

Name: **Raven Pickett** \_\_\_\_\_

## Lesson Plan

**Learning Segment Focus** \_\_\_\_\_ **Body Awareness** \_\_\_\_\_ **Lesson** 1 **of** 4

**Course & topic addressed:** Upper and lower body parts **Date** 09/17/2020

**Grade** K

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	The student will be able to identify the upper and lower body parts.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	The student will be able to transfer what he has learned in the past and apply it to the new knowledge he is learning currently. He will have a foundation for which to base further learning.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The child's socio-economic background plays a role in how the child responds to instruction. Every child will have differences and therefore take in and respond differently.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Strand: Physical Education and Leisure Standard 2: Movement Concepts: Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity
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### Key Vocabulary

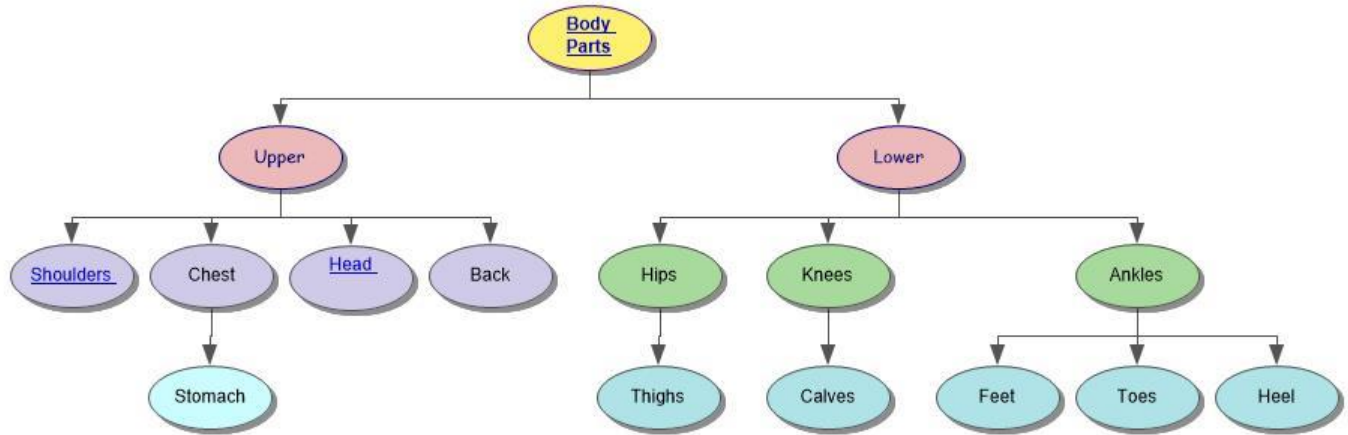
What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Upper Body, Lower Body, Head, Eyes, Ears, Nose, Mouth, Chin, Chest, Shoulders, Arms, Legs, Hips, Thighs, Knees, Ankles, Calves, Feet, Toes</b>
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer with internet access, Room big enough for the class to gather together
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Room big enough for class to gather together



