### Critical Components of Lesson Design Template

**Directions:** Download the document to your computer. Save it as `YourName_Lesson X` (replace X for the number of the lesson, i.e., 1, 2, or 3). Fill in each section. Each textbox will expand to allow you to enter as much text as needed. SAVE the document and upload it to your instructor using the assignment link within the lesson.

<table>
<thead>
<tr>
<th>Planning</th>
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| **Author** | *Include names of all creators of this activity, including your own.*  
Beth Hoffman |
| **Subject(s)** | Science/ELA |
| **Topic or Unit of Study** | *To what topic or unit does this lesson belong? Be as succinct as possible (e.g., The Civil War, Density, Short Stories, The Post Office, etc.)*  
Our Digestive Systems (2nd phase) |
| **Grade/Level** | 7th-8th Self-Contained |
| **Materials and Media** | *Materials include any materials (text, colored paper, visuals, manipulatives, whiteboards, graphic organizers, etc.). It is important to have all materials ready to go for the delivery of the lesson. Media would include any technology/media devices (Smartboard, document camera, iPad, iPod, electronic keyboard, clickers, YouTube video, etc.). If this lesson plan is used to fulfill technology requirement students must be actively engaged with the technology tool.*  
Smartboard with body slide and intestine slide, Digestive Table, body manikin, Newspaper, funnel. Small cup of water, Pipette or syringe, plastic bag rolled and taped to form a tube (with the bottom cut off), plastic sealable bag, stocking or... |
| Standards | AZ- Standards  
**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects  
**Grade:** Graded 6–8 Students  
**Content Area:** Literacy in Science and Technical Subjects  
**Strand:** Reading Standards  
**Domain:** Integration of Knowledge and Ideas  
**Standard:** 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. |
| --- | --- |
| Measurable Objectives | **Measurable objectives** identify what the student will know and be able to do by the end of the lesson. Objectives include references to expected performance/behavior and specific criteria for mastery. The measurable objectives should be aligned to the standards selected.  
Five out of the 6 students will be able to orally and visually identify the 4 organs associated with the Digestive System and their function (Mouth, Esophagus, and Stomach, and intestines), and score at least 6 pts. based on the Digestive Rubric. |
| Summary | **Provide a brief overview of your activity.**  
This is a multi-sensory lesson that introduces students to the 2nd phase of the human digestive system, while reviewing the first phase. |
| Differentiation | **How will you meet the needs of all your students (variables could include readiness, rate of learning, interest, learning styles, flexible groups, products demonstrating mastery).**  
- Multi-sensory approach (visual and tactile)  
- Individualized scaffolding as needed  
- Pointing rather than verbal identification of body part associated with digestion  
- Hand-over-hand manipulation  
- Assistive Learning Device (iPad)  
- Some students will identify only, while others will need to identify and explain.  
- I.A. will follow my lead and assist non verbal students |
### Remediation

*Re-teaching of the content using a multi-sensory approach or different method. Adapting and modifying instructional practices to deliver appropriate, responsive instruction for students.*

Based on the student’s responses during the anticipatory set, a quick review may be necessary as a whole group. For *those students* that can’t remember the names of the 3 digestive organs they learned yesterday, we will refer back to the chart, and learn the “Digestion Song” along with a kinesthetic strategy of touching each body part when it is referred to in the song.

### Extensions

*Enhancement of the content (Bloom’s Taxonomy/Webb’s Depth of Knowledge) that will go above and beyond the measurable goals.*

Cut pictures from magazines, that represent people digesting food at any stage, or the body part that represents a particular function, and glue on to the correct bubble of a bubble map of the digestive system.

### Assessment

#### Pre Assessment Data (if applicable)

This includes the data collected prior to this lesson that drives instruction. This could include teacher-made tests, DIBELS, progress monitoring, state/district assessments, etc. Include a summary of the data collected to inform your instructions.

Click here to enter text.

