

# Teacher Work Sample – Electronic Submission Document

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## Introduction

**Student Teacher**

Emma Bray

**Cooperating Teacher**

Kristin Sprague

**School**

Morley Elementary School

## Context of Teaching

The context in which I will be teaching this health unit is in a first grade, self-contained classroom with 23 students. There are 13 girls and 10 boys. (Only 22 students will participate in this unit as one student will be receiving his medication and other services at this time.)

This health unit focuses on body care and includes lessons on sleeping habits, physical activity, major body parts, and germs and illness. I expect that students will enjoy this unit; however, I have not experienced any health lessons in this classroom. Students have health once a quarter as part of “Unit Studies,” which includes science, social studies, and health. They have not previously covered topics of this nature. I hope to make lessons as engaging as possible with interactive activities and critical thinking components.

These students are an enthusiastic group who enjoy hands-on and visual experiences. Students enjoy doing their work and taking their time to create a good product. They are very self-motivated and love to learn new things. From my observations, “Unit Studies” is a time that most students enjoy because it is new information for all. There is a wide range in achievement amongst the class with several students below grade level, a majority of the class at grade level, and several students above grade level. There is one student with a behavioral plan in the class; however, she does well when she is engaged and can be a helper or has preferential seating. Another student is pulled out for resource sessions twice during the day and has a very difficult time paying attention and keeping up in the general classroom. She has a hard time with the content of all subjects and can be disengaged during entire lessons even when seated in close proximity to the teacher.

I have quite a bit of leeway in planning and teaching this unit. Most subjects are very ridged in what can be done and when, but the health curriculum is not tied down. There are standards for the district that must be met and suggested lessons within the curriculum; however, there is also a lot of freedom in choice within this body care section. I plan to incorporate literacy, writing, technology, and hands-on activities in this unit and hope to use whole group instruction as well as small group work. The technology provided in this classroom includes a laptop, projector, and a document camera. Health takes place at the end of the day and has a twenty to twenty-five minute lesson time.

## Understanding by Design Stage One

### Stage 1 – Identify Desired Results

#### Established Goals:

- H.1.3.1 Describe effects of getting too little sleep.
- H.1.3.2 Recognize the importance of a regular bedtime.
- H.1.3.5 Locate and tell the function of the major internal organs (heart, lungs, stomach, brain) and bones and muscles.
- H.1.3.6 Name ways to tell that the body has grown.
- H.1.3.7 Name ways that body parts change as the body grows.
- H.1.3.8 Recognize that physical activity benefits muscles as well as heart and lungs.
- H.1.3.9 Identify the effects of physical activity on the body.
- H.1.3.10 Identify how preventing the spread of germs and keeping the body healthy prevent illness.
- H.1.3.11 Recognize the role of hygiene in personal health.
- H.1.3.12 Demonstrate behaviors that help to prevent illness.

From Lincoln Public School District's First Grade Health Objectives

#### What understandings are desired?

*Students will understand that...*

##### **Overarching Understanding**

- Taking care of our bodies and knowing how they work is imperative to growth and development.

##### **Topical Understandings**

- Our bodies change as they grow.
- Our organs, bones, and muscles do different things that are all important to help us to grow and be healthy.
- Preventing the spread of germs to prevent illness can help to keep the body healthy.
- Sleep gives you energy to play and work and helps your body to grow.
- Exercise helps to keep your bones, muscles, lungs, and heart strong.

#### What essential questions will be considered?

##### **Overarching Question:**

- Why is body care an important health topic?

##### **Topical Questions:**

- How do we know that we are growing?
- What parts of the body are important to help us grow?
- How can I keep my body healthy?
- Why is sleep important?
- Why should you exercise every day?

What key knowledge and skills will students acquire as a result of this unit?

<p><i>Students will know. . .</i></p> <ul style="list-style-type: none"><li>... key vocabulary</li><li>... the relationship between a healthy body, sleep, and exercise.</li><li>... the location and function of major body parts.</li><li>... the relationship between germs and illness.</li></ul>	<p><i>Students will be able to. . .</i></p> <ul style="list-style-type: none"><li>... use key vocabulary appropriately.</li><li>... describe the role of sleep and exercise on the body.</li><li>... identify where major body parts are and describe their function within the body.</li><li>... demonstrate ways/behaviors to prevent illness and the spread of germs.</li></ul>
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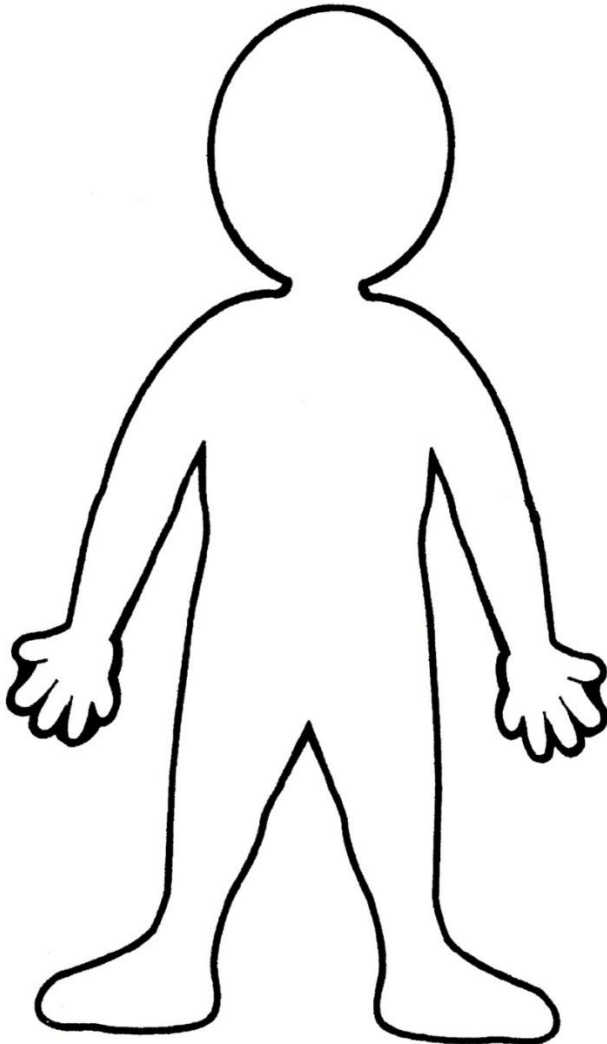
## Pre-Assessment

Below is the pre-assessment that I created and administered on the first day of the unit. Each section of this assessment focuses on one of the prominent objectives of the unit as described by the district. I displayed this assessment on the board using a document camera and we worked through it together. I read the directions and gave students ample time to complete the task before moving on to the next section.

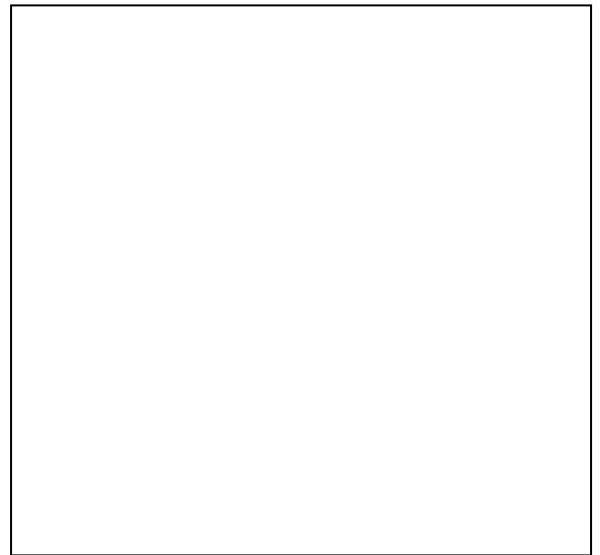
Name: \_\_\_\_\_

Draw or label the following body parts on the body below.

1. Heart
2. Lungs
3. Brain
4. Stomach



Draw a picture of one way that germs can be spread.



Draw a picture of one way to stop germs from spreading.



Answer the following questions as best as you can 😊

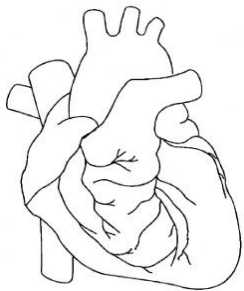
1. How do you know that you are growing?

2. How does sleep help your body?

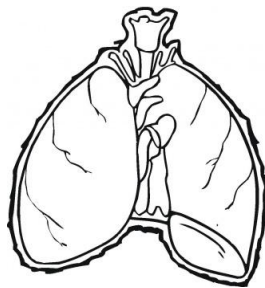
3. Why is it important to exercise every day?

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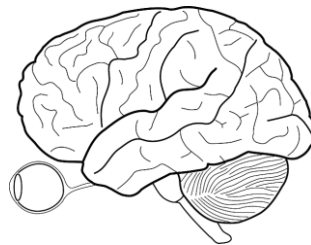
Color the body parts the appropriate color.



