

Lesson Plan Model¹

Lesson Title/#: Oral health habits

Grade Level: 1st Grade – Physical Education and Health

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	Students are informed on oral health habits. Students learn the difference between a good oral health habit and a bad oral health habit.
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	HW.11.1.6 Recognize positive and negative oral health habits.
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>*Students should be able to determine and know the difference between a good oral health habit and a bad oral health habit.</p> <p>*Students should have a little bit of an explanation as to why a habit could be considered positive and why a habit could be considered negative.</p>
<p>Prior Academic Knowledge and Conceptions 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?</p>	<p><u>Concepts that students should know:</u> *In Kindergarten, students should have been able to describe ways to clean teeth.</p> <p><u>Concepts that are necessary to support learning skills and concepts:</u> *Students should know what a “habit” is. *Students should be able to tell and describe what their own oral health habits are. *Students should have a clear understanding of what positive and negative mean.</p>

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.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</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 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 <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will gather students on the carpet and start talking about routines. I will ask students what their night routine is regarding their teeth and what they do in the mornings, as well. As a group, we will spend a brief amount of time discussing healthy and yummy foods that we like to eat/drink.</p>
<p>Instruction <u>30</u> 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</p>	<p>To engage my students in developing an understanding of the lesson objective, I will show them a fun video (one with a fun song and lots of animations) about oral health. This video will demonstrate positive and negative oral health habits. For example: what some oral health habits are and what effects they have on your oral health.</p> <p>To create the connection with my student's prior academic learning/knowledge to the new content, I will ask a few questions. I will ask my students to list some ways to clean teeth (like they learned in Kindergarten.) I will use a follow up question asking my students if they think these various ways to clean teeth are good (positive) or bad (negative.) I will ask my students what they do at home to care for their teeth and what they see in stores or other places that help take care of their teeth. I will also ask what they do at home and what they see in stores that have a negative impact on their teeth.</p>

<p>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>To further their understanding, I will use some of their examples and go in depth. If a student mentioned that he/she goes to a store and sees floss, I will explain to my students why this has a positive impact on their teeth and why it's a positive habit to have. If a student said he/she eats candy all the time at home, I will explain why it's not good for their oral health and why it's considered a bad habit.</p> <p>***It's easy to tell students that something is good or bad, but until you <u>explain</u> why, they won't develop an understanding.</p> <p>After we do some discussion and I take the time to explain a few concepts, I will pull up various pictures on the smart board. For example, I will pull up a picture of a glass of water. I will ask a student if the glass of water demonstrates a positive oral health habit or a negative oral health habit. Once the student answers, I will have my other students raise their hands to show if they agree or disagree. I will have a student explain why he/she says that the picture demonstrates a positive or negative oral health habit.</p> <p>To see if my students are meeting the intended objective, I will pay close attention to see if they are noticing that the picture on the smart board displays a positive or negative oral health habit. If my students are correctly catching on, I will know they are understanding and meeting the learning objective.</p>
<p>Structured Practice and Application <u>15</u> 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>To practice, I will ask my students to think of and name some oral health habits (that we haven't previously mentioned) and tell if they demonstrate positive or negative oral health habits.</p> <p>To apply what they learned, I will give them a blank worksheet that has the inspiration chart on it. The students will need to fill out the chart accordingly.</p> <p>If my students filled out the chart correctly, meaning they identified positive and negative oral health habits, I can determine if they have met and understood the learning objective.</p>

<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>I will go around and ask each of my students to tell me what is one thing that they learned about oral health habits.</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> <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>If my students are having a little more trouble with concepts or aren't catching on, I would take this opportunity to create groups or partners. Instead of having open discussion, group time would take place. When formatting groups, I will pair some students who understand the concepts with some students who are struggling. In doing so, this gives my students who understand an opportunity to explain to the struggling students how they understood the concept and how they caught on. If the struggling student still doesn't understand, I will make a group with me in it, and we will work on a different way to explain/understand the concept.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>During a lesson, my students might not catch on as I thought they would. Instead of moving on, some additional time might be necessary to go over and review whatever concept they are having trouble with.</p>
<p>Theoretical Principles and/or 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><u>Teacher materials:</u> smart board, videos, pictures/graphics, inspiration chart, blank inspiration chart</p> <p><u>Student materials:</u> pencil, blank inspiration chart</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>	
<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?</p>	

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

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<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.

Decision Tree

