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| **Grade Level:** | Kindergarten |
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| **Lesson Summary and Focus:** |

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| **Classroom and Student Factors/Grouping:** |

**National/State Learning Standards:**

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| **Specific Learning Target(s)/Objectives:** |

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| **Academic Language** |

**Resources, Materials, Equipment, and Technology:** | ***In 2-3 sentences, summarize the lesson, identifying the central focus based on the content and skills you are teaching.*** Students will learn various ways to maintain an active lifestyle through a focus on healthy habits. The lesson will also address germs and how to avoid them to remain healthy.***Describe the important classroom factors (demographics and environment) and student factors (IEPs, 504s, ELLs, students with behavior concerns, gifted learners), and the effect of those factors on planning, teaching, and assessing students to facilitate learning for all students. This should be limited to 2-3 sentences and the information should inform the differentiation components of the lesson.*** Class profile***Review national and state standards to become familiar with the standards you will be working with in the classroom environment.*** ***Your goal in this section is to identify the standards that are the focus of the lesson being presented. Standards must address learning initiatives from one or more content areas, as well as align with the lesson’s learning targets/objectives and assessments.******Include the standards with the performance indicators and the standard language in its entirety.*** Arizona Kindergarten Standard: C1S2 Health: Comprehensive of Health Promotions and Disease Prevention ConceptsIdentify how healthy behaviors affect personal health and overall wellbeing.

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| ***Learning objectives are designed to identify what the teacher intends to measure in learning. These must be aligned with the standards. When creating objectives, a learner must consider the following:*** * ***Who is the audience***
* ***What action verb will be measured during instruction/assessment***
* ***What tools or conditions are being used to meet the learning***

***What is being assessed in the lesson must align directly to the objective created. This should not be a summary of the lesson, but a measurable statement demonstrating what the student will be assessed on at the completion of the lesson. For instance, “understand” is not measureable, but “describe” and “identify” are.******For example:******Given an unlabeled map outlining the 50 states, students will accurately label all state names.*** Students will be able to identify and describe the relationship between healthy behaviors and staying healthy. |

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| ***In this section, include a bulleted list of the general academic vocabulary and content-specific vocabulary you need to teach. In a few sentences, describe how you will teach students those terms in the lesson.**** Prevent
* Improve
* Illustrate
* Describe
* Write
* Germs
* Healthy
* Habits
* Sanitize

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***List all resources, materials, equipment, and technology you and the students will use during the lesson. As required by your instructor, add or attach copies of ALL printed and online materials at the end of this template. Include links needed for online resources.*** Paper, Pencil, Crayons, Chart Paper |

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| **Anticipatory Set***Your goal in this section is to open the lesson by activating students’ prior knowledge, linking previous learning with what they will be learning in this lesson and gaining student interest for the lesson. Consider various learning preferences (movement, music, visuals) as a tool to engage interest and motivate learners for the lesson.**In a bulleted list, describe the materials and activities you will use to open the lesson.* ***Bold*** *any materials you will need to prepare for the lesson.**For example:** *I will use a* ***visual of the planet Earth*** *and ask students to describe what Earth looks like.*
* *I will record their ideas on the white board and ask more questions about the amount of water they think is on planet Earth and where the water is located.*
* Teacher will give students a chance to share with a partner about a time they have been sick.
* Ask question “What makes you sick?” or “How do you get sick?”
 | Time Needed |
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| **Multiple Means of Representation***Learners perceive and comprehend information differently. Your goal in this section is to explain how you would present content in various ways to meet the needs of different learners. For example, you may present the material using guided notes, graphic organizers, video or other visual media, annotation tools, anchor charts, hands-on manipulatives, adaptive technologies, etc.* *In a bulleted list, describe the materials you will use to differentiate instruction and how you will use these materials throughout the lesson to support learning.* ***Bold*** *any materials you will need to prepare for the lesson.**For example:** *I will use a* ***Venn diagram graphic organizer*** *to teach students how to compare and contrast the two main characters in the read-aloud story.*
* *I will model one example on the white board before allowing students to work on the Venn diagram graphic organizer with their elbow partner.*

