**Lesson Plan #1**

**Student Teacher:** Rebekah Woodworth **Date:** 9/24/18 **Subject/Topic:** Unit 2 (Veterinarian First Aid)  **Grade:** 11th with 2 Seniors (10 academic, 6 honor students)

**Time Frame:** 45 minutes

**Central Focus of Learning Segment:** Assessing Pet First Aid

**Standards:** *Identify 1 standard from the CCSS & 1 standard from a Special Professional Association (SPA)*

[**CCSS.ELA-LITERACY.RST.9-10.3**](http://www.corestandards.org/ELA-Literacy/RST/9-10/3/)Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[***CCSS.ELA-LITERACY.RST.9-10.4***](http://www.corestandards.org/ELA-Literacy/RST/9-10/4/) *Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.*

**AS.07.01.02.b.** Perform simple health-check evaluations on animals and practice basic emergency response procedures related to animals.

***AS.02.01.04c.*** *Handle and work with domestic livestock, horses, and companion animal safely.*

**Content Objective(s):** *Identify specific and measurable learning objectives for this lesson*

* Students will identify at least 4 first aid procedures and practice a first aid procedure skit of animals in their pre-assigned group by the teacher within 15 minutes
* Students will identify at least 5 or more equipment used in veterinary first aid

**Language Objective(s):** *Identify discipline specific language objectives that focus on reading, writing, listening, speaking, viewing or representing*

Students will collaborate in their groups to practice their assigned first aid procedure skit within 20 minutes

Students will create their own pet first aid kit that will be due next week 10/1/18

**Assessments:** *Match to objectives.*

* First Aid Kit List
* Pet First Aid Procedures Skit Rubric (modified from teacher)
* Questioning throughout lesson to check for understanding
* Exit Slip

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students’ previous performance in this content area or skill influence your planning for this lesson?

The students’ prior knowledge or skill is related to the learning objectives and content of this lesson because based on the pre-assessment survey, students have some knowledge and skill of animals as many own either own small or large pets at home such as dogs, rabbits, cats, chickens, or horses. Some students are also taking this class because they want to figure out if they want to work in veterinary field, zoology field, or know how to take care of and identify a sick/injured animal. Students’ previous performance in this content area or skill influenced my planning for this lesson because based on the survey, students are interested in learning how to take care of a sick or injured animal. As a warm-up activity, I will have students come up with a list as to what needs to be in a pet first aid kit. The next activity will be inquiry based where students in groups will be assigned a first aids procedure and need to figure out how to perform the first aid procedure and teach it to the class the next day. This will should give me an idea as to what students already know or don’t know about a veterinarian first aid.
**Materials/Resources:** List the materials you will use in each learning activity including any technological resources. Asterisk \* created materials. All learning segments must have original materials.

* Computer
* Overhead projector
* SMARTboard
* Internet
* Google Slides
* Pet First Aid Kit List worksheet (Google Docs)\*
* Veterinarian First Aid lecture (modified from teacher)\*
* Student notes worksheet\*
* Pet First Aid Procedure Skit rubric (modified from teacher)\*
* Word of the Day worksheet (from teacher)
* 3 Stuffed animals
* CPR stuffed animal (dog)
* Bandaging materials
* First Aid materials
* Pet First Aid Kit Project Worksheet (modified from online resource - https://www.methacton.org/cms/lib/PA01000176/Centricity/Domain/158/FIRST%20AID%20KIT%20PROJECT.pdf)\*
* Chromebook laptops

**Learning Activities:** Within each section below, identify the instructional grouping (whole class, small groups, pairs, individual) you will use in each lesson segment and approximate time frames for each. **Write as an outline or in numbered/bulleted steps.**

**Initiation**: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what

they will be doing and learning in this lesson, how they will demonstrate learning and why this is important. Activate

prior knowledge.)

