**Pre-Service Teacher:** Jessica Highstreet

**Theme:** Major systems of the human body

**Setting:** Sheltered ESL Instruction

**Day:** 1

**Grade:** 6

**Proficiency Level**: intermediate

**Estimated Total Time:** 45 minutes

**Content Area/Subject:** Science/Biology

**Sunshine State Standard:** SC. 6. L. 14.5 : Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

**Content Objective:** Given a chart as a graphic organizer, student will fill in an example of an activity that uses each of the major systems of the human body with 90% accuracy.

**Language Skill:** Listening and Writing

**Sunshine State Standard English Language Proficiency Standard:** LA.6.2.2.3 Student will organize information to show understanding.

**Language Objective:** Given a graphic organizer, student will write an example for each body system with 90% accuracy.

**Learning Strategy Objective:** Given a graphic organizer, student will write an example for each body system with 90% accuracy.

**Key Vocabulary:** Organize

**Materials:** Visuals displayed on the overhead projector, plastic body models with removable parts, graphic organizer worksheet

Learning Sequence:

***A. Preparation/Pre-Learning Activity***

**Grouping:** Whole class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 5 minutes

**Materials Needed:** body models

**Steps:**

1. Students will explore the body models with removable parts then return to their seats

2. Teacher will ask questions to find out what students already know about body functions

**Assessment:** Question/Answer

***B. Intensive Learning Activity***

**1. Presentation**

**Grouping:** Whole class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 20 minutes

**Materials Needed:** Overhead projector, transparencies, body models

**Steps:**

1. Teacher will overview the major body systems as a preview for the next coming two weeks.
2. Students will listen then apply knowledge to a graphic organizer.

**Assessment:** Observation, Question/answer

**2. Practice**

**Grouping:** Individual

**Learning Strategy:** Categorization

**Estimated Time:** 15 minutes

**Materials Needed:** Chart

**Steps:**

1. Teacher will model an example on the board.
2. Students will work independently on the assignment with teacher facilitating as needed.

**Assessment:** Checklist grading for each item being represented on the graphic organizer

***C. Expansion/Post-Learning Activity***

**Grouping:** Whole Class

**Learning Strategy:** Self- reflection

**Estimated Time:** 5-10 minutes

**Materials Needed:** None

**Steps:** Students will share their example and discuss the validity of the activity given

**Assessment:** Participation

***D. Final announcements and notes.*** Homework is to go over notes and be prepared to talk about the digestive system the next day.

**Pre-Service Teacher:** Jessica Highstreet

**Theme:** Major systems of the human body

**Setting:** Sheltered ESL Instruction

**Day:** 2

**Grade:** 6

**Proficiency Level**: intermediate

**Estimated Total Time:** 45 minutes

**Content Area/Subject:** Science/Biology

**Sunshine State Standard:** SC. 6. L. 14.5 : Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

**Content Objective:** Given a prompt, student will write a creative journal about the journey our food takes in the digestive system using each part and its function with 80% accuracy.

**Language Skill:** Writing

**Sunshine State Standard English Language Proficiency Standard:** The student will write narratives that contains identifiable plot devices.

**Language Objective:** Given a prompt, student will write a journal entry about the journey food takes in our digestive system with 80% accuracy.

**Learning Strategy Objective:** Given a prompt, students will use their mental imagery skills to create a journal entry about the journey food takes in our digestive system with 80% accuracy.

**Key Vocabulary:** None planned for the day.

**Materials:** Visuals displayed on the overhead projector, and transparencies, plastic body models with removable parts, teacher written essay.

Learning Sequence:

***A. Preparation/Pre-Learning Activity***

**Grouping:** Whole Class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 5 minutes

**Materials Needed:** Teacher written essay

**Steps:**

1. Teacher will read an example of the journal entry the students will write later in the class period.

**Assessment:** Observation- Student attentiveness.

***B. Intensive Learning Activity***

**1. Presentation**

**Grouping:** Whole Class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 15

**Materials Needed:** Overhead projector, transparencies, body models

Steps:

1. Teacher explains the different parts of the digestive system and their functions using transparencies and body models as manipulative.

 **Assessment:** Observation- Teacher monitors student participation and attention throughout lecture.

**2. Practice**

**Grouping:** Individual

**Learning Strategy:** Imagery

**Estimated Time:** 25 minutes

**Materials Needed:** Notebook and writing utensil

**Steps:**

1. Student will write their essay in their journal notebook and turn it into the teacher when they are finish.

**Assessment:** Checklist- Journals will be read to assure each part of the digestive track is mentioned and will receive full credit if their function is described correctly.

