**Name\_\_\_\_Peyton Deason\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_\_\_\_\_\_\_\_\_Body Parts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_1\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_1\_\_\_\_**

**Course & topic addressed \_\_\_\_\_\_\_\_\_\_\_Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_1st\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will be able to identify some common body parts. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have already been introduced to common body parts.  |
| Knowledge of students background (personal, cultural, or community assets) | students have basic knowledge of their body parts, their names, and some idea of what they do. |

**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.  | **LS1.A: Structure and Function** |

**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? | “blank body part performs blank function.” |

**Key Vocabulary**

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | * head
* arms
* legs
* chest
* hands
* feet
 |

**Materials**

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | access to internetcomputerspeakerssong |
| Materials needed by students for **this lesson**. | worksheet |

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

|  |  |  |
| --- | --- | --- |
| **Time** | **learning activities** | **What is the teacher doing** |
| **10 minutes** | **intro**  | * **Tell the students you are going to listen to a song to help them review their body parts.**
* **Play the** [**My Body Parts Song**](https://youtu.be/ot4mJ_qUNMY) **video. Repeat the video if needed.**
 |
| **25 minutes** | **instruction** | * **Review body parts with the students. Go over parts that you feel weren't gone over in the body part song.**
* **Introduce the body tracing activity to the students.**
* **Have a student trace you on a piece of paper and help you label your body parts.**
* **Display you outline and review each body part—head , arms, legs, chest, hands, and feet—with the students.Have students work in pairs and trace each other.**
* **Once they have traced each other, have them label their bodies.**
 |
| **10 minutes** | **closure** | * **Have students complete the Your Body worksheet.**
* **Collect the worksheet once they're done working. Review it to assess their understanding.**
 |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | . |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | * **Enrichment: Have advanced students use the backs of their worksheets to write descriptions for what each body part does.**
* **Support: Give struggling students one-on-one assistance with identifying the different body parts.**
 |

**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).  | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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

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>