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| Teacher ActionsHomework, schedule of the day, central focus content and language objectives will be written on the whiteboard. Students will follow a daily routine. **2 Minutes**1). Word of the Day (bellringer) will be shown on the overhead projector as students walk into class**2 Minutes**2). Hand out First Aid student lecture notes, Pet First Aid Kit Rubric, and First Aid Procedure Skit rubric to the whole class 3). Remind specific students to hand in their missing work | Student Actions**2 Minutes**1). Students write down the Word of the Day on their “Word of the Day” worksheets individually**2 Minutes**2). Student look over worksheets handed out to them individually3). Students who owe missing work will either hand in their missing work or make up the work the next day |

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

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| Teacher ActionsBefore beginning the lesson, I will volunteer students to read aloud the central focus, content and language objectives. I will then introduce a Pet First Aid Kit Project to the class (create their own pet first aid kit) that will be due 1 week from todayWarm-Up Activity: What Do You Need In A First Aid Kit? **2 Minutes**4). Students will independently write a list down on a piece of paper of what needs to be included in a pet first aid kit.**5 Minutes**5). Students at each table (group) will share their answers with one another and type their list via Google Docs labeled “First Aid Kit List” located on Google Classroom**30 Minutes**6). I will present a lecture to the whole class on Pet First Aid and students will follow along while filling in blanks on their students notes worksheet7). While I go over “Building a Pet First Aid Kit” supplies to the whole class, I will show real life examples to the class and explain additional materials I have that is useful8). During the lecture presentation, I will show two videos on how to apply and remove bandages to the whole class. Another video on how to perform CPR from “The Office” T.V. show.**10 Minutes**9). I then explain the First Aid Procedure Activity (inquiry) to the whole class, directions and rubric.10). I will break the class into 4 groups where each group is assigned a specific procedure (giving CPR, applying a front leg bandage, taking temperature, and applying a tail bandage).**15 Minutes**11). I will walk around the whole class to make sure students are on task, each student is practicing the skill, and make sure each student has a role to teach to the class tomorrow | Student ActionsStudents volunteer to read the central focus, content and language objectives. Students will take the Pet First Aid Kit Project worksheet and listen to teacher explain the project.Warm-Up Activity: What Do You Need In A First Aid Kit? **2 Minutes**4). Students individually will write down a list on a piece of paper as to what they think needs to be included in a pet first aid kit**5 Minutes**5). Students share their answers at their table and then open their Chromebooks and go on Google Classroom to open a Google Doc labeled “First Aid Kit List” and start typing a list.**30 Minutes**6). Students listen, follow along, and fill in their students notes worksheet7). Students listen and may ask additional questions8). Students watch, listen and may laugh to the videos shown**10 Minutes**9). Students listen to directions and look over rubric given by teacher10). Students look at the presentation slide that shows who is in their group and what skill they need to practice.**15 Minutes**11). Students in their group practice each role and discuss what member in their group will be person #1, #2, #3 and #4 to perform/teach the skill to the class tomorrow. |

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

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| Teacher Actions**2 Minutes**12). Exit slip questions are shown to the whole class on the overhead projector screen. I will tell the class to take out a seperate piece of paper with their name and date on it and to answer the question to test their knowledge of the subject. The question asks “What are the ABC’s of CPR? (what does each letter stand for) and Name 3 types of equipment you need in a pet first aid kit”.  | Student Actions**2 Minutes**12). Take out a seperate piece of paper and write down their name, date and exit slip answer, “What are the ABC’s of CPR? (what does each letter stand for) and Name 3 types of equipment you need in a pet first aid kit”. |

**English Learners & Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be English language learners, special education or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?

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| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| K.M | IEP states student is diagnosed with an Intellectual Disability | Modify rubrics/assignments, give a copy of the presentation instead of students notes worksheet, assign an easier first aid procedure to practice as well as an easier role within their group |
| S.P. | IEP states student is diagnosed with a mental disability | Allow student to leave classroom to see Mrs. B when needed or to the nurse, allowed to have one earbud in ear while phone is not in sight during class, give positive reinforcement, make sure student is on task during activities and taking notes. During the lesson, I will also make frequent check ins with the student to make sure they are feeling ok. Also assign student an easier role within their first aid procedure group |

Which students will need opportunities for enrichment/higher levels of challenge?

