

<p>Academic Standard (SOL—provide number and description)</p> <p>1.1 The student will identify the basic components of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health</p> <ul style="list-style-type: none">a) Identify body structures (e.g. abdomen, chest, head) and organs (e.g. heart, brain, lungs, stomach) <p>1.2 The student will explain that good health is related to healthy decisions</p> <ul style="list-style-type: none">a) Describe the importance of having a healthy heart, brain, and lungs.b) Select behaviors that help keep the heart, brain, and lungs healthy.	
<p>Instructional Objective(s): List all objectives in ABCD format</p> <p>1.1 TSWBAT identify body structures on themselves individually with at least 75% accuracy.</p> <p>1.1 TSWBAT create a diagram and correctly identify major body structures in a small group with at least 80% accuracy.</p> <p>1.2 TSWBAT write a sentence about the importance of having a healthy heart, brain, and lungs, individually with 80% accuracy.</p> <p>1.2 TSWBAT name 1-2 behaviors that keep a person healthy individually with 80% accuracy.</p>	

<p>Instruction:</p> <ul style="list-style-type: none">· Introduction/Hook:<ul style="list-style-type: none">● Head, Shoulders, Knees, & Toes song and dance <p>Lyrics: Body Structures!</p> <p>Head, Shoulders, Knees & Toes, Knees & Toes Head, Shoulders, Knees & Toes, Knees & Toes Eyes and Ears and Mouth and Nose Head, Shoulders, Knees & Toes, Knees & Toes</p> <p>Organs!</p> <p>Heart, Brain, Lungs & Stomach, Lungs & Stomach Heart, Brain, Lungs & Stomach, Lungs & Stomach Abdomen and Chest and Head Heart, Brain, Lungs & Stomach, Lungs & Stomach</p> <ul style="list-style-type: none">· Content:<ul style="list-style-type: none">● Major body structures and major organs● Functions of major body structures and organs● Importance of being healthy● Ways/behaviors to stay healthy· Learning Activities/Procedures—overview of activities and teaching strategies<ul style="list-style-type: none">● Head, Shoulders, Knees, and Toes dance and song with whole class● In groups of 4, have students trace one student on a paper and where the body structures and organs are● Review student-created diagrams and discuss functions of structures as well as behaviors to stay healthy· Key Discussion Questions---What questions will you ask for formative assessment?· Closure:<ul style="list-style-type: none">● 3, 2, 1 Exit Ticket-- Have students list 3 body structures, 2 organs, and 1 way you can stay healthy	<p>Estimated Time:</p> <p>30 min.</p>
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<p>Differentiation--- Explain the strategies utilized to maximize success for diverse learners, including the different ways you will represent the content, engage students in the learning, and allow students to express what they know.</p> <p>How Content was Diversified:</p> <ul style="list-style-type: none">- Visual: powerpoint, drawing- Listener: listening to song, talking with and listening to peers- Tactile: touching the body parts along with the song- Kinesthetic: drawing the person on the paper activity (moving) <p>Instruction:</p> <ul style="list-style-type: none">- Whole group: going over the powerpoint together as a class- Small group: working on the diagram activity with body parts- Individual: following along with song and movements <p>Assessment:</p> <ul style="list-style-type: none">- Traditional assessment written on paper	

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KINS 389

Health Lesson

<p>Instructional Resources (Materials/Technology, etc.) Paper, colored pencils or crayons, powerpoint, projector or smart board, exit ticket worksheet, dance studio (or open area), wall space, tape</p>	
<p>Assessment:</p> <ul style="list-style-type: none">- Identification of body parts through verbal group discussion.- Exit ticket<ul style="list-style-type: none">- 3,2,1 format (list 3 body structures, 2 organs, and 1 way you can keep healthy)	