Lesson Plan Model¹

Lesson Title/#: My Body

Grade Level: First Grade

Learning Central Focus

Central Focus	Students will be able to identify some common body parts.		
What is the central focus for the content in the learning segment?			
Content Standard	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)		
What standard(s) are most relevant to the learning goals?	K-ETS1-1 K-ETS1-2 K-ETS1-3		
	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		
	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.		
	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		
Student Learning Goal(s)/ Objective(s)	For this lesson students will learn common body parts and be able to tell you where they are on your body.		
Skills/procedures What are the specific learning goal(s) for student in this lesson?			
Concepts and reasoning/problem solving/thinking/strategies ² What are the specific learning goal(s) for students in this lesson?	For this lesson students will have to think of their head, arms, legs, chest, hands, and feet and then be able to tell you where they are on your body.		

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

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

Instructional Strategies and Learning Tasks

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

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Launch	I will begin the lesson by telling the students that they will be listening to a song to help them review their body parts.		
10			
Minutes	I will them play the song My Body Parts. I will repeat the video if needed. I will then review body parts with the students		
How will you start	and go over parts that I feel weren't gone over in the body part song.		
the lesson to engage			
and motivate			
students in learning?			

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

20	
Minutes	
How will you give students the opportunity to practice so you can provide feedback?	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.
How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?	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.
Closure 10 Minutes How will you end the lesson?	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.
	Whole Class:
Differentiation/	whole class:
Planned	
Support	
How will you provide students access to learning based on individual and group needs?	Groups of students with similar needs:
How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	Individual students: Students with IEP's or 504 plans:

	Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:
Student Interactions 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.
What Ifs What might not go as planned and how can you be ready to make adjustment?	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. 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.
Theoretical Principles and/or Research– Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials	For this lesson I will need chart paper the size of each student, Your Body Worksheet, and the <u>My Body Parts</u> Song Video by Elearnin

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

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 **support** 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?

Academic Language Demand(s):

Assessments:

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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 be 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	Whole class:
Changes.	
If you could teach this lesson again to this group of students what changes would you	Groups of students:

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.