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| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| M.O | Student is an honor student in the class | Have student create her own first aid kit and present it in front of the class |
| J.A.  | Student is an honor student in the class | Place student in the same group as K.M. and S.P. to help them with the First Aid Skit and to allow them to be assigned easier roles within the skit |

**Lesson Plan #2**

**Student Teacher:** Rebekah Woodworth **Date:** 9/25/18 **Subject/Topic: V**et Science I **Grade:** 11th with 2 Seniors (10 academic, 6 honor students)

**Time Frame:** 51 min

**Central Focus of Learning Segment:** Assessing Pet First Aid

**Standards:** *Identify 1 standard from the CCSS & 1 standard from a Special Professional Association (SPA)*

[***CCSS.ELA-LITERACY.RST.9-10.3***](http://www.corestandards.org/ELA-Literacy/RST/9-10/3/) *Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.*

[***CCSS.ELA-LITERACY.RST.9-10.4***](http://www.corestandards.org/ELA-Literacy/RST/9-10/4/) *Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.*

***AS.07.01.02.b.*** *Perform simple health-check evaluations on animals and practice basic emergency response procedures related to animals.*

***AS.02.01.04c.*** *Handle and work with domestic livestock, horses, and companion animal safely.*

**Content Objective(s):** *Identify specific and measurable learning objectives for this lesson*

* Students will practice and perform at least 4 basic pet first aid procedures during the first aid stations activity within 20 minutes

**Language Objective(s):** *Identify discipline specific language objectives that focus on reading, writing, listening, speaking, viewing or representing*

* Students will present and demonstrate their first aid procedure to the class with an 80% accuracy

**Assessments:** *Match to objectives.*

* Bellringer
* TPR pre-assessment quiz
* Pet First Aid Stations Activity + First Aid Stations Students Worksheet
* Pet First Aid Procedure Skit
* Pet First Aid Quiz Study Guide (Academic, Honors, K.M.)
* Exit Slip

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students’ previous performance in this content area or skill influence your planning for this lesson?

The students’ prior knowledge or skill is related to the learning objectives and content of this lesson because based on the pre-assessment survey, students have some knowledge and skill of animals as many own either own small or large pets at home such as dogs, rabbits, cats, chickens, or horses. Some students are also taking this class because they want to figure out if they want to work in veterinary field, zoology field, or know how to take care of and identify a sick/injured animal. I created a First Aid Station Activity as an assessment to see if students truly understood pet first aid. I put 2 questions that the students will be learning for the next lesson on pet ingesting toxins, and 90% of the class had to look up the question. For the First Aid Procedure Skit, this activity was a type of assessment where the students were teaching the class. Based off of this assessment, many of the students did not know how to perform CPR correctly or how to properly bandage a front leg. Based on these assessments, I will be modeling to the class on to properly bandage a front leg and how to perform CPR for class the next day.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources. Asterisk \* created materials. All learning segments must have original materials.

* 3 Stuffed Animals
* CPR stuffed animal (dog)
* Thermometer
* First Aid 2 Google Slides lecture presentation\*
* 10 First Aid Stations Questions\*
* First Aid Stations Worksheets\*
* Pet First Aid Procedure Skit Rubric (modified from teacher)\*
* Bandaging materials
* Gauze roll
* Petroleum Jelly
* Computer
* SMARTboard
* Overhead projector
* TPR pre-assessment quiz\*
* Pet First Aid Quiz Study Guide\*
* Pet First Aid Quiz to K.M. to study\*

**Learning Activities:** Within each section below, identify the instructional grouping (whole class, small groups, pairs, individual) you will use in each lesson segment and approximate time frames for each. **Write as an outline or in numbered/bulleted steps.**

**Initiation**: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important. Activate prior knowledge.)

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| Teacher ActionsHomework, schedule of the day, content and language objectives will be written on the whiteboard. Students will follow a daily routine. **2 Minutes**1) The bellringer will be shown to the whole class on the overhead projector as students walk into class. The bellringer asks a critical thinking question, “A Great Dane named Ben suddenly collapsed on the floor and during your assessment, he had no pulse, not breathing, and unconscious. In this situation, what could you perform on Ben while waiting for help to arrive?”As students are working on the bellringer, I place the 10 First Aid Stations Questions in order around the room**5 Minutes**2). After the bellringer, I will hand out a TPR pre-assessment to the whole class to test their knowledge for the next lesson.3). I read over the questions to the whole class and explain directions and students may not look up the answers to the following questions and to compete it quietly and independently. | Student Actions**2 Minutes**1). Students take out a piece of paper and write down their name, date and and answer to the bellringer shown on the overhead projector screen**5 Minutes**2). Students take the TPR quiz worksheet from the teacher and wait for further direction3). Students listen to directions and complete the questions independently and quietly. |

