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## Lesson Plan Template

Lesson Segment Focus Body Organization Lesson 1 of 10

Course & topic addressed Science- Human Body Systems Unit Date 09/08/2019 Grade 6

### Student Outcomes

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| Specific learning objectives for this lesson.   | <ul style="list-style-type: none"><li>• Students will learn about the four levels of body organization.</li><li>• Students will read how their body is structured and answer comprehensive questions.</li><li>• Students will complete a flipbook to assess their knowledge of specialized cells, tissues, organs, and organ systems.</li></ul> |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students learned in earlier grades about bones and muscles. From here, we will review and go into greater depth about the human body and how systems work together to keep our bodies in line.  |
| Knowledge of students background (personal, cultural, or community assets)                  |   |

### State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | Common Core State Standards<br>RST.6-8.1, RST.6-8.2, RST.6-8.4, RST.6-8.10 |
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### Academic Language Support

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| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?<br>What will you do to provide varying supports for students at different levels of academic language development? | To assist with this lesson segment, related videos from Brainpop and kidshealth.org will be shown at the end of class. |
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### Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Specialized cells, tissues, organs, organ system. |
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## Materials

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| Materials needed by teacher for this lesson.  | Smartboard, computer, digital article, printed articles and comprehension activity pages for students.<br>Flipbook pages for students, staplers. |
| Materials needed by students for this lesson. | Pencil, scissors, crayons/markers/colored pencils, highlighter   |

## 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.   |
|------------------------------|---|--|
| 10 minutes                   | <b><u>Introduction:</u></b><br>Introduce vocabulary words                           | Teacher will hand out Body Organization article and comprehension activity pages. Teacher will pull up article on Smartboard and read while student's follow along with the printed article and highlight vocabulary words and definitions.  |
| 15 minutes<br><br>15 minutes | <b><u>Instruction:</u></b><br>Comprehension activity pages<br><br>Create a flipbook | Students will work in groups of three to complete comprehension activity and label the body systems worksheet.<br><br>Teacher will hand out flipbook pages. Students will remain in groups and work on their "How is the human body organized?" flipbook. Students will cut out the pre-made flipbook pages, organize them, and create their book. Students will answer the questions inside the booklet and make their flipbooks colorful.<br><br>If student's do not finish with comprehension activity, worksheet, and flipbook, they are for homework and due the next day in class. |
| 5 minutes                    | <b><u>Closure:</u></b><br>Brainpop video to sum up lesson segment.                  | Teacher will play a four minute video about the body systems that relates to the lesson segment.   |

**Accommodations/Modifications**

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| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | Pair struggling students with advanced students. Students may take activity, worksheets, and flipbook to interventions and home to allow more time to complete. |
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**Differentiation:**

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Instructions will be explained written and verbally. Students will listen to article being read while following along. Hands-on activities will be performed in class for deeper understanding. Lesson video will be shown to reiterate the lesson. |
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**Assessments: Formative and/or Summative**

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|---|--|--------------------------------|
| 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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Comprehension activity sheet   |
|   | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Body system labeling worksheet |
|   | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Body organization flipbook     |

**Research/Theory**

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

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| What went well?<br>What changes should be made?<br>How will I use assessment data for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
|---|---------------------------------------|

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>

**Body Systems labeling worksheet:**

Student will be given the worksheet and asked to label the underlined systems along with one organ example from the system. If completed on a computer or tablet, students would be able to click on the body systems hyperlink and watch a short video about the different systems that make up the human body.