#### Post-Assessment

*Post-Assessment: Data collected which demonstrates student proficiency and student mastery of measurable lesson objective(s). Summative assessment may include; skill based checklist, rubric, developmental scale, answer key for test, essay, worksheet, or quiz. Formative assessment may include; a question and answer session, performance observation, individual contributions to collaborative group projects in order to guide future lesson planning.*

Each student will be asked to orally and visually identify the 4 organs used in the digestive system (mouth, esophagus, stomach and intestines) and the organ’s function, given a visual of the body’s major organs (body manikin. Responses will be graded using a rubric (exceeds (3 pts.), meets (2 pts), remediate (1 pt.) in the areas of content/4 organs, content/4 functions, and fluency). A total of 9 pts. is possible. Students will be pulled individually by teacher to alleviate distractions. Each student will be allowed one prompt, except for Seth and Emily who will be allowed 3 prompts.

#### Assessment/Rubrics

*You can paste your rubric here, or (if too long) write the title here and upload it to your instructor when you submit this lesson.*

1. [SPED SLPU Unit Rubric](#)
**Teacher Facilitated Instruction**

*Anticipatory Set with Purpose*

(Written in narrative form) The anticipatory set is to grab the students’ attention. The teacher actively engages and motivates the students about the lesson topic through conversation, visuals, read alouds, computer clip, critical thinking questions, etc. The anticipatory set should be relevant to the lesson and link students’ prior learning to the current lesson focus. It is important for the teacher to directly state the new concept/skills and/or strategies the students will be learning and how it will apply to their own lives (age appropriate).

How many of you digested food this morning? All of you…WOW! Me too. What was the 1st way you digested your food Sam? Yes…you chewed it. Everyone point to the organ that people chew with…now show me chewing. Why did Sam chew his food? Absolutely!…he wanted to make his food smaller. What else happened in Sam’s mouth to help the food get smaller?…Think back to our experiment yesterday, Emily put something on the food that Cam chewed in his hand. Jacob…what was that? Yes…Cam put water on it…so what is the water in our mouth called…Yes…Saliva. Jacob…what do you think Sam did after he chewed it and made it smaller…yep…he swallowed it. Everyone show me the organ where the food goes after you swallow it. You are all correct. Olivia…what is this organ called. Close…it’s called the Esophagus…everyone say esophagus. Olivia…what does the esophagus do in the digestive system…YES!…it takes the food down to the next organ called the….?? (signal for everyone to say it)...you got it…the stomach. Seth…what did you pour into our imaginary stomach yesterday…yes…sprite…. What is in the stomach that helps to break down our food even more… that’s right…stomach acid.

Why do we eat…besides because we are hungry? …Sam…what do we get from food? …No answer…If I don’t eat I will feel tired (act sluggish) but after I eat I will have…what?…Yes, Olivia…I will have energy (run in place really fast). We eat to give our body energy throughout our day.

Our digestive system breaks down our food into really tiny parts…so that the nutrients (good stuff like vitamins) can go to all our body parts. What might happen if the food we eat didn’t get broken down? You bet! …you could choke!! It would be impossible to get a big fat steak down this tiny hole (point to the fake esophagus model), or in these tiny veins (point to the veins in your arm. We couldn’t get nutrients to our brain without our digestive system.

**Instructional Sequence**

This portion of the plan should include: direct instruction, modeling, guided practice, active engagement, checking for understanding, and an independent activity. In order to demonstrate your thorough knowledge of each critical component, you will insert an abbreviated indicator at the end of each content item. **Direct Instruction: (DI)** Modeling: (M) Guided Practice: (GP) Active Engagement (AE) Checking for Understanding: (CU) Independent Activity (IA) *Utilize the attachment tab at the top of the screen to attach your independent activity.*

INPUT and MODELING

Where does the broken down food go? Does it sit in our stomach? Yesterday we learned about the 1st three organs of the digestion system. Today we are learning about the 4th organ, called the “intestine”. Everyone repeat “intestine”. One more time…“intestine”!
1. Bring up the digestive table on the Smartboard (3 columns with the headings "Organ", "Action", and "Why". There will be 4 rows each having a picture of a digestive organ (mouth, esophagus, stomach, intestines).

2. Point to the 1st three that you did yesterday, and then introduce the intestines.

3. Describe the function of the intestines. (It is here where the body decides what to keep and what to throw away. The body will take all the nutrients from the food we eat, but needs to get rid of what we don’t use.


5. Point to the model of the human body parts and describe how the intestines are broken down into two parts (small intestines and large intestines). Show students a slide on the Smartboard of how long the intestine is and how far the food travels.