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

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| Teacher Actions**2 Minutes**4). I hand out the First Aid Stations Activity worksheet to the whole class and explain the directions that there should only be 2 students PER station in the room**20 Minutes**5). I tell the whole class to begin the First Aid Stations Activity. As students are working on the activity, I am walking around the room and monitoring students to make sure they are staying on task and that there is only 2 students per station2 **Minutes**6). After students have completed the 10 First Aid Station Activity, I remind the whole class to sit back down in their seat while they wait for further direction7). After the whole class are waiting in their seats once completed with the First Aid Stations Activity, I collect their worksheets.**5 Minutes**8). Next, I tell the whole class to work with their groups for the First Aid Procedure Skit to practice their roles before presenting to the class for 5 minutes**20 Minutes (First Aid Procedure Skit - Assessment)**9). After 5 minutes, I call on Group 1 to present to the whole class how to apply a bandage to a front leg and I grade them based on the rubric10). Group 2 sits back down in their assigned seats and I call on Group 3 to present to the whole class on how to give CPR to a dog as I grade them during their presentation11). After Group 3 presents and sits back down in their seats, I call on Group 4 to present to the whole class on how to take a temperature on a dog as I grade them during their presentation. After the group finishes presenting, they sit back down in their assigned seats  | Student Actions**2 Minutes**4). Students look over the First Aid Stations Activity worksheet and listen to directions**20 Minutes**5). Students get up and out of their chairs to different stations around the classroom**2 Minutes**6). After students have completed the First Aid Stations Activity, they are waiting in their seat for further direction7). Students hand their First Aid Stations Activity worksheets to the teacher**5 Minutes**8). Students get up and join their groups to practice their roles for the First Aid Procedure Skit for 5 minutes**20 Minutes (First Aid Procedure Skit)**9). Group 1 presents to the class on how to apply a front leg bandage to the class10). Group 2 presents to the class on how to give CPR to a stuffed dog and then sits back down in their seats after they are done presenting11). Group 3 presents to the class on how apply a tail bandage to the class. Once finished presenting, they sit back down in their seats12). Group 4 presents to the class on how to take temperature on a dog to the class. Once finished presenting, they sit back down in their seats |

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

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| Teacher Actions**4 Minutes**12). I will hand out a Pet First Aid Quiz Study Guide to the whole class and announce that there will be a quiz next class and to study. I will also hand the Pet First Aid Quiz to K.M. paraprofessional for her to study13). Exit slip questions are shown to the whole class on the overhead projector screen, “You notice that your cat, Abbie is having trouble breathing but is conscious and has a pulse. In this situation, what are the steps you can do to assess why Abbie is having difficulty breathing?” I will tell the whole class to take out a seperate piece of paper with their name and date on it and to answer the question to test their knowledge of the subject. After students finish, I will walk back and collect it at each table | Student Actions**4 Minutes**12). Students look over quiz study guide and put it in their backpacks. 13) Students take out a seperate piece of paper and write down their name, date and exit slip answer. After answering the exit slip question, they leave it in the middle of the table for the teacher to collect |

**English Learners & Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be English language learners, special education or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?

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| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| K.M. | IEP states student is diagnosed with an Intellectual Disability | Instead of students notes worksheet, assign student as easier integumentary system disorder/disease, assign an easier first aid procedure to practice, modify rubrics/assignments, give a copy of the present |
| S.P. | IEP states student is diagnosed with a mental disability | Allow student to leave classroom to see Mrs. B when needed or to the nurse, allowed to have one earbud in ear while phone is not in sight during class, give positive reinforcement, make sure student is on task during activities and taking notes. During the lesson, I will also make frequent check ins with the student to make sure they are feeling ok. |

Which students will need opportunities for enrichment/higher levels of challenge?

|  |  |  |
| --- | --- | --- |
| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| J.A. | Student is an honor student in the class  | Have student help K.M. and S.P. during the presentation with how to take temperature for the First Aid Procedure Skit |
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**Lesson Plan #3**

**Student Teacher:** Rebekah Woodworth **Date:** 9/26/18 **Subject/Topic:** Vet Science I **Grade:** 11th with 2 Seniors (10 academic, 6 honor students) **Time Frame:** 90 Minutes

**Central Focus of Learning Segment:** Accessing Pet First Aid

**Standards:** *Identify 1 standard from the CCSS & 1 standard from a Special Professional Association (SPA)*

[***CCSS.ELA-LITERACY.RST.9-10.3***](http://www.corestandards.org/ELA-Literacy/RST/9-10/3/)*Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.*