Heart



Lungs



Brain



Stomach

Color green the body part that changes food into energy.

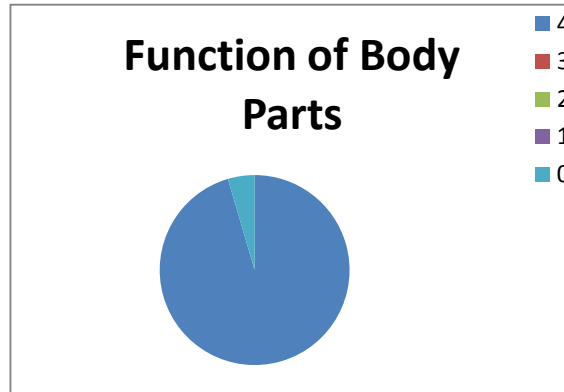
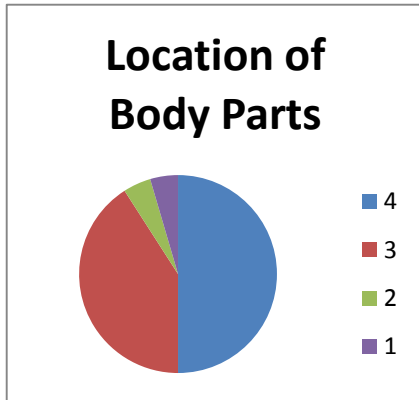
Color red the body part that helps your body use air.

Color purple the body part that pumps blood in your body.

Color blue the body part that helps you to think, learn, and remember.

Below are the results of the assessment. I charted the results in two different ways. The first chart shows the results of the first section and the last section of the assessment focusing on the location and function of the body parts. Students were able to achieve 4 points on each of these sections (for the 4 body parts); it was either right or wrong, so no rubric necessary. I also included a column for comments; this is where I recorded which body part they did not answer correctly.

	Location of Body Parts (Out of 4)	Function of Body Parts (Out of 4)	Comments (L=Location, F=Function)
Addi	4	4	
Alix	4	4	
Aubrey	4	4	
Devin	3	4	L: lungs
Emily	2	4	L: lungs, stomach
Jack	4	4	
Jordan	1	4	L: lungs, heart, stomach
Kadance	4	4	
Liam	4	4	
Madi	4	4	
Madison	3	0	L: lungs; F: all
Maleah	3	4	L: lungs
Markelle	4	4	
Mia	4	4	
Michael	4	4	
Nevaeh	3	4	L: lungs
Nigel	3	4	L: lungs
Rosie	3	4	L: lungs
Ryan	3	4	L: lungs
Sara	4	4	
Solomon	3	4	L: lungs
Taylor	3	4	L: lungs

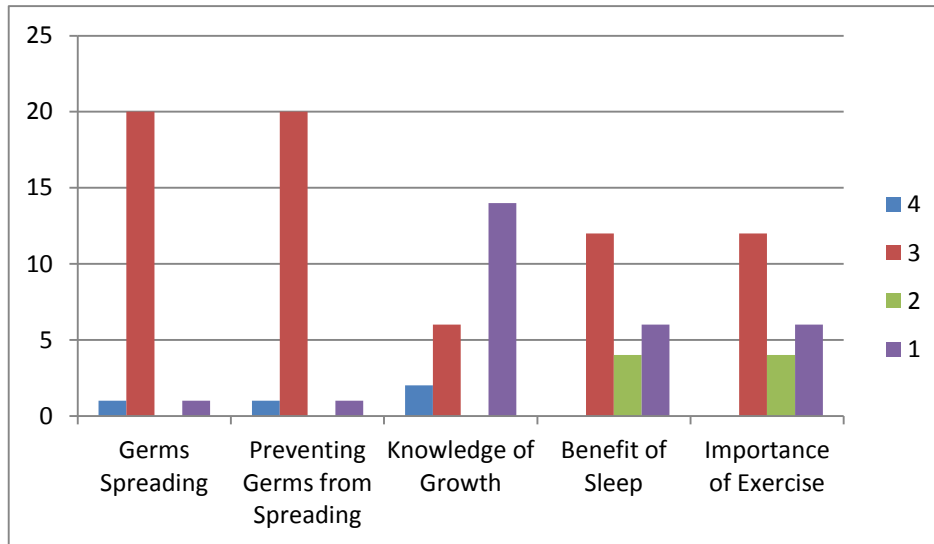


The chart below summarizes the student responses for the other sections focusing on germs, knowledge of growth, the importance of sleep and daily exercising. I used my discretion to score the students responses and classify them as a valid idea with extra details, a valid idea, on the right track but not quite there, and not a valid idea or no response.

4= valid idea with extra details      3= valid idea      2= on the right track  
 1= no valid idea

	Germs Spreading	Preventing Germs from Spreading	Knowledge of Growth	Benefit of Sleep	Importance of Exercise
Addi	3	3	4	3	2
Alix	3	3	3	3	3
Aubrey	3	3	1	3	3
Devin	3	3	3	3	3
Emily	3	3	3	2	3
Jack	3	4	1	3	3
Jordan	3	3	3	3	1
Kadance	3	3	1	3	3
Liam	3	3	1	3	2
Madi	3	3	1	2	1
Madison	1	3	1	1	1
Maleah	3	3	1	2	3
Markelle	3	3	1	1	1
Mia	4	3	4	1	3
Michael	3	3	1	2	2

Nevaeh	3	1	3	3	3
Nigel	3	3	1	1	3
Rosie	3	3	1	1	1
Ryan	3	3	1	1	1
Sara	3	3	1	3	3
Solomon	3	3	1	3	3
Taylor	3	3	3	3	2



Based on this information, I can see that the students knew more about this unit than I had anticipated. They were particularly successful, as a whole, on the location and function of the four body parts included in this unit. The location of the lungs was difficult for about half of the class and two students struggled to place the stomach. All students were successful at identifying the function of the four body parts with the exception of one student who did not know the function of any body parts (this was even with me sitting with her reading the directions one-on-one, moving at her pace).

All but one student were able to show me one way that germs can be spread. Their responses were all very similar with answers consisting of coughing and sneezing on someone, sharing a drink, and picking your nose. Again, all but one student were able to show me one way to prevent the spread of germs with similar answers including washing hands, coughing/sneezing into your elbow, taking a shower, NOT picking your nose, and brushing your teeth.

Their knowledge was not as uniform on the last three parts on knowledge of growth, the benefits of sleep, and the importance of exercise. For the question “how do you know that you are growing?” more than half of the class was unable to come up with a valid answer while 8 students were able to give a valid answer. Responses ranged from “eating vegetables,” “you stretch or get bigger,” to “have growing pains.” For the question, “how does sleep help your body?” most students had a valid idea or were on



the right track with knowing that their bodies needed rest to relieve stress and help to grow. Knowing why it was important to exercise daily had similar results with most of the class having a valid idea or being on the right track. Most knew that it was necessary to get stronger and to help them grow.

With this information in mind, I know that I do not need to spend as much time as I had originally thought on the location and function of the body parts as I need to spend on sleep, exercise, and overall growth. I do need to put some emphasis on where the lungs are located since this was a common mistake. Based on the similar responses of sneezing/coughing and washing hands, the students also need more opportunities to explore germs, how they are spread, and how to prevent them from spreading to gain a deeper understanding.

For the student who had a difficult time throughout the assessment, I need to ensure that she is engaged at all times in order for her to take in the most amount of information possible. I may need to make her a helper during this unit to keep her on task and focused on the content.

## Understanding by Design Stage Two

### Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

#### Performance Task:

G: Students will teach others how the body works, how to take care of it, and why it is important to take care of the body using written language and drawings in a story.

R: Students will assume the role of teacher to educate a made-up peer.

A: Classmates and teachers

S: After learning about the function of major organs, body parts, the roles of sleep and exercise, and the subject of germs, students will be presented with the task of teaching a “peer” who does not think it is important to take care of his body.

P: Written and illustrated health content in a story.

S: Expressed in rubric

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

- Quick reviews at the beginning and end of the lesson each day about why it is important to care for the body and other specific content.
- Informal observation of student participation in game-like reviews, such as Simon says point to your (heart, etc.), “Your body says (wash your hands, cover your cough, sneeze on a friend, etc.)” to discern what is healthy and unhealthy.
- Informal check-ins with individual or pairs of students as they discuss a body care topic together to compare ideas.
- Observation of student participation in exercise activities in review of warm-up, exercise, cool down process.
- Oral answers to individual and choral response questions to prompt students to think about a topic that was covered.