***C. Expansion/Post-Learning Activity***

**Grouping:** Pair

**Learning Strategy:** Collaboration

**Estimated Time:** 10 minutes

**Materials Needed:** Student notebooks

**Steps:**

1. Students will switch their notebooks with a partner and write a sentence or two at the bottom as a peer review.

**Assessment:** Completion grade

***D. Final announcements and notes.*** Go over daily notes.

**Pre-Service Teacher:** Jessica Highstreet

**Theme:** Major systems of the human body

**Setting:** Sheltered ESL Instruction

**Day:** 3

**Grade:** 6

**Proficiency Level**: intermediate

**Estimated Total Time:** 45 minutes

**Content Area/Subject:** Science/Biology

**Sunshine State Standard:** SC. 6. L. 14.5 : Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

**Content Objective:** Given an example of an activity (i.e. jumping jacks), student will, in pairs, explain orally which muscles are contracting and relaxing during the activity with 100% accuracy.

**Language Skill:** Speaking

**Sunshine State Standard English Language Proficiency Standard:** LA. 6.5.2.2 Student will deliver narrative and informative information.

**Language Objective:** Given an oral presentation, student will speak fluently with 100% accuracy.

**Learning Strategy Objective:** Given a group project, student will cooperate effectively with 100% accuracy.

**Key Vocabulary:** None planned for today.

**Materials:** Visuals displayed on the overhead projector, plastic body models with removable parts.

Learning Sequence:

***A. Preparation/Pre-Learning Activity***

**Grouping:** Whole Class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 5 minutes

**Materials Needed:** personal notes

**Steps:**

1. A student will volunteer to come to the front of the class
2. Teacher will ask student to perform a task
3. Then teacher will explain which muscles are being used, contracted, and relaxed
4. The teacher will repeat several times with different students before moving on to the lecture

**Assessment:** Observation

***B. Intensive Learning Activity***

**1. Presentation**

**Grouping:** Whole Class

**Learning Strategy:** Note taking

**Estimated Time:** 15 minutes

**Materials Needed:** Overhead projector and transparencies

**Steps:**

1. Give mini lecture talking about muscles and how they work

2. Highlight main points for students to copy for their notes

**Assessment:** Observation and question/answer

**2. Practice**

**Grouping:** Assigned Pair

**Learning Strategy:** Cooperation

**Estimated Time:** 15-20 minutes

**Materials Needed:** Note Cards for writing activities for the pairs to pick randomly out of a hat/jar

**Steps:**

1. Students will be assigned pairs

2. Each pair will pick a random activity out of a hat or jar

3. The students will have 5 minutes to talk about which muscles are used to do this activity

4. Each pair will come to the front of the class to present their activity and must talk for at least one minute.

**Assessment:** Checklist including criteria such as: presentation length, intro to presentation, correctly identifying 3 or more muscles used, and how they contract or relax.

***C. Expansion/Post-Learning Activity***

**Grouping:** Assigned Pairs

**Learning Strategy:** Cooperation

**Estimated Time:** 20 minutes

**Materials Needed:** none

**Steps:**

1. Students will repeat previous lesson by coming up with activities of their own and describing the muscles used, contracted, and relaxed.

**Assessment:** Similar checklist as previous lesson, however, teacher may include criterion for validity of physical activity

***D. Final announcements and notes.*** Students will write down 5 reasons why smoking is harmful in preparation for tomorrows lesson on the respiratory system.

**Pre-Service Teacher:** Jessica Highstreet

**Theme:** Major systems of the human body

**Setting:** Sheltered ESL Instruction

**Day:** 4

**Grade:** 6

**Proficiency Level**: intermediate

**Estimated Total Time:** 45 minutes

**Content Area/Subject:** Science/Biology

**Sunshine State Standard:** SC. 6. L. 14.5 : Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

**Content Objective:** Given an article about the dangers of smoking, student will create a small public service announcement poster in small groups with 100% accuracy.

**Language Skill:** Reading

**Sunshine State Standard English Language Proficiency Standard:** The student will read simple grade level text.

**Language Objective:** Given an article to read, student will create a poster based on the content with 100% accuracy.

**Learning Strategy Objective:** Given an article to read, Student will highlight the main points with 80% accuracy.

**Key Vocabulary:** Toxin

**Materials:** Projector,video clips, plastic body models with removable parts, mini posters, decorating tools

Learning Sequence:

***A. Preparation/Pre-Learning Activity***

**Grouping:** Whole Class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 10 minutes

**Materials Needed:** projector

**Steps:**

1. Teacher will show students different public services announcements about smoking

2. Class will discuss the meanings of these commercials

**Assessment:** Discussion participation

***B. Intensive Learning Activity***

**1. Presentation**

**Grouping:** Small group

**Learning Strategy:** Highlighting main points

**Estimated Time:** 10-15 minutes

**Materials Needed:** Articles

**Steps:**

1. In small groups (4) students will read the two page article and discuss and highlight its main points.

**Assessment:** Teacher observation of correct highlighting

**2. Practice**

**Grouping:** Small Group

**Learning Strategy:** Cooperation

**Estimated Time:** 20 minutes

**Materials Needed:** Mini poster, decorating materials

**Steps:**

1. Students will create their own public service announcement regarding the dangers of smoking
2. In this poster, students must include a graphic of toxins entering the lungs and causing detrimental effects.
3. Students posters will be displayed on the wall of the classroom