[***CCSS.ELA-LITERACY.RST.9-10.4***](http://www.corestandards.org/ELA-Literacy/RST/9-10/4/)*Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.*

***CT-AS.03.01.02.b.*** *Perform simple health-check evaluations on animals.*

***AS.02.01.04c.*** *Handle and work with domestic livestock, horses, and companion animal safely.*

**Content Objective(s):** *Identify specific and measurable learning objectives for this lesson*- Students will identify simple health check procedures of large and small animals with 80% accuracy

**Language Objective(s):** *Identify discipline specific language objectives that focus on reading, writing, listening, speaking, viewing or representing*

* Students will evaluate and conduct a vital signs lab on small and large animals

**Assessments:** *Match to objectives.*

* Writing Prompt (Bellringer)
* First Aid Quiz (Academic, Honors, K.M.)
* Equipment ID slides
* Common Vital Signs Lab worksheet
* Common Vital Signs Lab (asking students questions during the lab about procedures, etc to access prior knowledge)
* Animal Restraint Volunteers
* Exit Slip

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students’ previous performance in this content area or skill influence your planning for this lesson?

Students’ previous performance in this content area or skill influenced my planning for this lesson because based the Pet First Aid Skit, students did not perform CPR or how to bandage a front leg of an animal correctly. Also, on the TPR pre-assessment quiz, 98% of the class did not know what TPR stood for or where to find the pulse on a dog or horse. For the lesson today, I will model and have students perform how to bandage a front leg and perform CPR on stuffed animal as a whole class (I do, you do). After modeling with the class on performing Pet First Aid, I will teach the class Common Vital Signs of horses and dogs as most of the class does not understand it based off of the TPR pre-assessment quiz.
**SIOP Features**: *Identify (by number and name) several of the 30 SIOP Features you will use in this Learning Segment. Explain 1) how each feature manifests in your learning segment and 2) state how each feature will assist English learners*

**SIOP 6: Meaningful Activities:** Students will complete a warm-up activity, “Word of the Day” where students will practice their reading and writing skills. This will assist English learners because it will keep them engaged and if they want, they can write in their native language if they are able to.

**SIOP 9: Emphasize Key Vocabulary:** On the PowerPoint presentation, I will explain the key vocabulary students must know and understand about Common Vital Signs of Horses and Small Animals (canines). This will assist English learners because as I present key vocabulary and they may be overwhelmed by the list, I can remove words that are not important in order to understand the lesson.

**SIOP 10: Appropriate Speech:**As I present the PowerPoint presentation, I will speak at a rate that is not fast, so students don’t fall behind. This will help English learners because by adjusting how I talk, will help English learners process and translate what is being said.

**SIOP 17: Group Configurations:** Students will complete a TPR lab in groups of 4. This will assist English learners because they can practice language with their peers in a low-risk setting.
**Materials/Resources:** List the materials you will use in each learning activity including any technological resources. Asterisk \* created materials. All learning segments must have original materials.

* 3 dogs, 1 horse
* Common Vital Signs Lab Worksheet\*
* Common Vital Signs Google Slides Presentation\*
* Thermometer
* Stethoscope
* Writing Prompt #3\*
* Bandaging materials
* Bandage scissors
* Pet First Aid Quiz (Academic and Honors leveled, K.M.)\*

**Learning Activities:** Within each section below, identify the instructional grouping (whole class, small groups, pairs, individual) you will use in each lesson segment and approximate time frames for each. **Write as an outline or in numbered/bulleted steps.**

**Initiation**: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important. Activate prior knowledge.)

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| Teacher ActionsHomework, schedule of the day, content and language objectives will be written on the whiteboard. Students will follow a daily routine. **5 Minutes**1). Before beginning the lesson, I allow the whole class to spend 5 minutes studying for their First Aid quiz before handing it out.**2 Minutes**2). I tell the whole class to put everything away except for a pen or pencil to write with. Once their papers or backpacks is away/off their table, I tell the whole class no cheating or will receive an automatic 0. **15 Minutes**3). I hand out the First Aid Quiz that is differentiated for Academic, Honors and K.M. with an Intellectual Disability. I tell the whole class to flip over their quiz so I know that they are finished and collect it.**10 Minutes**4). Writing Prompt #3 will be shown on the overhead projector screen. As the whole class is writing down the answer to the writing prompt, I will walk around the room and hand out the Common Vital Signs students notes worksheet. For C.D. and K.M. I also hand them a paper copy of the Common Vital Signs lecture presentation. | Student Actions**5 Minutes**1). Students study for their First Aid Quiz**2 Minutes**2). Students put everything away and off their desk except for a pen or pencil**15 Minutes**3). Write their name on the First Aid quiz and begin answering the questions. When finished, flip over their quiz so the teacher knows they are done and to collect it**10 Minutes**4). Students take out a seperate piece of paper or notebook and begin working on Writing Prompt #3 question |

