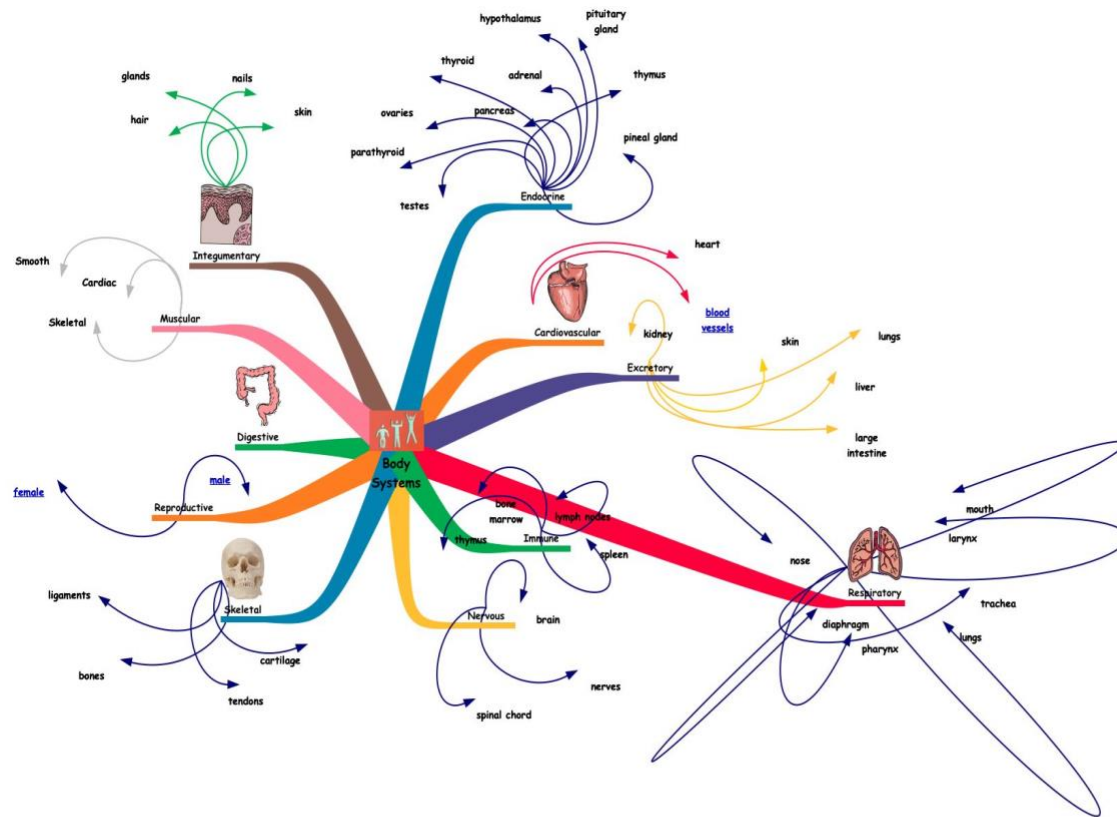


Lesson Plan Model¹

Lesson Title/#: Body Systems

Grade Level: 4th

Learning Central Focus



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

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The central focus is for the student to know what organs go to which body systems and what they do</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>No found standards on this lesson.</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The objectives are to teach the students the different body systems and their organs along with what they do. Student learning goals include becoming familiar with the different body systems and gain better understanding of the parts of their own body.</p>
<p>Prior Academic Knowledge and Conceptions</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 these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>I expect for the students to already be familiar with some organs and to know the names as well as location in the body.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p>	

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.

<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 this group of students?</p>	
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Instructional Strategies and Learning Tasks

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

<p>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>10 minutes</p> <p>Show an interactive video that introduces the students to the body systems.</p>
<p>Instruction _____ 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</p>	<p>25 minutes</p> <p>I will go over the different body systems and their organs as well as where they are located and what they do. I will have a fun powerpoint with pictures and basically just discuss and let the students ask questions at the end. They will now not only be familiar with body parts but also know which system they belong to. I will also use the web I created in Inspiration as a visual.</p>

<p>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>Structured Practice and Application _____ 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>The students will now apply what they have learned by playing a game in the classroom and having coloring pages where they will color different organs of a certain body system.</p> <p>At the end there will be a quiz that tests the students learning of the lesson.</p>
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>6 minutes</p> <p>I will end with a recap and a fun in class speak out quiz.</p>
<p>Differentiation/Planned Support</p>	<p><i>Whole Class:</i></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>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> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>There will be a game for the students to play together as a class that gives them the opportunity to work with their peers. This is a fun lesson to work together with because all of the students are the same on the inside and can relate to one another.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>What if the lesson is too advanced for fourth graders is my only concern.</p>
<p>Theoretical Principles and/or</p>	

<p>Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Coloring pages, Anatomy models of organs</p>

Academic Language Demand(s):

<p>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?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson?</p>	
<p>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?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	

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?	
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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 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?	

<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.