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## Lesson Plan Template

Lesson Segment Focus Digestive System Lesson 3 of 10

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

### Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"><li>• Students will be able to explain why the body needs food and nutrients.</li><li>• Students will be able to describe the structure and function of the digestive system.</li></ul>
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students learned in lesson one that the digestive system is one of many systems that work together to keep our bodies in line. From here, we will review and go into greater depth about the digestive system and how parts of the digestive tract work together to help the body digest food.
Knowledge of students background (personal, cultural, or community assets)	

### 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.	Common Core State Standards RST.6-8.1, RST.6-8.2, RST.6-8.4, RST.6-8.10
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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?	To assist with this lesson segment, a related video from Brainpop will be shown at the end of class.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Nutrients, chemical digestion, mechanical digestion, esophagus, small intestine, large intestine
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## Materials

Materials needed by teacher for this lesson.	Smartboard, computer, digital article, printed nutrition and digestive nonfiction text and worksheets for students. 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.
15 minutes	<p><b>Introduction:</b>            Introduce vocabulary words            Chart favorite and least foods</p>	<ul style="list-style-type: none"> <li>Teacher will hand out Nutrition and Digestive articles and worksheet pages. Teacher will pull up articles on Smartboard and read while student's follow along with the printed articles and highlight vocabulary words and important information.</li> <li>We will have a conversation about our favorite and least favorite foods. Teacher will make a chart of them and we discuss the nutritional value of each.</li> </ul>
10 minutes  15 minutes	<p><b>Instruction:</b>            Worksheets</p> <p>Create a flipbook</p>	<p>Students will work in groups of three to complete Nutrition and Digestive worksheets and label the digestive organs worksheet.</p> <p>Teacher will hand out flipbook pages. Students will remain in groups and work on their Digestion 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.</p> <p>If student's do not finish with worksheets and flipbook, they are for homework and due the next day in class.</p>

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>Closure:</b> Brainpop video to sum up lesson segment.	Teacher will play a four minute video about the digestive system that relates to the lesson segment.

### Accommodations/Modifications

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

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 and highlighting information. 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

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 worksheets
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Digestive organ labeling worksheet
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Digestion flipbook

### 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>

### Digestive organs labeling worksheet:

Student will be given the worksheet and asked to label the underlined organs along with the type of digestion. If completed on a computer or tablet, students would be able to click on the digestive organs hyperlink and watch a short video about the organs in the digestive system.