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

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| Teacher Actions**20 Minutes**5). After the whole class have completed the Writing Prompt, we will have a discussion. 6). After the Writing Prompt, the equipment ID slide shown on the overhead projector screen (SMARTboard) to the whole class. I will then call on one individual student from each of the 4 tables to come up one by one and write the correct answer on the SMARTBOARD.7). I will then continue my lecture on Common Vital Signs of both horses and dogs while also asking the whole class questions, explaining using my own experiences, and showing videos/photos to help students understand the content.8). After the presentation, I go to the next slide that shows which individual student is in their pre-assigned group/animal species by the teacher.9). I then hand out the Common Vital Signs Lab to the whole class and review the worksheet/directions and remind students to bring something to write with as we are going out to the Large Animal Facility (LAF).10). As a class, we start walking out of the class and I volunteer 3 students to get the black labs from the Grooming Lab and to bring to the LAF.11). Once everyone is at the LAF, I open the door with my key card and walk into the LAF. I instruct the whole class to follow me to where Tigger (horse) is.12). Once the whole class is in front of Tigger, I instruct everyone to make a circle/in my view near the horse so I can give further instruction.13). Once the whole class is paying attention, I grab Tigger’s halter and begin quizzing/asking the class questions such as: Where should I be standing when taking temperature of a horse? Why? What is the first thing I should do when approaching a horse? What does CRT mean? How should CRT be performed? Etc. 14). As I am asking the whole class questions/review for Tigger, I volunteer M.O. and G.H. to show the class how to properly take temperature on a horse and other procedures as she has a of experience with horses.15). After going over the Common Vital Signs of a horse, we move on to the one of the black labs. I volunteer 1 student to go outside and bring in one of the black labs/restrains it. I ask the same questions to the class about Common Vital Signs.16). After review, the whole class breaks up into their assigned groups and begin working on their Common Vital Signs Lab worksheet. Students who finish early, are instructed to help clean up the Tigger’s stall and sweep the hay off the floor/dispose it**5 Minutes**17). After Common Vital Signs Lab is complete, I instruct the whole class to return to the class and volunteer 3 students to return the dogs back to the Grooming Lab and 1 student to put Tigger in his stall | Student Actions**20 Minutes**5). The whole class engages in discussion on Writing Prompt #36). Students from each table will volunteer to come up to the SMARTboard to write the correct answer next to each First Aid equipment ID and take notes on their Common Vital Signs student notes worksheet.7). Students will be listening, volunteering to answer the teachers questions, and view the videos/photos teacher provides.8). Students view the slide and see what group they are assigned to9). Students review the Common Vital Signs Lab and take out a pencil/pen and start standing up/out of their seat10) 3 students volunteer to go to the Grooming Lab and get the 3 black labs to bring to the LAF while the rest of the class walk to the LAF building11). Students walk into the LAF building once the teacher scans the key card and walk to Tigger’s stall12). Students stand in front of where Tigger is and wait for further direction13). Students pay attention to the teacher and make a circle/in the view of where the teacher is. Students volunteer and answer the teacher’s questions14). M.O. and G.H.(one at a time) are volunteered to come up and show the class how to properly take temperature on Tigger and other procedures15). 1 student volunteers to bring in one of the black labs outside and brings it in front of the class and restraints it. Students then listen to what the teacher is asking - common vital signs procedures16). The whole class breaks up into their assigned groups and begin working on their common vital signs lab worksheet. If some students are finished, they are instructed to help clean up Tigger’s stall and sweep the hay off the floor/dispose it**5 Minutes**17). After Common Vital Signs Lab is complete, 3 individual students volunteer to return the dogs back to the Grooming Lab and 1 student to put Tigger in his stall while the rest of the class walks back to the classroom |

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

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| Teacher Actions**2 Minutes**18). I put the Exit Slip question on the overhead projector screen and instruct the whole class to take out a piece of paper, write their name on it, and answer the question. Once completed, they are to place their exit slips at the middle of their tables | Student Actions**2 Minutes**18). The whole class takes out a seperate piece of paper and write down their name and answer the the question. Once finished, students place their exit slip at the middle of their tables for the teacher to collect. |

**English Learners & Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be English language learners, special education or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?