#### Student Self-Assessment and Reflection:

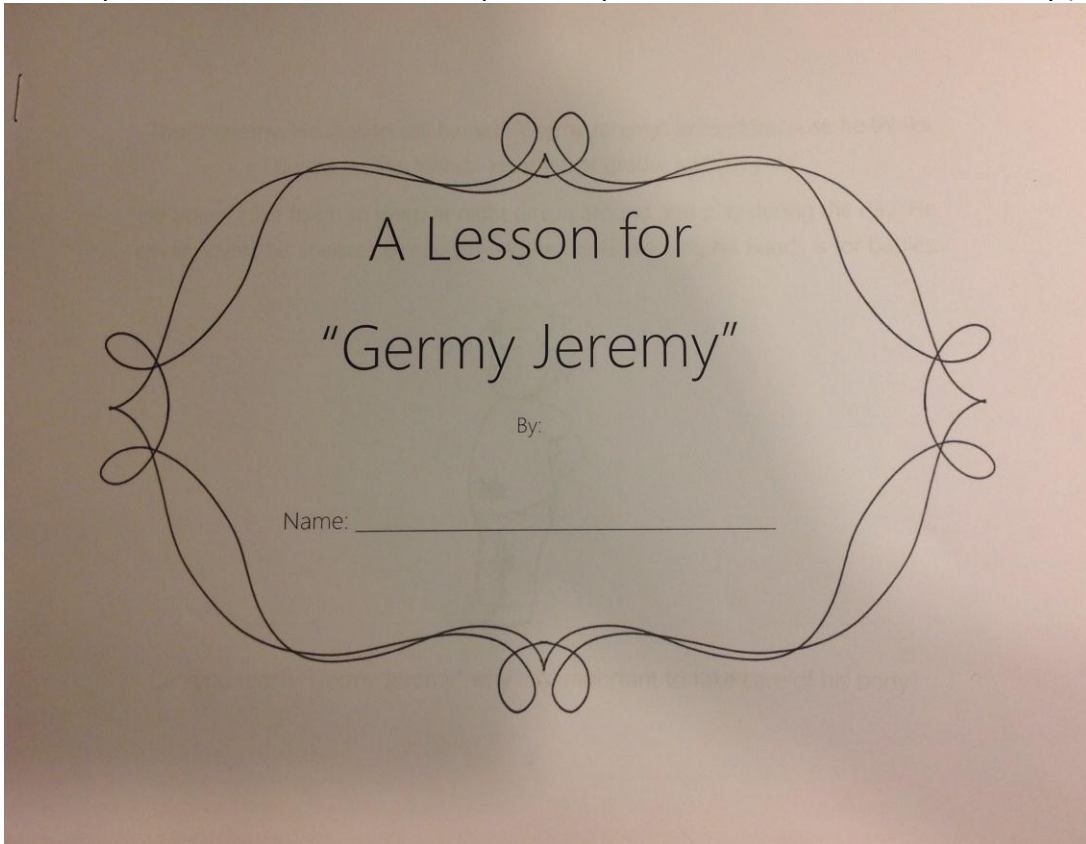
Do you feel that you learned only a little bit of information or a lot of new information?

What activities did you like the best? What did you like the least?

What was the most interesting thing that you learned through this unit? What would you still like to learn more about?

## Post-Assessment

Post Assessment Document: (Pictures of what the booklets look like. They were made in landscape mode and could not be copied and pasted into the document that way.)



This is Jeremy. He likes to call himself "Germey Jeremy" instead because he thinks germs are his friends. He is a first grader just like you!

He doesn't like to go to sleep at night or run around and play during the day. He never covers his sneezes or coughs and he thinks washing his hands is for babies.



Can you teach "Germey Jeremy" why it is important to take care of his body?

Start by teaching Jeremy about the following important body parts. Write a sentence to tell him what they do.



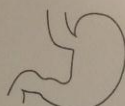
Heart



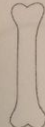
Lungs



Brain



Stomach



Bone



Muscles

The heart \_\_\_\_\_.

The lungs \_\_\_\_\_.

The brain \_\_\_\_\_.

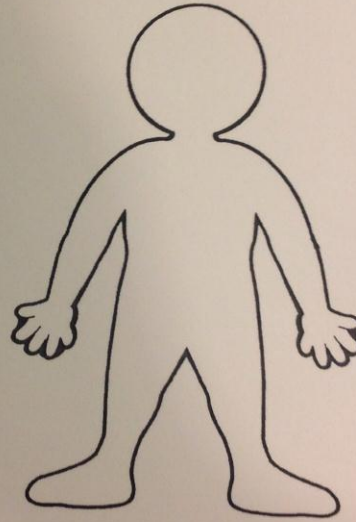
The stomach \_\_\_\_\_.

Bones \_\_\_\_\_.

Muscles \_\_\_\_\_.

Show him where those body parts go!

1. Heart
2. Lungs
3. Brain
4. Stomach
5. Bones
6. Muscles



4

Jeremy doesn't think that he needs to take care of his body because he doesn't think he is growing. Teach Jeremy how he can tell that his body is growing by drawing a picture and labeling it.

5

Jeremy doesn't think that he needs to go to bed until midnight! We know that sleep helps your body to grow! Show Jeremy why it is important to get a good night's sleep by drawing a picture of what your body does while you sleep and labeling it.

6

Jeremy doesn't think it is important to run around and exercise. How does exercise help your body? Show Jeremy why it is important to exercise every day by drawing a picture of how exercise helps your body and labeling it.

7

Jeremy thinks that germs are his friends! Teach Jeremy what germs do to your body.

Draw a picture of where germs live or how they can spread.

8

*Jeremy didn't like what you taught him about germs! Show him how he can stop germs from spreading by drawing a picture of what he needs to do to get rid of them.*

9

Jeremy wanted to say thank you for teaching him about why it is important to take care of his body and for showing him all of the ways that he can keep his body healthy to help it grow!

Thank you  
for your  
help!



He won't call himself "Germy Jeremy" anymore.



Rubric for items that do not have one specific answer:

I used the same method of scoring as the school district. A 3 is the target score to achieve in Lincoln Public Schools, while a score of a 4 means that they are above and beyond where they need to be. Health grades for the report card are not based on a test, but rather on teacher observation. If I were filling in their report cards, I would look at this information as well as how many points they scored on the right/wrong section of body part location and function to determine the grade that they deserved.

	4	3	2	1
Germes Spreading	Is able to describe one or more ways that germs spread. Includes extra details or makes use of a picture to demonstrate knowledge.	Is able to describe one way that germs may spread. May make use of a picture, but no extra details.	Is able to give an idea related to the topic of germs, but does not describe a way that germs may spread.	Is unable to provide any related response or a valid idea.
Preventing Germes from Spreading	Is able to describe one or more ways to prevent germs from spreading, including extra details or makes use of a picture to demonstrate knowledge.	Is able to describe one way to prevent germs from spreading. May make use of a picture, but no extra details.	Is able to give an idea related to the topic of germs, but does not describe a way to prevent germs from spreading.	Is unable to provide any related response or a valid idea.
Knowledge of Growth	Is able to describe one or more ways to tell that the body has grown. Includes extra details or makes use of a picture.	Is able to describe one way to tell that the body has grown. May make use of a picture, but no extra details.	Is able to give an idea related to the topic of growth, but does not give an example of how to tell that the body has grown.	Is unable to provide any related response or a valid idea.
Benefit of Sleep	Is able to describe one or more things that the body does while we are asleep and how it helps the body. Includes extra details or makes use of a picture.	Is able to describe one thing that the body does while we are asleep and how it helps the body. May make use of a picture, but no extra details.	Is able to give an idea on the topic of sleep, but does not describe something that your body does while you sleep.	Is unable to provide any related response or a valid idea.
Importance of Exercise	Is able to describe one or more ways that exercise helps the body. Includes extra details or makes use of a picture.	Is able to describe one way that exercise helps the body. May make use of a picture, but no extra details.	Is able to give and idea on the topic, but does not describe how exercise helps your body.	Is unable to provide any related response or a valid idea.

## Lesson Plans

**Student Teacher:** Emma Bray

**Grade Level:** 1

**Date:** 2/21/14

**State Standard:** Pre-Assessment Day

**Subject:** Heath-Body Care

**Name of Lesson:** Pre-Assessment Day (1)

**Period / Time:** 3:10-3:30

<p><b>I. Goal:</b> To give the students an idea of the content included in the body care unit. To assess prior knowledge of body care topics in order to meet students learning needs.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>II. Objectives:</b> Students will be able to think about selected health concepts including how germs spread and how to prevent germs from spreading, the location and function of the heart, brain, lungs, and stomach, how sleep helps the body, why it is important to exercise, and how we know that our body is growing and articulate their ideas and knowledge through writing and drawing.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>III: Faith / Values Integration:</b> We need to treat our bodies with respect and take care of them in order to grow.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>IV. Integrated Technology:</b> The use of a document camera in order to shine the assessment on the whiteboard and go through it together.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>V. Materials:</b> 23 assessment sheets, document camera, whiteboard and marker, pencils, green, red, blue, and purple coloring utensils</p>	<p><b>Required Adaptations/Modifications:</b> None</p>

