letting them work on the Your body worksheet. I will walk around as the students are doing them so if they need help I can help them.</p>

<p>___20___ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Students will apply what they learned in this lesson in everyday activities, they will be able to tell you what part of their body hurts if they fall down and get hurt or even just be able to tell you what each body part is.</p> <p>I will be able to determine if the students are meeting the intended learning objectives by checking their work and making sure they have labeled their body parts correctly.</p>
<p>Closure ___10___ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by asking if the students have any questions about the body parts then we will all stand up and play Simon Says. I will be Simon and I will ask them to point to certain body parts.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p>

	<i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i>
<b>Student Interactions</b>  How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	When forming groups I will let the students pick their partner for this particular lesson because they are going to be tracing each other. I do not want two students together that fight the whole time so I think it would be better to let them pick for this lesson.
<b>What Ifs</b>  What might not go as planned and how can you be ready to make adjustment?	<p>If the computer was down for the day and I couldn't play the My Body Parts song for the children I would just have to sing them a little song about the body by myself.</p> <p>Another thing that could not go as planned is not having enough people to have a partner but if that happened I would let them have more than 2 people to a group or I would be their partner.</p>
<b>Theoretical Principles and/or Research-Based Best Practices</b>  Why are the learning tasks for this lesson appropriate for your students?	
<b>Materials</b>	For this lesson I will need chart paper the size of each student, Your Body Worksheet, and the <a href="#">My Body Parts</a> Song Video by Elearnin

What materials does the teacher need for <b>this lesson</b> ?	The only thing the students will need for this lesson will be their bodies and a pencil or marker.
What materials do the students need for <b>this lesson</b> ?	

### Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

### Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

## Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't? For whom?	
Adjustments  What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes.  If you could teach this lesson again to this group of students what changes would you	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p>

make to your instruction?	Individual students:
Justification  Why will these changes improve student learning?  What research/theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.



My Body Worksheet for practice, and for assessment when the activity is over.