

Lesson Plan TemplateLesson Segment Focus Name and tell the function of the various parts of the body

Lesson _____ of _____

Course & topic addressed Physical Education and Health – Parts of the bodyDate 10/22/18 Grade 1st Grade**Student Outcomes**

Specific learning objectives for this lesson.	Students should be able to recognize the part of the body and be able to tell at least one function of the body part.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to name and locate various body parts, this lesson will help them learn the functions of them.
Knowledge of students background (personal, cultural, or community assets)	Students should be somewhat aware of their body parts and their location from past teachers and Physical Education lessons.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	H.W.6.1.1 : Name, locate, and describe the functions of the following body parts (heart, lungs, brain, stomach, muscles, bones)
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will use the PowerPoint game that I have created to help my students understand the concepts of this lesson. This game allows for my students to see the part of the body in order to name and tell the function of it. For further help and assistance, I will use videos and charts that go into further detail about the concepts so students have more visuals and more understanding. For students with different levels of academic language development, I will create a worksheet that explains and lists the parts of the body along with their locations and functions. During group time, it would be possible that these students work with me so that I am able to help them in any way.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Function, location, lungs, bone, muscle, heart, and the brain.
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Materials

Materials needed by teacher for this lesson.	Smartboard, PowerPoint game, worksheet
Materials needed by students for this lesson.	PowerPoint game, copy of the PowerPoint, worksheet for assessment.

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	Introduction: I will state the objective of the lesson and explain to my students that we will be playing a game.	I, the teacher, will explain to my students that we will be learning about different parts of the body. I will explain to them that we will be playing a game and that everyone should work in groups. Students should gather in their groups in a sport that they are still able to see the smartboard. I will take some time to ask my students if they have learned anything about the parts of their body during P.E.
20 Minutes	Instruction: Using the PowerPoint game, students will be able to learn more about the parts of the body and their functions.	I, the teacher, will use the Smartboard to pull up my PowerPoint game. Students will gather in groups that I have assigned. Once in groups, students should read over the rules aloud. Once done reading the rules, I will ask if all students understand and we will begin the game. I will pull up a slide and students must name the part of the body that is shown. Every group should discuss amongst themselves and should give me the answer when I call on a particular group. Once correctly named, the next slide will give the answer and ask for the function. Once again, students must communicate with one another and come up with an answer. One by one, I will ask students what they think and then show the correct answer on the screen. We will do this until the game is over and all the parts of the body are identified and discussed.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 Minutes	Closure: Students will complete an assessment worksheet to show what they have learned and know.	After completing the game, I will have my students go back to their seat. I will pass out a worksheet that students must complete. The worksheet has pictures of different parts of the body along with the name and the functions. Students must draw a line to connect the part of the body with its correct function. This will show how well the student has grasped the concept and how well the student understands.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Multiple methods and strategies will be used to accommodate/modify the lesson for students. I might have to go over concepts slower and explain more details in depth. It might be a possibility that I will have to pull these students aside and work with them in a group during group time. Some additional modifications would be to have these students learn from videos and audiobooks rather than me teaching the concepts to them. These students might need worksheets with larger print. The students might benefit better from recording the lesson or the students might require a written list of detailed instructions. For the lesson, the student might need to be seated closer to the smartboard or seated further away with no other students around. I, as the teacher, might have to give students a worksheet that lists the parts of the body as well as their functions in detail so that further understanding can be acquired by the student. When grading or assessing students, I would have to take into consideration their abilities and be sure to be fair when grading.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	In this lesson, I will be incorporating an authority teaching style (lecture), a demonstrator teaching style (coaching style), and a delegator teaching style (group style.) By incorporating these various teaching styles and instructional methods, I am able to ensure that the needs of all my students are met in some way. These styles are very different, but help to accommodate my students' needs as much as possible. By using various visuals, videos, and worksheets, I am able to reach a vast majority of my students' needs, as well.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative
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used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>