<p><b>VI: Procedure:</b></p> <p>A. Set / Hook: Gather as a class on the floor next to the black chair. Explain that we will be starting a new unit on body care. Ask students why it is important to learn about our bodies. After sharing a few ideas, explain that in order to keep our bodies healthy it is important to learn how they work and what they need.</p> <p>B. Transition: “I want to teach you how to take care of your bodies so that you can be healthy students. In order for me to be the best teacher possible, I want to see what you already know and what you don’t know yet.”</p> <p>C. Main Lesson:  <u>Reveal Assessment:</u> Show students the assessment and explain that it is not a test and that it is not going on their report card. Explain that it will show me what I need to teach. Read directions and preview the sections. Invite supply helper to sit in black chair and have students retrieve assessment form her. Instruct them to go to their seats and put their name on it.  <u>Assessment:</u> Put assessment under document camera and point to the first section. Read instructions and model how to draw and <b>label body part</b> (use example of eyes). Read one at a time with time for students to draw and label one body part before moving on to the next body part. When students are done, move on to the next section on <b>germs</b>. Point to the first box and have students draw one way germs can spread. Remind them it should be a sketch like in writer’s workshop, not a drawing. Instruct students to draw one way to prevent germs from spreading in the next box. When all students are done, flip the document over. Explain to students that they will need to write their answers for the third part. Read each <b>question</b>, model where to write the answer and then provide enough time to for students to respond. Read all 3 questions. When all students are finished, point to the last section. Read body part names. Ask students to get out their green <b>crayons and read the prompt</b>. Tell students to show</p>	<p><b>Required Adaptations/Modifications:</b></p> <p>Have Nevaeh or Madison hold the paper when previewing to keep them on task and engaged.</p> <p>Walk around the room to monitor progress as you read the directions/prompts. Spend time at Madison’s desk to keep her moving through each section and to provide her with short, one-two step directions.</p> <p>Read these to Madison one-on-one.</p>
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<p>you they are done by holding up the next color. Repeat.</p> <p>D. Transition: “These are the kinds of things that we will be learning about during our body care unit.”</p> <p>E. Conclusion: Ask students to hand their papers in to the red basket when they are finished. Then they may go pack their backpacks and get ready to go home.</p>	
<p><b>VII. Assessment:</b>          Informal assessment through observation of student participation and ideas in introduction discussion.          Formal assessment through the use of a pre-assessment activity sheet.</p>	<p><b>Required Adaptations/Modifications:</b>          None</p>
<p><b>VIII. Assignment:</b>          None</p>	<p><b>Required Adaptations/Modifications:</b>          None</p>
<p><b>IX. Self-Evaluation:</b>          This was a good way to introduce students to the body care unit. They written questions provided student with a challenge, but it had more elements to it like drawing, matching and coloring, and labeling.          I want to find a way to challenge the students who do know a lot or find a way to allow them to provide more information.          Good pacing and monitoring.</p>	<p><b>X. Coop’s Comments:</b>          Let students know that if they don’t know an answer, they can put a question mark. It is to see what they know so they need to know that it is acceptable to not know the answer on the pre-assessment.</p>

**Student Teacher:** Emma Bray

**Grade Level:** 1

**Date:** 2/24/14

**State Standard:** (District) H.1.3.5, H.1.3.7

**Subject:** Health-Body Care

**Name of Lesson:** Parts of the Body (2)

**Period / Time:** 3:10-3:30

<p><b>I. Goal:</b> To expose students to the location and function of various body parts including heart, lungs, brain, stomach, bones, and muscles. To teach students where these body parts are located on their own bodies.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>II. Objectives:</b> Students will be able to place the brain, heart, lungs, and stomach in the appropriate locations of the human body. Students will be able to explain the function of the heart, lungs, brain, stomach, bones, and muscles. Students will be able to point to the location of their own heart, lungs, brain, and stomach.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>III: Faith / Values Integration:</b> N/A</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>IV. Integrated Technology:</b> Projector and computer to play video.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>V. Materials:</b> Blank human outline; heart, brain, lungs, and stomach cutouts; skeleton paper; tape; model lungs (bottle, play-dough, straws, balloons, rubber bands); computer and projector; words and definitions</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>VI: Procedure:</b></p> <p>A. Set / Hook: Display blank human outline on the board. Remind students of the new health topic and ask them how their body works. Explain that the human body is a machine with many parts working together.</p> <p>B. Transition: "On Friday you guys were</p>	<p><b>Required Adaptations/Modifications:</b> Keep Madison engaged by having her be hands-on during the activity and asking her questions.</p>

showing me all of the great things that you know about your bodies including where 4 of your body parts were located. Who remembers what those were?"

C. Main Lesson:

Organs:

Hold up an organ (brain, lungs, heart, and then stomach). Ask what it is. Have students point to where their (organ) is located and have a student place it on the outline. Describe what each organ does and post each definition on board. Give an example of how they use that body part or see it work each day. Ask for other ideas.

1. Brain 2. Lungs 3. Heart 4. Stomach

Lungs: Before showing the heart and the stomach, demonstrate the way that the lungs work using the balloon and bottle device. Have students take a few deep breaths to feel their lungs fill up with air and deflate.

Continue with Heart and Stomach

Describe what each organ does and post each definition on board. Give an example of how they use that body part or see it work each day. Ask for other ideas.

Skeleton: Place the bones over the body outline and organs. Explain that these are the bones and post definition. Ask students to brainstorm at their tables what they are for. Explain that they protect our organs and keep our bodies together. Show how the skull protects the brain and the ribs protect the lungs and heart. While setting up video, ask students to be thinking about how many bones they have. Play School House Rock Bones video. Ask students for their guesses and write on board. Reveal that there are 206 bones in the body.

Muscles: Explain that we have another important body part called muscles. Post word and definition. Explain that muscles help our body to move. Ask students where their muscles are. Explain that we have muscles all over that help us do different things. Ask students to guess how many muscles we have. Around 600.

D. Transition: "All of these body parts work together as a team to make our bodies work. They each have different important jobs and we need to

<p>take care of them.”</p> <p>E. Conclusion: Have students stand up and explain that you will name a body part and they need to point to it on their own body. Go slow and then quickly. Then say the function and ask them to point to the body part that _____. Etc.</p>	
<p><b>VII. Assessment:</b>          Informal assessment of student participation during activities.          Informal assessment of student identifying their own body parts based on the name or given function.</p>	<p><b>Required Adaptations/Modifications:</b>          None</p>
<p><b>VIII. Assignment:</b>          None</p>	<p><b>Required Adaptations/Modifications:</b>          None</p>
<p><b>IX. Self-Evaluation:</b>          Lesson was engaging. Students loved the skeleton and the lung activity. Would like to have gone more in depth with how each organ works and how to keep them healthy.</p>	<p><b>X. Coop’s Comments:</b>          Ran smoothly.</p>

**Student Teacher:** Emma Bray

**Grade Level:** 1

**Date:** 2/25/14

**State Standard:** (District) H.1.3.6, H.1.3.7

**Subject:** Heath-Body Care

**Name of Lesson:** Your Body Grows (3)

**Period / Time:** 1:45-2:10

<b>I. Goal:</b> To identify ways to tell that the body has grown. To identify ways that body parts change as they grow.	<b>Required Adaptations/Modifications:</b> None
<b>II. Objectives:</b> Students will be able to describe the ways that their bodies change as they grow. Students will be able to describe things that they can do now that they have grown and things that they will be able to do as they grow older.	<b>Required Adaptations/Modifications:</b> None
<b>III: Faith / Values Integration:</b> N/A	<b>Required Adaptations/Modifications:</b> None
<b>IV. Integrated Technology:</b> Document camera	<b>Required Adaptations/Modifications:</b> None
<b>V. Materials:</b> Body outline with organs and bones; picture of me as a child; white board, marker; yarn, scissors	<b>Required Adaptations/Modifications:</b> None
<b>VI: Procedure:</b>  A. Set / Hook: Pull out the body outline from the previous day and review the parts of the body. Warm up by having them point to body parts as you say them or name a function.  B. Transition: "All of these body parts have important jobs, and as we grow and change so do they."  C. Main Lesson: <u>How we grow:</u> Pass around a picture of myself as a younger child. Ask students if I look the same. Ask students how I am different. Ask students to think about when they were a baby or when they were	<b>Required Adaptations/Modifications:</b>