**Assessment:** Graded on poster completion and inclusion of toxin illustration

***C. Expansion/Post-Learning Activity***

**Grouping:** Small groups

**Learning Strategy:** Cooperation

**Estimated Time:** 15-25 minutes

**Materials Needed:** Student designed posters

**Steps:**

1. Students will present their poster with their group mates in front of the class

**Assessment:** Presentation must cover all aspects of the poster. Completion grade.

***D. Final announcements and notes.*** Go over daily notes.

**Pre-Service Teacher:** Jessica Highstreet

**Theme:** Major systems of the human body

**Setting:** Sheltered ESL Instruction

**Day:** 1

**Grade:** 6

**Proficiency Level**: intermediate

**Estimated Total Time:** 45 minutes

**Content Area/Subject:** Science/Biology

**Sunshine State Standard:** SC. 6. L. 14.5 : Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

**Content Objective:** Given a worksheet, student will answer questions about a class demonstration with 70% accuracy.

**Language Skill:** Listening and Writing

**Sunshine State Standard English Language Proficiency Standard:** LA.6.5.2.1 Student will listen and gain information for a variety of purposes.

**Language Objective:** Given a presentation, student will fill out a worksheet using the information with 70% accuracy.

**Learning Strategy Objective:** Given a worksheet, students will call upon pieces of information heard in a presentation and use it to answer questions with 70% accuracy.

**Key Vocabulary:** None planned for today.

**Materials:** Visuals displayed on the overhead projector, plastic body models with removable parts, experiment table (hoses, sponge, buckets, pump), and worksheet

Learning Sequence:

***A. Preparation/Pre-Learning Activity***

**Grouping:** Whole Class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 15 minutes

**Materials Needed:** Experiment Table

**Steps:**

1. Teacher gathers class so that everyone can see the experiment table.

2. Teacher uses sponges to collect water from a bucket and squeezes it into a funnel.

3. As the water makes its way through the hoses Teacher explains that the hoses are the arteries carrying the oxygen (water), the sponges are the lungs, and the pump is the heart. The water then empties into bucket which represent the muscles receiving this oxygen.

**Assessment:** Observation – Student attentiveness

***B. Intensive Learning Activity***

**1. Presentation**

**Grouping:** Whole Class

**Learning Strategy:** Auditory Representation

**Estimated Time:** 15 minutes

**Materials Needed:** Overhead projector, transparencies, and body models

**Steps:**

1. Teacher will explain the different parts of the circulatory system and their functions.
2. Teacher will also explain the corresponding of each part to its literal representation in the experiment table.

**Assessment:** Observation – student attentiveness

**2. Practice**

**Grouping:** Individual

**Learning Strategy:** Auditory Representation

**Estimated Time:** 15 minutes

**Materials Needed:** Worksheet

**Steps:**

1. Students will complete the worksheet about each part of the experiment and which body part it represented, and turn it in to the teacher when finished.

**Assessment:** Worksheet will be graded objectively

***C. Expansion/Post-Learning Activity***

**Grouping:** Pairs

**Learning Strategy:** Cooperation

**Estimated Time:** 15 minutes

**Materials Needed:** Worksheets, experiment table

**Steps:**

1. Students will fill out their worksheet with the help of a partner while conducting the experiment themselves hands on.

**Assessment:** Worksheet will be graded objectively

***D. Final announcements and notes.*** Have a great weekend, and see you next week for more studies of the human body.

**Experiment Worksheet – Day 5**

**Name:**

**Which part of the body did the sponge represent?**

**Which part of the body did the pump represent?**

**Which part of the body did the tubes represent?**

**Which part of the body did the small buckets represent?**

**What did the water represent?**

**Word bank**

**Heart**

**Lungs**

**Oxygen**

**Arteries**

**Muscles**

**In a few sentences, explain the process as a whole as it happens in our body.**

**Graphic Organizer – Day 1**

|  |  |
| --- | --- |
| **Body System**  | **Example/ Activity** |
| **Digestive** |  |
| **Musculoskeletal** |  |
| **Respiratory** |  |
| **Circulatory** |  |

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 **Musculoskeletal System Transparency – Day 1-5**

**Body Model with removable parts – Days 1-5**

**Demonstration Table – Day 5**

Water represents oxygen.

Sponge represents lungs.

Pump represents heart.

Tubes represent arteries.

Smaller buckets represent muscles receiving the oxygen.