**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)
5 Minutes	<p><b>Introduction:</b> All students will gather around the classroom. I will tell the students we will be covering our bodies.</p>	<p>I will ask students if they know the parts of their body. After they give an answer, they will all stand and spread their arms (like wings). This is to make sure they are all far enough away from each other and not touching one another.</p>
35 minutes	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Identify body parts               <ul style="list-style-type: none"> <li>○ Starting with the head,                   <ul style="list-style-type: none"> <li>▪ Forehead</li> <li>▪ Eyes</li> <li>▪ Ears</li> <li>▪ Nose</li> <li>▪ Mouth</li> </ul> </li> <li>○ Neck</li> <li>○ Shoulders/Arms                   <ul style="list-style-type: none"> <li>▪ Elbows</li> <li>▪ Wrists</li> <li>▪ Hands</li> <li>▪ Fingers</li> </ul> </li> <li>○ Chest                   <ul style="list-style-type: none"> <li>▪ Stomach</li> </ul> </li> <li>○ Back</li> </ul> </li> <li>• Hips               <ul style="list-style-type: none"> <li>○ Thighs</li> </ul> </li> </ul>	<p>I will start at the very top, asking the children to move their head around, back and forth, and side to side. After they do this, I'll ask them to touch the sides of their head with both hands. If anybody doesn't respond, I'll tell to look around and see what everybody else is doing. If they still don't respond, I'll work one on one to show the child. Starting with the top of the top, the students will be asked to point out their forehead. After they all point, I'll touch my forehead showing them that's correct. Ill asked one more time where the forehead is. We will then move down the head, from eyes, ears, nose, mouth and chin. I will go over this the same as the forehead, making sure the whole class responds. I will also ask them what we see with, hear with, smell with, and taste with. This will allow the children to draw from what they already know.</p> <p>After the head, I'll move to the neck, asking what holds their head. If everyone points to or touches their neck, we'll move to the shoulders and arms.</p>

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)
	<ul style="list-style-type: none"> <li>• Knees               <ul style="list-style-type: none"> <li>○ Calves</li> </ul> </li> <li>• Ankles               <ul style="list-style-type: none"> <li>○ Feet</li> <li>○ Toes</li> </ul> </li> </ul>	<p>I'll begin by asking what they do if they don't know something, if they shrug? I will then shrug my shoulders and ask them to do it as well. While they shrug their shoulders, I'll tell them what they are. I'll tell them that our arms are attached to our shoulders. For their elbows, I'll demonstrate bending my arm then straightening my arm a couple times. With my arm bent, I'll ask the class is they can tell me what is in the middle of my arm while it is bent. After that I will move down right before my hands, moving them in circles. I'll tell them these are our wrists. Connected to our wrists, are our hands, that we hold things in. On our hands are the fingers that we grab things with. Going back to the center of our body, I'll ask everybody to point in between their shoulders (showing them as I ask them). After everybody does, I'll tell them this is their chest. Then if we move down, that's our stomach. Now I'll ask the whole class to turn around. Pointing now to the top of my shoulders, I'll ask them to do the same. I will then tell them this is their back. After completing the full upper body parts, we would then move to the lower body parts in the same manner as the upper. Beginning with the hips, the children would locate on their body the hips. Moving down their legs, we stop at the thighs. This is the larger part of the legs. Right under the thighs, in the middle of their leg will be next. Touching the center, I would ask the students to squat down, leaving their hands on the center. These are the knees; they allow them to bend. If we keep going down, I'd tell them to stop about half way down. They would be touching their calves at this point so I'd introduce that body part. After that we would go all the way down, stopping right before the floor. I would then tell them what they are touching is the ankle and tell them it connects to the feet, which we stand on, pointing to them. Then at the very end of our feet we have toes, and I'd ask them to wiggle their toes.</p>
	<p><b><u>Closure:</u></b>  <b><u>At the end, I'd go back over the parts one more time, a little faster, asking them to following along.</u></b>  <b><u>After going over, we would watch the videos attached to the inspiration model.</u></b></p>	

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**Accommodations/Modifications**

<p>How might I <b>modify</b> 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.)</p>	<p>If any modifications need to be made, I would bring in manipulatives, drawings of the full body, or work one on one to have children point out on me if possible. I also have videos available for the whole class to watch and sing along.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>If a child needs more one on one time, that would be allowed. I might bring in a color page of a full body. The children would color code each part. There are videos hyperlinked in the graphic organizer. We watch those for any student not able to participate.</b></p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>In class discussion</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Group work</p>
	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<p>Teacher led quiz (I call out the part, they label color code on sheet)</p>

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>Getting children involved in the lesson is very important. This is an active, student centered approach. The children are having fun while learning. This will enhance the learning process.</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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://w.ebcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJweb.mnstate.edu/hams/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>;  
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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>