<p>younger. Ask them how they are different now. Share a few ideas. Explain that these are all ways that we know we have grown. Generate a list on the board of how we can tell that we are growing: we are taller, we are heavier, we are stronger, we lose and gain new teeth, we are able to do things that we couldn't before like talk, walk, read, etc.</p> <p>Compare my hand to a friend's hand.</p> <p>Discuss that sometimes when we grow, we have growing pains.</p> <p><u>Body Parts Change</u>: Point to parts as you talk about them.</p> <p>Heart- ask students to hold up a fist. Have them hold it to their chest. Explain that this is the size of their heart. Compare my fist to their fists. Mine is bigger and has grown.</p> <p>Stomach- Explain that an empty stomach is also the size of your fist.</p> <p>Brain- Explain that our brain grows as our body does. It couldn't fit inside a little body. Their brain is almost finished growing. It finishes growing when you are in your 20's.</p> <p>Bones- Remind them that they start out with 300 and they grow together to form 206 bones. Compare the length of my arm to the length of theirs. Repeat for leg bones.</p> <p>D. Transition: "As we grow, our bodies grow with us. Our bones, muscles, and organs become stronger like we do. Their size also changes as we grow."</p> <p>E. Conclusion: Have students pair up and tell their partner one way that they can tell that they are growing or one way that a body part changes as they grow.</p>	<p>Have a student hold them in order to keep them on task (Madison, Nevaeh, Rosie).</p> <p>Use yarn to compare bone length for a greater visual image.</p> <p>Ended up telling them to compare their fist (heart) with their neighbor. Then asked who had the smaller fist, dismissed them. Etc.</p>
<p><b>VII. Assessment:</b>          Informal assessment through student participation in activities and group discussion. Informal assessment of student understanding and comprehension through questioning at the beginning of the next lesson.</p>	<p><b>Required Adaptations/Modifications:</b>          None</p>
<p><b>VIII. Assignment:</b></p>	<p><b>Required</b></p>

None	<b>Adaptations/Modifications:</b> None
<b>IX. Self-Evaluation:</b> I made it through all of the points that I had planned, but I felt rushed. The students were very chatty, on topic, but it was difficult to present all of the material in the short time with so much focus on the management and getting their attention back. Two students were excited about the topic and brought in books and posters that related to the unit, so I gave them a brief chance to share at the beginning.	<b>X. Coop's Comments:</b> Would like to have seen students be able to do something more hands-on in the lesson. Maybe allow them to draw what they look like now and how they will look when they grow.

**Student Teacher:** Emma Bray

**Grade Level:** 1

**Date:** 2/26/14

**State Standard:** (District) H.1.3.8, H.1.3.9

**Subject:** Health-Body Care

**Name of Lesson:** Physical Activity (4)

**Period / Time:** 2:40-3:10

<p><b>I. Goal:</b> To recognize that physical activity helps your muscles, heart, and lungs to stay healthy. To identify that physical activity is important to help the body grow.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>II. Objectives:</b> Students will be able to describe the function and location of muscles throughout their bodies. Students will be able to explain the benefits of physical activity on the body. Students will be able to demonstrate ways to stretch their muscles. Students will be able to describe physically active behaviors that help their bodies to grow.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>III: Faith / Values Integration:</b> We need to treat our bodies well and take care of them to keep them healthy.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>IV. Integrated Technology:</b> None</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>V. Materials:</b> Timer; Muscle word and definition card; picture of muscles (Taylor’s book); Health Big Ideas Book pages 24-25; whiteboard, markers, tape; (body outline)</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>VI: Procedure:</b></p> <p>A. Set / Hook: Have students sit by the black chair and gain their attention by asking them to point to various parts of the body. Ask students to recall the ways that they know that they are growing or how their body parts might change.</p> <p>B. Transition: “Today we are going to talk about a way that we can help our body to grow- by</p>	<p><b>Required Adaptations/Modifications:</b></p>

<p>doing physical activity. Exercise4”</p> <p>C. Main Lesson:  <u>Have students do jumping jacks or jog in place for a minute.</u> Ask students to sit when the timer stops. Explain that exercising is very important in order to keep our bodies healthy and when our bodies are healthy, they can grow. Ask students to share their favorite ways to exercise. Ask students which body parts exercise helps to be healthy. Explain that it makes our lungs healthy and helps our bones, heart, and lungs stay strong.  <u>What should we do before exercising?</u> : Warm-up. Explain that warm-up means to get your muscles ready to move. This prepares your muscles and heart for a workout. What are muscles?  <u>Introduce Muscles:</u> Show the word card for muscles. Read the word and ask the students if they know what muscles are. Share that muscles are body parts that help you to move. Have students guess how many muscles they have in their bodies. Tell them there are over 600 muscles in their bodies. Ask them to point to their muscles. Show picture from Taylor’s book of the muscles in the body. There are muscles everywhere. Lead students in some stretches.  <u>Big Ideas Book 24-25:</u> Show pictures and point to one and ask students which muscles they are exercising.  <u>What should we do after exercising?:</u> Explain cool-down-slow activity to allow your body to relax and cool down. Give example of walking.</p> <p>D. Transition: “When you exercise daily, you help your body to be fit. That means to work well. When your body works well, your muscles and heart are strong, you have energy to play, you can run faster, you can play harder, and you can grow.”</p> <p>E. Conclusion: Have students do some quick stretches, then have them do more jumping jacks or jog in place for a minute. Then have them take a cool down lap and sit by the black chair for reading comprehension.</p>	<p>Give students ample room to move around during exercise.</p> <p>Write these words for visual learners.</p> <p>Show where these would be on the body outline</p>
<p><b>VII. Assessment:</b>  Informal assessment of students identifying ways that they can tell that they have grown or that their body parts change.</p>	<p><b>Required Adaptations/Modifications:</b>  None</p>

<p>Informal assessment through student participation in activities and group discussion. Informal assessment of student understanding and comprehension through questioning at the beginning of the next lesson.</p>	
<p><b>VIII. Assignment:</b> None</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>IX. Self-Evaluation:</b> The kids loved the activity at the end and had a great time feeling their hearts after exercising. They had more questions than I expected about exercise and what it does for your body than I expected. I was able to get through everything and they were more focused today. Loved learning about how many muscles they had in their body.</p>	<p><b>X. Coop's Comments:</b> Engaging lesson. Student motivation was high.</p>

**Student Teacher:** Emma Bray

**Grade Level:** 1

**Date:** 2/27/14

**State Standard:** (District) H.1.3.1, H.1.3.2

**Subject:** Heath-Body Care

**Name of Lesson:** Sleep and the Body (5)

**Period / Time:** 3:10-3:30

<b>I. Goal:</b> To teach the role sleep plays in keeping our body healthy. To teach the effects of not getting enough sleep. To teach the importance of having a regular bedtime.	<b>Required Adaptations/Modifications:</b> None
<b>II. Objectives:</b> Students will be able to explain why sleep is important to help them grow. Students will be able to describe the effects of too little sleep. Students will be able to explain why it is important to have a regular bedtime.	<b>Required Adaptations/Modifications:</b> None
<b>III: Faith / Values Integration:</b> We need to treat our bodies well and take care of them to keep them healthy.	<b>Required Adaptations/Modifications:</b> None
<b>IV. Integrated Technology:</b> Document camera	<b>Required Adaptations/Modifications:</b> None
<b>V. Materials:</b> Sleep calculator paper (22 copies), red and blue crayons, document camera, <u>Staying Clean and Fit</u> little readers (23 copies), paper, markers, (body outline)	<b>Required Adaptations/Modifications:</b> None
<b>VI: Procedure:</b>  A. Set / Hook: Ask students when they went to bed last night. Ask them if they know how long they slept. Show the sleep calculator. Pass them out to students and lead them in figuring it out under the document camera. Use a red crayon to mark when you went to sleep and a blue to mark the wake up.  B. Transition: "When you have figured out how much sleep you got last night, bring it down to the floor to share."	<b>Required Adaptations/Modifications:</b> Some students may need the help of a teacher or peer to figure out the sleep calculator.

<p><b>C. Main Lesson:</b>  Ask students to share how many hours of sleep they got that night and collect their paper after they share. Write responses on board.</p> <p>Why do you need sleep?  Read page 4-5 of the little reader <u>Staying Clean and Fit</u>. Brainstorm how sleep helps you to grow. Explain that the heart and lungs slow down while you sleep. Ask them if they think that their brain slows down. No! It does a lot of work while you sleep.</p> <p>That is a lot of work for your body to do while you sleep-how many hours of sleep do you think you need every night to get all of that done? (11 hours)  See who got enough sleep.</p> <p>What can happen if you don't get enough sleep? How will you feel? Will you be able to learn your best?</p> <p>Ask students who goes to bed at the same time every night. What time? Why is that important? It helps you fall asleep, stay asleep, and awake rested and refreshed. Then your body will be able to do all of its jobs.</p> <p><b>D. Transition:</b> "Sleep is very important to help the body grow, heal, and rest. It is important to make sure that you get enough sleep every night."</p> <p><b>E. Conclusion:</b> Discuss what helps them to get a good night's sleep. Create an anchor chart to review.</p>	<p>Show the brain from the body outline for visual students.</p>
<p><b>VII. Assessment:</b>  Informal assessment of student understanding through participation and discussion.</p>	<p><b>Required Adaptations/Modifications:</b>  None</p>
<p><b>VIII. Assignment:</b>  None</p>	<p><b>Required Adaptations/Modifications:</b>  None</p>
<p><b>IX. Self-Evaluation:</b>  Hit the main points about how sleep helps the</p>	<p><b>X. Coop's Comments:</b>  Lesson not observed by teacher.</p>

<p>body and about how much sleep the body needs. Did not have enough time to make an anchor chart at the end. They didn't seem to know much about the topic of sleep, so they were attentive listeners. I would rearrange the way that I did the sleep calculator activity and the passing out of books. The transitions in between activities were not the best.</p>	
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**Student Teacher:** Emma Bray