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| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| K.M. | IEP states student is diagnosed with an Intellectual Disability | Provide student with a differentiated First Aid Quiz, place student in a group who has some experience with taking vital signs, provide a copy of the presentation instead of students notes worksheet  |
| C.D. | IEP states student has a learning disability | Give a copy of the lecture presentation to her so she can follow along easier and write down the notes at her own pace. |

 Which students will need opportunities for enrichment/higher levels of challenge?

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| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| M.O. | Student is an honors student and has a lot of experience with horses | Place her in the group who has the horse and during the lab, volunteer her to show the class how to perform the Common Vital Signs Procedure to the class. |

**Lesson Plan #4**

**Student Teacher:** Rebekah Woodworth **Date:** 9/27/18 **Subject/Topic:** Vet Science I **Grade:** 11th with 2 Seniors (10 academic, 6 honor students)

**Time Frame:** 51 minutes

**Central Focus of Learning Segment:** Assessing Pet First Aid

**Standards:** *Identify 1 standard from the CCSS & 1 standard from a Special Professional Association (SPA)*

[**CCSS.ELA-LITERACY.RST.9-10.3**](http://www.corestandards.org/ELA-Literacy/RST/9-10/3/) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[*CCSS.ELA-LITERACY.RST.9-10.4*](http://www.corestandards.org/ELA-Literacy/RST/9-10/4/) *Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.*

**CT-AS.03.01.02.b.** Perform simple health-check evaluations on animals.

***AS.02.01.04c.*** *Handle and work with domestic livestock, horses, and companion animal safely.*

**Content Objective(s):** *Identify specific and measurable learning objectives for this lesson*

* Students identify and complete a Toxin Ingestion Stations Activity with 80% accuracy

**Language Objective(s):** *Identify discipline specific language objectives that focus on reading, writing, listening, speaking, viewing or representing*

* Students will complete a Toxin Ingestion Stations Activity within 27 minutes

**Assessments:** *Match to objectives.*

* First Aid Equipment ID
* Questioning students during Ingestion of Toxins lecture to access prior knowledge
* Ingestion of Toxins Station Activity
* Exit Slip

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students’ previous performance in this content area or skill influence your planning for this lesson?

Students’ previous performance in this content area or skill influenced my planning for this lesson because based on the Pet First Aid Stations Activity, many of the students did not know what foods or products were poisonous to pets so I created a lesson based off of it to educate them as this is crucial to pet first aid.
**SIOP Features**: *Identify (by number and name) several of the 30 SIOP Features you will use in this Learning Segment. Explain 1) how each feature manifests in your learning segment and 2) state how each feature will assist English learners*

**SIOP 1: Clearly Defined Content Objectives:** The objectives are displayed on the board as well as on my Google Slides Presentation and a student reads the objective aloud at the beginning of class to set a purpose for their learning. This will help assist English learners because the objectives on the board is a visual that will improve their comprehension as well as help the students grasp the concepts better.

**SIOP 2: Language Objectives:** Students will be exposed to questions at the beginning of the PowerPoint presentation and information within it.

**SIOP 6: Meaningful Activities:** Students will complete a warm-up activity (Equipment ID) where students will practice their reading and writing skills. This will assist English learners because it will keep them engaged and if they want, they can write in their native language if they are able to.

**SIOP 9: Emphasize Key Vocabulary:** On the PowerPoint presentation, I will explain the key vocabulary students must know and understand about Pet First Aid. This will assist English learners because as I present key vocabulary and they may be overwhelmed by the list, I can remove words that are not important in order to understand the lesson.

**SIOP 10: Appropriate Speech:**As I present the PowerPoint presentation, I will speak at a rate that is not fast, so students don’t fall behind. This will help English learners because by adjusting how I talk, will help English learners process and translate what is being said.

**SIOP 17: Group Configurations:** Students will complete an Ingestion of Toxins Stations Activity in pairs of two.. This will assist English learners because they can practice language with their peers in a low-risk setting.
**Materials/Resources:** List the materials you will use in each learning activity including any technological resources. Asterisk \* created materials. All learning segments must have original materials.

