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| Essential Question: (Concept for an entire unit of study, suggest inquiry)  1. What are the functions of the skin?  Learning Targets: (Student-friendly language, goals for a daily lesson)   1. Students will be able to name the functions of the skin. |
| (10 Min) Energizer: Get your students up and MOVING (music, joke, brain ball, catch-up/mustard, 4-corners, paper/rock/scissors, current events)  Motivational Monday video: “Who do you want to be?” (YouTube) |
| (15 Min) “Hook” Activity: (Purpose is to activate prior knowledge, review, build anticipation for the lesson.  What’s in the bag? (10 brown paper bags filled with various items to stimulate touch receptors.) |
| (20 Min) New Content: (How are you going to present the new content?)  Discussion on functions of the integumentary system. |
| (2-3 Min) Brain Break (music, joke, brain ball, catch-up/mustard, 4-corners, paper/rock/scissors, stretch)  “Hokey Pokey” |
| (20 Min) Skill-Building Group Work Activities (How are you going to group your students today? Pairs, Pods, Interests, Homogenous, Heterogeneous).  Make a model of the skin with edible ingredients. |
| (5 Min) Summarize the Learning: Formative Assessment  “Check-up” sticks to review today’s lecture and activity. |
| (10 Min) Independent Practice: How do you get the students to think about the new content?  Quizlet review on Schoology  What are you doing during this time? Circulating/Answering questions as needed. |
| (5 Min) Transfer and Closure Activity: How are you going to create “hunger” in the students for the next class.  YouTube video on skin abcesses: “Reminiscing with Dr. Pimple Popper” |
| (2 Min) Exit Card and Homework  Exit card: List on function of the skin that you learned today.  Homework: Disorders of the skin powerpoints are listed on schoology. Review the slides and be prepared to discuss during tomorrow’s lecture. |
| Reflection of Lesson: If you had to teach the lesson again, what would you do different? |