**Grade Level:** 1

**Date:** 3/3/14

**State Standard:** (District) H.1.3.10, H.1.3.11, H.1.3.12

**Subject:** Heath-Body Care

**Name of Lesson:** Germs Day (6)

**Period / Time:** 3:10-3:30

<b>I. Goal:</b> To teach the relationship between germs and illness. To teach the role of hygiene in personal health and how to prevent germs from spreading.	<b>Required Adaptations/Modifications:</b> None
<b>II. Objectives:</b> Students will be able to describe what germs are and what they do. Students will be able to explain how germs can lead to illness. Students will be able to identify ways to prevent illness and spread of germs through personal hygiene.	<b>Required Adaptations/Modifications:</b> None
<b>III: Faith / Values Integration:</b> We need to treat our bodies well and take care of them to keep them healthy.	<b>Required Adaptations/Modifications:</b> None
<b>IV. Integrated Technology:</b> None	<b>Required Adaptations/Modifications:</b> None
<b>V. Materials:</b> <u>Stay Well</u> little readers (23 copies), germ story, marker, whiteboard	<b>Required Adaptations/Modifications:</b> None
<b>VI: Procedure:</b>  A. Set / Hook: Review two things that are necessary to help you grow- exercise and sleep. Have students demonstrate how to warm-up their muscles and  B. Transition: "Today we are going to talk about something that tries to keep us from being healthy."  C. Main Lesson: Write "germs" on the board and have students blend to come up with the word.	<b>Required Adaptations/Modifications:</b>

<p>Explain that germs are tiny living things that live on surfaces and can make you sick.</p> <p><u>Stay Well reader</u>: Read aloud pages 2-4. Discuss how germs live on surfaces that people often touch and how germs spread.</p> <p><u>Student Germ Story</u>: Read aloud made up germs in the classroom story.</p> <p><u>Germ Scavenger Hunt</u>: Ask students to look around for places that germs might be living. After a few examples have students search the room for germs on a “scavenger hunt.” After a couple of rounds call student back to the black chair.</p> <p><u>How to Prevent Germs</u>: Finish reading page 4 and 5 in little reader and ask students to model the strategies as you read them. Include things like taking a bath, eating healthy, etc. (Wash your hands-students pretend to wash their hands, etc.)</p> <p>D. Transition: “Germs are living things that are too small for us to see, but they can make us sick! This can make it hard for our bodies to grow. But we know that there are ways to get rid of germs!”</p> <p>E. Conclusion: Play “Your body says” to practice good hygiene habits. Have students stand up and tell them that they are going to play a game like Simon Says, but you are going to say good habits like washing your hands and that those are things that your body needs you to do. They need to show those things (pretend) when I lead with “your body says.” I might say things like cough on a friend, but would that be good for your body? No, so would your body tell you to do that. Only do the things that “your body says.”</p>	<p>Emphasize to students that it is a made up story, so that no one walks away with hurt feelings. I tried to pick kids that I knew could handle it to be the sneezers and coughers.</p> <p>Allow more time for the germ activity. Push them to really think and search, especially Madison and Jordan. Allow students to seek in partners first if that is helpful to them.</p>
<p><b>VII. Assessment:</b> Informal assessment of understanding through observation of student participation in the read aloud, scavenger hunt, and closing activity.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>VIII. Assignment:</b> None</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>IX. Self-Evaluation:</b></p>	<p><b>X. Coop’s Comments:</b></p>

<p>This lesson went over so well! Student engagement was high and participation in the lesson was great too! Would love to spend more days on this topic to provide students with many more fun experiences.</p>	<p>Dynamic activities; really hit home those objectives. They loved the story that they were a part of!</p>
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**Germ Story:**

It was a cold Monday morning at Morley Elementary School. The students in Mrs. Sprague’s first grade class were going about their usual routine and were happy to be back at school. Miss Bray was standing by the door when she became aware that something was wrong in the classroom...Germs were SPREADING and for some strange reason she could see them!

She first noticed it when the students were coming in and putting their coats and backpacks away. Everything seemed normal until she saw Mia sneeze right into her hands! Mia then picked up a red lunch stick. “Oops!” she said, “I am cold lunch today,” and she put it back and grabbed a blue stick. Miss Bray could see the yucky germs all over the red lunch stick.

Then through the door walked Devin and he picked up the red lunch stick with Mia’s germs on it and put it in his spot. Miss Bray could see the germs on his hands as he walked away. Devin went over to the sink and got a drink leaving germs on the drinking fountain! Before she could clean them off, Liam was already there taking a drink. The germs were all over his hands!

He walked over to the classroom library and picked up The Little White Owl to read and got germs on EVERY SINGLE PAGE. When he finished reading it, Rosie and Sara asked for it and the germs spread to their hands!

Miss Bray didn’t know what to do! While she was walking over to the girls, she heard a loud sneeze behind her. She wheeled around to see Markelle sneeze a second time all over Jack’s desk where he was sitting down, working on his grammar. Miss Bray could see the germs all over his pencil! Just then, Ryan came over and asked to borrow Jack’s pencil. “I forgot to write my name on my math homework,” Ryan said. And soon enough the germs were on his hands too!

When the bell rang, Miss Bray went to take attendance and didn’t have time to ask any of them to wash their hands. During math routines, Ryan’s stick was pulled to do

the pennies and the magnet board. He used the black marker to write his equation and sure enough, there were those germs, all over the marker.

Maleah was called up to do the number path board and as soon as she picked up the marker, the germs were on her hands! During writer's workshop Miss Bray noticed Maleah using a spider leg and found that after she stapled it on, the germs were all over the stapler!

Kadance, Aubrey, and Emily all used the stapler after Maleah and they all had the germs on their hands. Miss Bray felt sick!

She noticed Kadance at the computer during workstations and could see the sneezy germs all over the mouse. Just when Miss Bray thought it couldn't get any worse, she saw Kadance and Michael switch places and the germs were now on Michael's hands!

A few minutes later, Miss Bray called the red group up to rainbow table to write a sentence. Solomon's marker did not work, so Michael gave his germy marker to Solomon to use and with it, he spread the germs. Purple group was up next and Taylor used the same marker. Her hand was COVERED with germs! After she checked Alix's sentence, she gave Alix a giant high-five! The germs covered both of their hands!

Just then, Miss Bray heard Madison coughing, but she was not covering her cough. Germs flew all over Addi and Nigel!

As they lined up for recess, Miss Bray noticed germs on Nevaeh and Madi, they had both been reading The Little White owl together at buddy read, the same book that Liam, Rosie, and Sara had been reading earlier that day.

While Miss Bray was noticing all of germs on the students' hands and the germs all over the classroom, Jordan walked through the door, touching the door knob that was covered with the germs. And sure enough, they hopped onto his hands too. Miss Bray decided to give them each a squirt of hand sanitizer and watched as the germs shrunk on their hands, but they were not completely gone. What could they do to get rid of all of these germs?!

**Student Teacher:** Emma Bray

**Grade Level:** 1

**Date:** 3/4/14

**State Standard:** None

**Subject:** Heath-Body Care

**Name of Lesson:** Post Assessment Day (7)

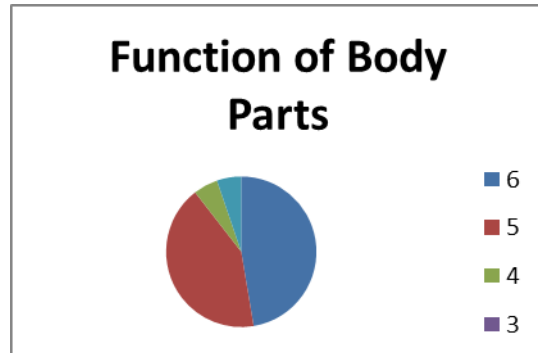
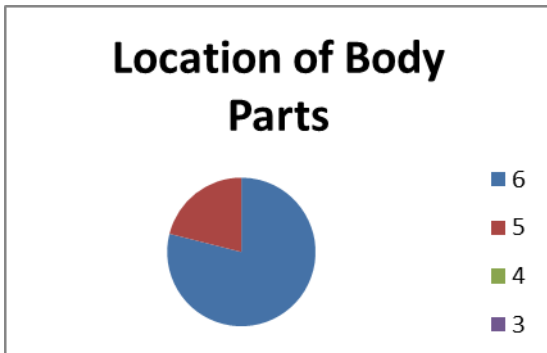
**Period / Time:** 3:10-3:30

<b>I. Goal:</b> To assess student learning about body care through the use of a summative assessment.	<b>Required Adaptations/Modifications:</b> None
<b>II. Objectives:</b> Students will be able to demonstrate their understanding of the function of major body parts, how the body grows, the importance of exercise and sleep, and how germs can lead to illness.	<b>Required Adaptations/Modifications:</b> None
<b>III: Faith / Values Integration:</b> We need to treat our bodies well and take care of them to keep them healthy.	<b>Required Adaptations/Modifications:</b> None
<b>IV. Integrated Technology:</b> Document Camera, Projector	<b>Required Adaptations/Modifications:</b> None
<b>V. Materials:</b> Post Assessment stories <u>A Lesson for “Germy Jeremy”</u> (22 copies), pencils, projector, document camera.	<b>Required Adaptations/Modifications:</b> None
<b>VI: Procedure:</b>  A. Set / Hook: Review topics covered in the health unit and ask some surface level questions about the topics to get their minds thinking.  B. Transition: “Today I am going to introduce you to a friend of mine named Jeremy. He needs your help learning to be healthy.”  C. Main Lesson: <u>Story:</u> Read the parts of the teacher created story, <u>A Lesson for Germy Jeremy</u> . Explain that the students need to be his teacher and help him to understand how and why he needs to take care of his body. Dismiss students to grab a booklet and go to their	<b>Required Adaptations/Modifications:</b>           Read the prompts to students because it is a health assessment, not a reading test.

