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## Lesson Plan Template

Lesson Segment Focus: Major Nutrients

Lesson: 1 of 1

Course & topic addressed: Recognizing Concepts Related to Nutrition

Date: October 22, 2018

Grade: 2<sup>nd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the different major nutrients needed.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be familiar with key nutrient groups and the benefits of eating healthy.
Knowledge of students background (personal, cultural, or community assets)	Students should already know about how eating the right nutrients is important and how they are able to benefit from eating them daily.

### 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.	HW.12.2.3 Identify the major nutrients: <ul style="list-style-type: none"><li>- Carbohydrates</li><li>- Protein</li><li>- Fats</li><li>- Minerals</li><li>- Vitamins</li><li>- Water</li></ul>
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	As an educator, I might use instructional supports such as handouts for students to use when the review game is taking place! This might help students to have a visual aid that is near them and not just on the SmartBoard in the front of the classroom. Students who are gifted might be split up and placed in each group created to then help classmates who might be struggling.
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Nutrients, carbohydrates, proteins, water, vitamins, minerals, fats
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## Materials

Materials needed by teacher for <b>this lesson.</b>	SmartBoard, Computer, PowerPoint, Handouts of the review game to use to follow along
Materials needed by students for <b>this lesson.</b>	A positive attitude and a smile 😊

## 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.
2 minutes	<b><u>Introduction:</u></b>	At this time, the teacher will have the students find their assigned seats. The teacher will assign two students, at random, to pass handouts of the story to every person in the classroom, if needed. To get the students engaged, the teacher will begin a discussion that relates to eating healthy. The teacher will have the students raise hands if they know what the word “nutrients” is. The teacher will then ask the question, “Can anyone name a major nutrient?” and will pick multiple students to answer, at random, until all major nutrients are said aloud.
8 minutes	<b><u>Instruction:</u></b>	During this time, the teacher will present the Review Game on the SmartBoard at the front of the class. The teacher will then begin the game “What Do You Know?” to the students. As the teacher is preparing the game, the students will be creating small groups with 4-8 students in each. When all students find a group, the game will begin. The teacher will randomly begin the game by choosing a group and then the groups to follow will go in a clockwise direction. A team will be given a question and have 10 seconds to decide which food object belongs in the nutrient group. The teacher will click the next button and reveal the correct answer to the team as well as the whole class. For bonus, that same team can mention the benefits of the particular nutrient group. This process will continue until all of the nutrient groups have been discussed.
2 minutes	<b><u>Closure:</u></b>	At this time, the teacher will be end the review game by expressing how proud he/she is of everything that the class remembered and will return to the title page (slide). The teacher will then ask review questions to the class to be sure that all the students have comprehended all the major nutrients and their benefits.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	The teacher might modify this lesson by making the print on the SmartBoard in a larger print for those who might be visually impaired. The teacher might, also, sit the students who might have ADHD near the front where there are less distractions.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	As the educator, I might provide a variety of instructional methods based from a previous lesson and use this review game as an assessment. I might ask each group of students an additional question for additional bonus points. By conducting assessments like this review game, will allow the teacher, to see which students are understanding the set objectives for this lesson.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be 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	
	<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>