6. Ask the students what happens to the food that we don’t need. (You might get some choice words, just let them know that our bodies must get rid of the food we don’t use so that food doesn’t rot and become like poison to our body.

Now we are going to move to the floor where you see a bunch of newspapers spread out. Sit around the newspaper so we can finish making our own model of the digestive system. (A second bag of stomach contents was made for demonstration purposes the previous day.)

GUIDED PRACTICE

1. **Students sit in a circle around you.** Explain that today, together, you are all going to finish constructing a human digestive system in the classroom. Remind students to keep everything over the floor covering and use kitchen towels to clean themselves if they need to.

2. Show students that bag of food, representing the stomach, that they did yesterday.

3. Next describe how the students will cut a small hole in the bottom of the bag (representing the pyloric sphincter) and with a partner, pours ‘food’ into only the top 1/3 of the stocking/tights leg (representing the small intestine). This will take two people. While one cuts the hole, the other holds the leg open at the top and uses their other hand to squeeze the material together a bit lower down, in order to prevent the food from going immediately down the whole leg! (use Jacob and Olivia). Review the directions several times asking students to repeat them to you. Model how to do it with Miss Nell, using another bag of food (created before class), and another stocking.

4. When they have the food in the top 1/3 of the leg, use the pipette to squirt the water with the food coloring (representing bile) in and say you are squirting in bile which breaks down fats. Make sure to do this over a bin, as the water will seep out of the panty hose.

5. Have them take turns squeezing the food through the stocking (the small intestines). The water coming out through the walls represents the nutrients going to the rest of the body.
6. **At the end of the stocking leg is the foot (large intestine).** Explain there are ‘good’ bacteria here and last bits of water and nutrients are absorbed into the body. Teacher cuts a hole in the end as the food approaches.

7. **Next have two students squeeze the remaining food into the small plastic bag with a small hole cut in the bottom.** Then have them squeeze their waste through the hole in the cup into a bowl (imaginary toilet). Point out again, that this how we get rid of food that we don’t need.

Make sure everyone is clean and all the ‘mess’ is on the covered part of the floor. Afterwards, go through the digestive system using a body diagram. Point out key functions of each organ.

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**Independent Activity**

This is commonly called homework or seatwork. Unlike the guided practice, the teacher is not present to correct mistakes. The purpose of this practice is to help in the retention of the material that is covered.

8. Pass out a blank table (like the digestive table we filled out earlier) and a baggie to each child with pictures of 8 body parts (including the digestive organs). Students will need to select and glue the picture of the digestive organ in the correct column and row of the table. When done, ask the students to raise their hand. Miss Nell will come by and check for accuracy.

9. When students have it correct she will pass out a 2nd baggie of 8 body part function pictures. Students will select and glue them in the correct row/column. When they are finished, have them raise their hand and Miss Nell will come and check for accuracy.

10. As they finish, one at a time, they will meet at the teaching table with me. Each student will be asked to orally and visually identify the 4 organs used in the digestive system (mouth, esophagus, stomach and intestines) and the organ’s function, given a visual of the body’s major organs (body manikin).

(Responses will be graded using a rubric (exceeds (3 pts.), meets (2 pts), remediate (1 pt.) in the areas of content/ 4 organs, content/4 functions, and fluency). A total of 9 pts. is possible. Students will be pulled individually by teacher to alleviate distractions. Each student will be allowed one prompt, except for Seth and Emily who will be allowed 3 prompts.)

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**Closure**

(Written in narrative form) Revisiting or reflecting on the measurable goals here will help organize the information into a meaningful context in the students’ minds. Keep in mind that the closure portion of the lesson is not the end point of the skill or subject but a final “check for understanding” used at the end of the class period or before changing subjects. The information gathered during this portion of the lesson will help the teacher plan future instruction.
Great work class! When you go home today, who will be digesting their food from lunch? (All hands go up). Why do you think it’s important to eat foods that have a lot of vitamins in them…Sam? No answer…what happens to our food in the intestines…think back to our experiment when I poured the water (nutrients) into the stocking…where did the water go? Correct. The water seeped out of the stocking or the intestines. That water was our imaginary nutrients. We want as much water (nutrients) going into our bodies so they stay healthy. )