<p>desks to write their names on it. Read the prompts to the students and instruct them to write their words first then go back and add pictures. This will help to keep all students at the same pace.</p> <p>D. Transition: “You have taught Jeremy so much about his body and he is so thankful. What do you notice about him now?”</p> <p>E. Conclusion: Wrap up by sharing stories with a friend or neighbor. Turn them into the red basket for the teacher to look at.</p>	<p>Check in with students who are struggling. Ask them about their ideas and encourage them to think it through. If they have it, let them know and they can put it on paper.</p>
<p><b>VII. Assessment:</b> Formal assessment of student’s knowledge of comprehensive health unit through writing and drawing with prompts.</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>VIII. Assignment:</b> None</p>	<p><b>Required Adaptations/Modifications:</b> None</p>
<p><b>IX. Self-Evaluation:</b> Write all words first then go back and add pictures very last. Difficult to cater to everyone’s needs when students were in all different places. When some students finished early, others felt rushed because I was trying to lead two groups at a time doing two different things. The procedures for performing this task need some work.</p>	<p><b>X. Coop’s Comments:</b> Never want students to feel rushed on an assessment. Remind them that they have ample time to finish. Have others read a book at their desks or do something that does not require you to lead them. Fun assessment piece though!</p>

**Post Assessment Results:**

	Location of Body Parts (Out of 6)	Function of Body Parts (Out of 6)	Comments- Missed (L=Location, F=Function)
Addi	6	5	F: Stomach
Alix	6	5	F: Muscles
Aubrey	6	6	
Devin	5	5	F: Stomach, L: Bones
Emily	6	4	F: Stomach, muscles
Jack	6	6	
Jordan	6	2	F: stomach, heart, lungs bones,
Kadance	Sick	Sick	
Liam	6	6	
Madi	5	6	L: Lungs
Madison	Sick	Sick	
Maleah	5	6	L: Lungs
Markelle	6	5	F: Muscles
Mia	6	6	
Michael	6	5	F: Stomach
Nevaeh	5	5	F: Stomach, L: Muscles
Nigel	6	6	
Rosie	6	5	F: Muscles
Ryan	6	5	F: Stomach
Sara	6	6	
Solomon	Sick	Sick	
Taylor	6	6	



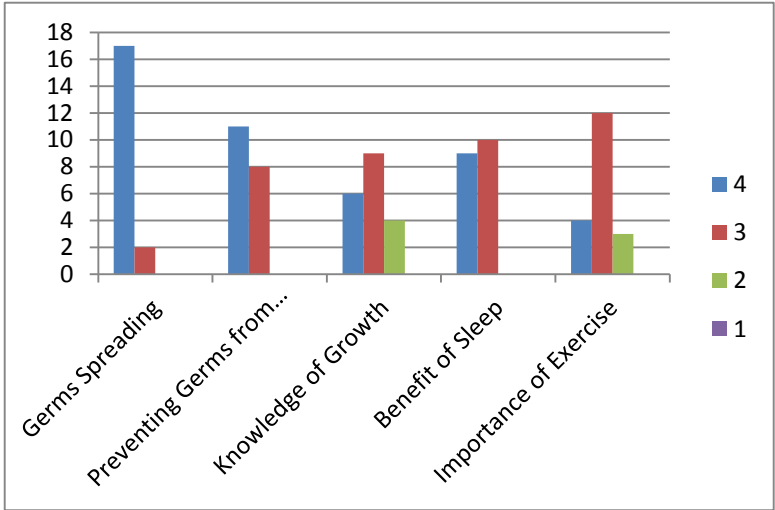
4= valid idea with extra details (or a picture)  
 right track  
 1= no valid idea

3= valid idea

2= on the

	Germs Spreading	Preventing Germs from Spreading	Knowledge of Growth	Benefit of Sleep	Importance of Exercise
Addi	4	4	4	4	3
Alix	4	4	4	4	4
Aubrey	4	4	3	3	4
Devin	4	3	2	3	3
Emily	4	3	3	3	3
Jack	4	3	4	3	3
Jordan	4	4	2	3	2
Kadance	Sick				
Liam	4	3	3	4	4
Madi	4	4	4	3	3
Madison	Sick				
Maleah	4	4	2	4	3
Markelle	4	4	4	3	4
Mia	4	4	4	4	3
Michael	4	3	3	4	2
Nevaeh	4	3	2	4	3
Nigel	3	3	3	4	2
Rosie	3	4	3	3	3
Ryan	4	3	3	3	3
Sara	4	4	3	3	3
Solomon	Sick				
Taylor	4	4	3	4	3





## Reflection

### *Student Learning Progress*

1. Analyze student learning progress from the pre-assessment to post-assessment. What conclusions can you draw from whole class as well as individual results? Use data to support your conclusions.

There was so much to cover in this unit on body care, but the students accomplished a great deal and there was quite a bit of growth throughout the class as a whole. Based on the results of the pre-assessment, students knew quite a bit about the organs as far as where they were located and what their function was. Germs were another topic that students demonstrated that they knew quite a bit about at a very basic level. During this unit, students gained a lot of information that dug a little deeper. All but 2 students were able to provide extra details and ideas related to the topic of how germs spread compared to the 17 students who could only give surface level information at the beginning of the unit. Students also achieved highly on how to prevent germs from spreading by providing extra details on the post-assessment.

Student learnings on the knowledge of growth section varied widely among students, but 12 out of 19 students developed a deeper understanding and were able to give more information on the post-assessment compared to the pre-assessment where most students left this section blank. 15 out of 19 students improved their understanding of the benefits of sleep and its role in the health of our bodies from the pre-assessment to the post-assessment. 10 out of 19 students improved their understanding from a broad understanding to a deeper meaning on the importance of exercise section of the assessment.

Two differences that affected the outcomes were the ways that I asked students to express their understandings on the post-assessment. On the location of body parts portion of the post-assessment, I included bones and muscles. This was easy for some students and more difficult for others, but changed the numbers in the results. Another difference was that I asked students to write the function using their own words instead of matching the organ to a description. Where students scored well before, they struggled more on the post-assessment, especially with the stomach and muscles.

2. Were the unit objectives met? To what extent were they met? How do you know they were met?

I believe that the district objectives for this unit were met by most students with the exclusion of some who were sick and did not get to explore the topics presented in class. Students at this age are like sponges and they absorb information and facts that I would not expect them to. They enjoyed learning things like how many bones and muscles they had in their body and that the body does so much work while we are asleep. Students were discussing these things beyond just the allotted health time and in listening to oral discussions, I consider the objectives met for a class as a whole. Some students did not meet the objectives as well as others, but all students grew in their knowledge and tried to meet the objectives.

I tried to set up my expectations and rubric for the post-assessment to mirror the district's grading rubric for the overall unit. In Lincoln Public Schools, a grade of "3" is the desired grade and a grade of "4" is above and beyond. For my unit and post-assessment, I wanted everyone to achieve a "3," and had high hopes that students would achieve a "4" as well. I was pleased with the students' achievements.

3. Was there a lack of progress made for the whole class or for individual students? If so, what were the factors that impeded student success?

When looking at the class as a whole, there were no major concerns for a lack of progress. When looking at individual student results, Jordan did not achieve as well as I would have liked on the knowledge of growth, sleep, and exercise. During the post-assessment, I could tell that he was struggling. He had a difficult time engaging in the activity and was frustrated because he doubted what he knew. Thinking back on the assessment, it may have been too long for some learners and overwhelming to them even though it was meant to be fun and student-driven.

4. Knowing what you know now, what modifications would you make to content and/or methodologies if you were to teach this unit again?

In the future, if I were to teach this unit again, I would make more of an effort to provide student choice for how they could demonstrate their knowledge. This assessment did not limit them to one specific answer, but to a specific way to respond. I would like to create an assessment that could reach someone like Jordan and motivate him to do his best. I would also like to do more kinesthetic learning. I made use of quite a few visuals and some movement activities, but I would like to see these be a more student-centered unit by providing them with opportunities to explore in small groups and share their findings to the whole group.