* Ingestion of Toxins Stations Questions\*
* Injection of Toxins Stations Activity Student Worksheet (S.P.)\*
* Ingestion of Toxins Station Activity Student Worksheet\*
* Ingestion of Toxins lecture students notes worksheet\*
* Ingestion of Toxins Google Slides Presentation\*
* Overhead projector (SMARTboard)
* Computer

**Learning Activities:** Within each section below, identify the instructional grouping (whole class, small groups, pairs, individual) you will use in each lesson segment and approximate time frames for each. **Write as an outline or in numbered/bulleted steps.**

**Initiation**: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important. Activate prior knowledge.)

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| Teacher ActionsHomework, schedule of the day, content and language objectives will be written on the whiteboard. Students will follow a daily routine. **2 Minutes**1). Word of the Day (bellringer) will be shown on the overhead projector to the whole class as students walk into class. As students are writing down the bellringer, I set up the Ingestion of Toxins Stations. Next, I walk around the room and hand out the Ingestion of Toxins students notes worksheet. For C.D. and K.M. I also hand them a paper copy of the Ingestion of Toxins lecture presentation as well. | Student Action**2 Minutes**1). Students write down the Word of the Day on their “Word of the Day” worksheets and take the Ingestion of Toxins notes worksheet from the teacher |

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

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| Teacher Actions**20 Minutes**2). I will have the First Aid Equipment ID slide shown on the overhead projector screen (SMARTboard) to the whole class. I will then call on one student from each of the 4 tables to come up one by one and write the correct answer on the SMARTBOARD.3). I will then start the lecture on Ingestion of Toxins while also asking students questions, explaining using my own experiences, and showing photos to the whole class to help students understand the content.4). After the presentation on Ingestion of Toxins, I hand out the Ingestion of Toxins stations activity worksheet to the whole class.5). I then explain the directions to the whole class that there should only be 2 students PER station in the room **20 Minutes**6). I instruct to the whole class to begin the Ingestion of Toxins Activity. As students are working on the activity, I am walking around the room and monitoring students to make sure they are staying on task and that there is only 2 students per station.**5 Minutes**7). Have G.H. come up to the front of the whole class and explain her own personal experiences/knowledge of pet toxin ingestion from working in a vet office to the class. Students may ask G.H. questions | Student Actions**20 Minutes**2). 1 student from each group volunteer to come up to the SMARTboard to write the answer to the First Aid Equipment ID3). Students write down notes from the lecture, listen, and volunteer to answer the teachers questions4). Students take the Ingestion of Toxins Stations worksheet from the teacher and briefly look over it5). Students listen to teachers directions**20 Minutes**6). Students get up and go to each station and write down their answers on the Ingestion of Toxins Stations Activity worksheet5 Minutes7). G.H. goes to front of class and explains her personal experiences/knowledge of pet toxin ingestion from working in a vet office to the class. |

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

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| Teacher Actions**2 Minutes**8). Exit slip questions are shown to the whole class on the overhead projector screen. I will tell the whole class to take out a seperate piece of paper with their name and date on it and to answer the question to test their knowledge of the subject. After students finish, I will walk back and collect it at each table | Student Actions**2 Minutes**8). Students take out a seperate piece of paper and write down their name, date and exit slip answer. After answering the exit slip question, they leave it in the middle of the table for the teacher to collect |

**English Learners & Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be English language learners, special education or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?

|  |  |  |
| --- | --- | --- |
| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| K.M. | IEP states student is diagnosed with an Intellectual Disability | Modify rubrics/assignments, give a copy of the presentation instead of students notes worksheet  |
| S.P. | IEP states student has a Mental Disability and does not prefer large class activities | Provide student with the Ingestion of Toxins Stations Activity worksheet and allow student to complete the assignment in a quieter room with Mrs. B (pupil services) |

Which students will need opportunities for enrichment/higher levels of challenge?

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| --- | --- | --- |
| Student pseudonym  | Evidence that the student needs differentiated instruction | How will you differentiate instruction **in this lesson** to support student learning? |
| G.H. | Student works in a vet office and has personal experience/knowledge of pet toxin ingestion | Have student explain to the class her own personal experiences and knowledge of pet toxin ingestion |
|  |  |  |