

Lesson Plan Template

Lesson Segment Focus: Healthy Eating

Lesson: 1 of 1

Course & topic addressed: Learning how to read Labels

Date: 11/16/2018 Grade: 2nd grade

Student Outcomes

Specific learning objectives for this lesson.	Let children began to be aware of foods they eat every day. The difference in healthy and unhealthy.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Discussing the difference in a healthy food and unhealthily and talking about how many servings of each one they need each day.
Knowledge of students background (personal, cultural, or community assets)	They will bring foods from their home to see how healthy it is.

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.	CHP.3.HW.2 Examine factors that influence choices related to current health products (e.g., culture, family, food labels, media, peers)
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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?	Grains, vegetables, starch, oils, food groups, My Plate
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Healthy, Unhealthy, Calories, sugars, and serving size
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Materials

Materials needed by teacher for this lesson.	I will bring different empty foods from my own house so everyone can have something to do.
Materials needed by students for this lesson.	They can bring an item or a few items from home to scan. iPads and the QR app

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 mintues	<u>Introduction:</u> Talk about bringing things.	Before they leave for the day I tell them to bring something from home that they eat at night for super and bring it in. If they can't it is okay. If they can brig in more than one thing that would be great too.
30-45 mins	<u>Instruction:</u> Disusing what they brought and if it is healthy or not.	We will begin to with gathering all the food they brought in and talking about what each child brought. They will spend time in groups talking and scanning their foods with their QR code scanner. They will see the different facts each food has and write them down. After they do this they will compare all their information within their groups and then after that we will discuss them class. We will find the one that is the healthiest and which one is not.
10 mins	<u>Closure: A little play time and clean up</u>	I will give the kids a few minutes to play. After this we will clean up and start something new!

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504?	.I will help any child that needs it.
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LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This is a group activity.
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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>