I would also, spend more time on the organs and how they work. This is complicated and not expected understandings based on the district standards, but I found that the students were craving that kind of information. They wanted to know how their bodies work and why! I thought the order of the lessons made sense; I just wish I would have had more time to spend on the topics. In the future, maybe I would try a project approach to this unit and incorporate throughout the day.

### *Personal Professional Growth*

1. What did you learn about effective instruction as a result of this experience?

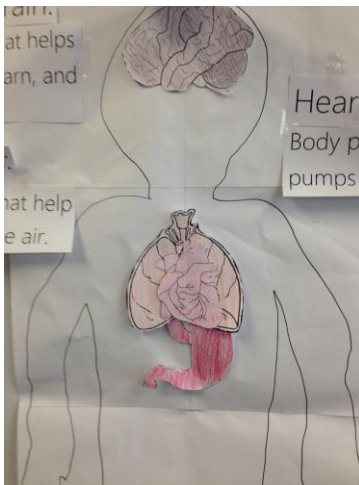
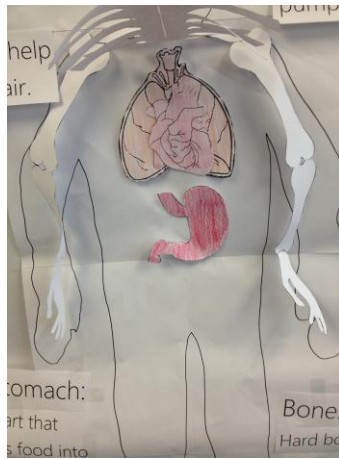
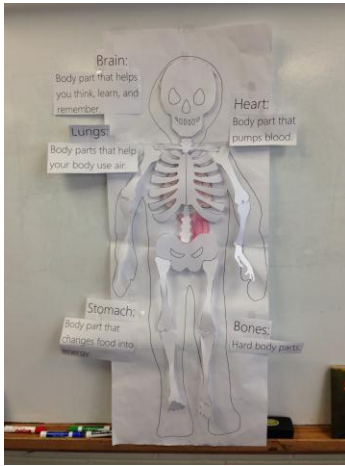
As a result of this experience, I know that instruction needs to be delivered in many different ways. All visual and no movement does not work, just like all auditory and no visual does not work. Students responded well to lessons that involved all three at various points. Another effective instructional strategy I found was to include students in various elements of the instruction whether it is reading, putting their names into a story, giving them a role to play, etc. They were hooked when I read them the story

about germs spreading because it was about them specifically. They talked about that lesson for the rest of the week!

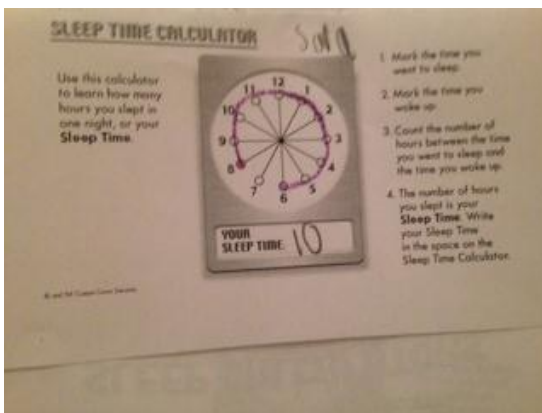
2. How has this experience changed your perception of yourself as a teacher?

This experience changed my perception of myself as a teacher by giving me confidence in this subject area and a confidence to try new activities. I found myself wanting to incorporate science and movement into this unit, before I did not find those to be strong areas of instruction for me. I loved seeing the students so excited to learn about taking care of their bodies and I wanted to keep it fun and interesting for them. Before this unit, I hadn't given a lot of thought to pre-assessing; I thought it was enough to teach what came next because it was in sequence. However, pre-assessing gave me a starting point to plan my instruction to reach the desired outcomes. They were excited to learn because I wasn't rattling off things that they already had shown me that they knew. I was digging deeper and giving meaning to the content. We focused a lot in this unit on making connections to ourselves because I want them to be problem solvers and be able to apply their new understandings to make themselves better.

## Pictures



Pictures from day 2, locating and learning about the functions of the heart, lungs, brain, stomach, and bones.

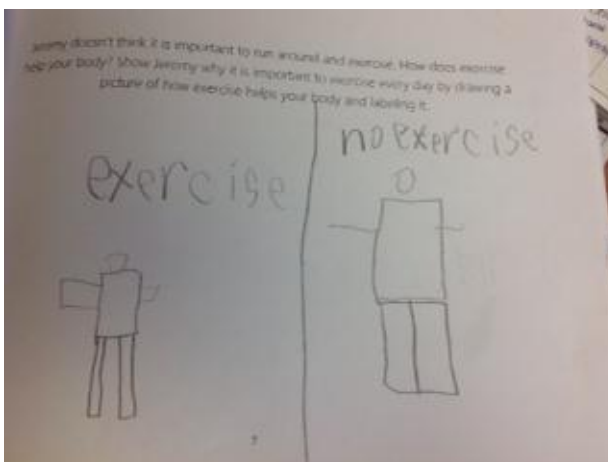
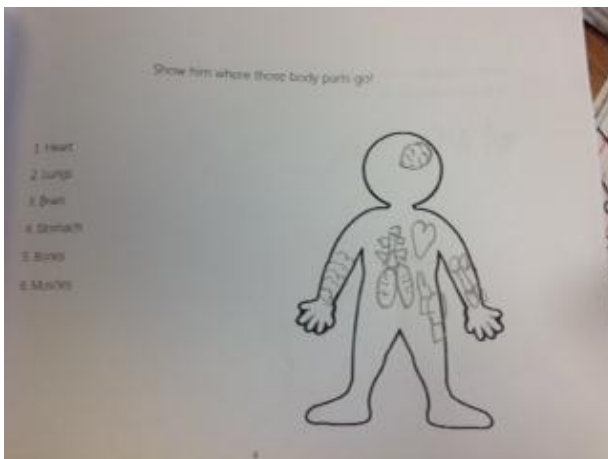


Sleep Timer Activity from Day 4



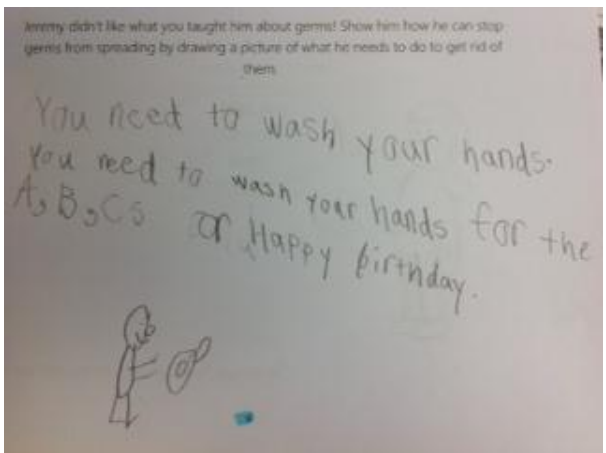
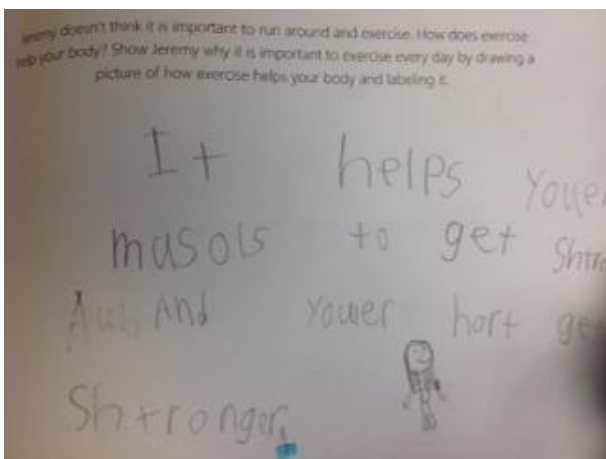
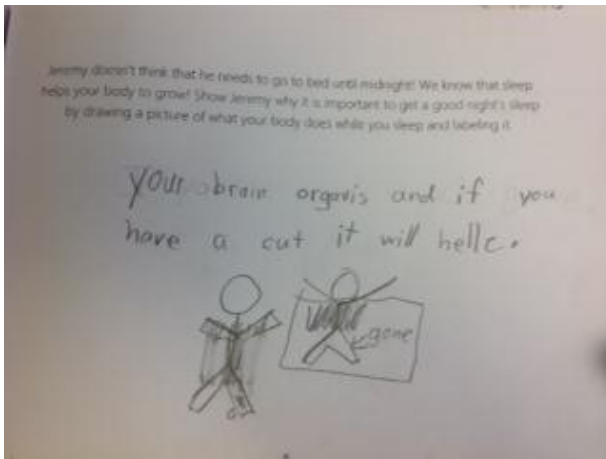
Lung model to demonstrate deep breaths and short

breaths



Examples of student work on post-

assessment



More examples of student work on

post-assessment.