

## Lesson Plan Template

Lesson Segment Focus Ways to stop the spread of germs and illnesses Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Physical Education and Health – Ways to stop the spread of germs Date 10/22/18 Grade 1<sup>st</sup> Grade

### Student Outcomes

Specific learning objectives for this lesson.	Students should learn ways to prevent the spread and germs of illnesses.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be familiar with various methods of protection from illnesses.
Knowledge of students background (personal, cultural, or community assets)	Students should know common tips and tricks to keep and stay healthy from different teachers and their parents at home.

### 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.	<b>H.W.7.1.2 : Describe ways to prevent the spread of germs and illnesses (wash hands, cover sneeze/cough, bathing etc)</b>
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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>For this lesson, I will use the PowerPoint Ebook that I created to help assist students in their academic language. The book has some vocabulary that challenge students' language and content learning. To help students grasp such vocabulary, I will create a word wall that lists the unfamiliar vocabulary words. I will go over each of these words and express to my students the meaning these words had on the Ebook. For students with different levels of academic language, I will print out the vocabulary words from the Ebook and have a copy of the worksheet for the students that has the definition and various graphics to further help explain the meanings of the words.</p>
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Germs, flu, cover, bath. Ebook, and sharing.</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Smartboard, PowerPoint Ebook, worksheets
Materials needed by students for <b>this lesson.</b>	PowerPoint Ebook, copy of the Ebook, 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	<b><u>Introduction:</u></b> Introducing my students to the lesson and telling them what the objective is.	I, the teacher, will introduce my students to the lesson. I will explain that in this lesson, we will be learning about ways to stop the spread of germs and illnesses. I will tell my students that I have created an Ebook that lists various ways to stay healthy and stay away from the flu with the help of Dr. Drew. Students should all gather on the carpet in front of the Smartboard. I will take a few moments to discuss with my students how important it is to stay clean and healthy, especially during flu season. I will ask my students to list some possible ways to prevent the spread of germs and illnesses.
10 Minutes	<b><u>Instruction:</u></b> Using the Ebook, students will learn ways to stop the spread of germs and illnesses.	I, the teacher, will use the Smartboard to pull up my Ebook to read to my students. Students should be seated on the carpet and should be paying close attention. When appropriate, they can ask questions and make comments throughout the story. I will read the Ebook in a fun, lighthearted way so that students will enjoy while also learning. Throughout the story, I will be sure to ask some assessment questions to make sure my students are understanding. I will keep track of vocabulary words and add them to the word wall throughout the story.

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	<b>Closure:</b> Students will complete an assessment worksheet to show what they have learned and know.	After reading, I will ask my students to go back to their seat. I will pass out a worksheet and I will have students list some ways to prevent the flu and prevent the spread of germs and illnesses. I will then have my students draw a certain preventative method to examine if they have learned the concept and understand the objective of the book and lesson.

#### 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. 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 my students a worksheet with vocabulary words and their definitions to help students understand better. 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), and a demonstrator teaching style (coaching 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 used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**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>;  
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