  * Teacher will define what germs are and how they can be spread from person to person.
* Use chart paper to write definition.
* Teacher will read a book about germs
* Give students the opportunity to recall information from the book

   *Explain how you will differentiate materials for each of the following groups:*  * English language learners (ELL):

   * Students with special needs:

   * Students with gifted abilities:

   * Specific needs depicted in the “Class Profile”:

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| **Multiple Means of Engagement***In a bulleted list, describe the activities you will engage students in to allow them to explore, practice, and apply the content and academic language.* ***Bold*** *any activities you will use in the lesson. Also, include formative questioning strategies and higher order thinking questions you might pose.* *For example:** *I will use a* ***matching card activity*** *where students will need to find a partner with a card that has an answer that matches their number sentence.*
* *I will model one example of solving a number sentence on the white board before having students search for the matching card.*
* *I will then have the partner who has the number sentence explain to their partner how they got the answer.*

 * Students will draw a picture of what they think germs look like
* Draw a germ monster and give it a name
* Think-pair-share activity discussing how students think germs are shared
* Students will share out ways germs are passed from person to person and the teacher will list them on chart paper

  *Explain how you will differentiate activities for each of the following groups:* * English language learners (ELL):

   * Students with special needs:

   * Students with gifted abilities:

   * Specific needs depicted in the “Class Profile”:

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| **Multiple Means of Expression***Learners differ in the ways they navigate a learning environment and express what they know. Your goal in this section is to explain the various ways in which your students will demonstrate what they have learned. Explain how you will provide alternative means for response, selection, and composition to accommodate all learners. Will you tier any of these products? Will you offer students choices to demonstrate mastery? This section is essentially differentiated assessment.**In a bulleted list, explain the options you will provide for your students to express their knowledge about the topic. For example, students may demonstrate their knowledge in more* ***summative*** *ways through a short answer or multiple-choice test, multimedia presentation, video, speech to text, website, written sentence, paragraph, essay, poster, portfolio, hands-on project, experiment, reflection, blog post, or skit.* ***Bold*** *the names of any summative assessments.* *Students may also demonstrate their knowledge in ways that are more formative. For example, students may take part in thumbs up-thumbs middle-thumbs down, a short essay or drawing, an entrance slip or exit ticket, mini-whiteboard answers, fist to five, electronic quiz games, running records, four corners, or hand raising.**Underline the names of any formative assessments.**For example:**Students will complete a* ***one-paragraph reflection*** *on the in-class simulation they experienced. They will be expected to write the reflection using complete sentences, proper capitalization and punctuation, and utilize an example from the simulation to demonstrate their understanding. Students will also take part in formative assessments throughout the lesson, such as thumbs up-thumbs middle-thumbs down and pair-share discussions, where you will determine if you need to re-teach or re-direct learning.** Following the think-pair-share activity, students will write one sentence of how a person can catch germs from their germ monster below their picture.
* Students have the option of drawing a picture showing how a person can catch germs from their germ monster
* Students will brainstorm ways that germs are spread. Teacher will take note of examples given to see if students are able to recognize how germs are spread.
* Students will model ways to get rid of germs (i.e., washing hands, using a tissue, coughing into elbow, using hand sanitizer, wiping down desks with Clorox wipes).
* Teacher will observe students’ behavior after sneezing, coughing, and/or returning from recess.

*Explain how you will differentiate assessments for each of the following groups:* * English language learners (ELL):

    * Students with special needs:

   * Students with gifted abilities:

   * Specific needs depicted in the “Class Profile”:

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**Extension Activity and/or Homework***Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required by your instructor, attach any copies of homework at the end of this template.* | Time NeededTime NeededTime NeededTime Needed |