

Name Molly Allen

Lesson Plan

Learning Segment Focus Basic Understanding of different body parts Lesson 1 of 1

Course & topic addressed Science/Common Body Parts Date 09/22/2020 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify commonly known body parts.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Each day I will play the body part song, so they will eventually memorize the song and learn all of the human body parts. The students will retain this information quickly because of the song encouraging them to do so.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	In the future, the students will need to know how to take care of themselves. In order to do so, the students will need to learn the different body parts they have. For instance, they will need to know where their ears are for listening and their mouth for talking. If the teacher says "Your mouth should not be talking right now" then the students will know to be quiet.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>Standard 2: Movement Concepts:</p> <p>Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.</p> <p>PEL.2.K.1 Identify upper body parts:</p> <ul style="list-style-type: none"> • head • forehead • chin • chest • eyes, ears, nose, mouth • shoulders, arm, neck, elbows, wrist, right hand, left hand, fingers • back, waist, stomach <p>PEL.2.K.2: Identify lower body parts:</p> <ul style="list-style-type: none"> • hip, thigh, calf, heel, ankles, knees, right foot, left foot, leg, toes
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Head, forehead, chin, chest, eyes, ears, nose, mouth, shoulders, arm, neck, elbows, right hand, left hand, fingers, back, waist, stomach, hip, thigh, calf, heel, ankles, knees, right foot, left foot, leg, toes
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the	The students will be learning about the common parts of the body and writing them down on a worksheet labeling each part. At the
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active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?	beginning of the lesson, I will ask the students to name off any body parts that they know of. Then, I will let them pick out a color of their choice to use for drawing themselves on it. I will explain that they will have a partner to trace each other on the paper and then I will tell them the rest of the rules to participating. After I have given out all the instruction, I will go back and make sure the students understand the different words associated with the common body parts that is part of our vocabulary.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Poster of the demonstration, colored chart paper for the size of students, video of the body part song
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Markers, pencils, colored pencils, body part worksheet

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 min	<u>Introduction:</u> <ul style="list-style-type: none"> Have students come to carpet Introduce the concept of common body parts Ask students about the different body parts and what they are used for (ears/listening, nose/smell, eyes/seeing, etc.) Explain why we need to know our different body parts 	The students will be sitting around the carpet in crisscross applesauce and their listening ears on. I will be sitting in a chair in front of them with an easel and their big sized colored paper. When I begin explaining the lesson, if the students have a question, they will raise their hand. If I ask a question, then the students will have to raise their hand as well. I will also have a volunteer come up and let me draw them on the sheet of paper to let the students have a visual of what they will be doing.
15 min	<u>Instruction:</u> <ul style="list-style-type: none"> I will tell the students they will be listening to a body part song to help them learn the common body parts. The students will pick a color of their choice for their big sized chart paper. After, they will be given a body part worksheet. 	I will let the students pick their color of the big sized chart paper, although with their part to do it with. I will go over the lesson again and then let them draw each other on the paper as I walk around and make sure it is done correctly. When they are finished, they will color their picture and I will go around and they will tell me where each body part is.

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 min	Closure: <ul style="list-style-type: none"> Go over what the lesson was/about it Ask the students if they have any questions If there aren't any questions, ask students to explain to you what the lesson is about 	The students will go to their desk and work independently on the body part worksheet. When they are finished I will grade those worksheets, but the papers will be put up on the wall.

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	I would have all the students start out drawing themselves on the big chart paper, and if some students were having trouble identifying the parts, then I will pull them aside into a small group and do the body part worksheet together. I would pull out some visuals for those students to look out to help them better understand.
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	Once I know the students are comprehending the common body parts do. For instance, ears are for listening, and the nose is for smelling.
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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	Having the students draw themselves on the chart paper to see if they know any of the body parts themselves.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	I will feel out my own body part worksheet and see if the students get their body part worksheet correct.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or	As the students learn about the different parts on their body, they are learning
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research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	what each of their functions are and what they are used for. This goes along with Cognitive Learning Theory that is active and long lasting. This learning process is teaching them to use their brains more often. Students will be able to justify their reasoning behind what each body part function does.
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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>;
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