# Rio Grande Educational Collaborative
# Before and After School Program Lesson Plan

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| **Lesson Title:** | My amazing brain | **School:** **Dennis Chavez** | Date: 06/04/2019 |
| **Instructor Name:** | Alexis Silva | | |
| **Class Size** | 30 | **Lesson Credits: (Where did you get your ideas for you lesson ie: website)** | |

**Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.**

**NM State Standards:**

Please Visit www.mystandards.org Please Visit Next Generation Science Standards https://www.nextgenscience.org/search-standards

Common Core State Standards: http://www.corestandards.org/

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

LS1-24-.Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways

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| K-2-ETS1-1. | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| K-2-ETS1-2. | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |
| K-2-ETS1-3. | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. |

**Learning Objectives:**

[*Instructional context*] After listening to *If You Decide to Go to the Moon* by Faith McNulty and identifying relevant words during the read-aloud [*what students will do*] students will write a list of words [*what students will learn*] that are content-specific vocabulary.

Students will be able to learn about the importance of the cerebrospinal fluid in the brain

Students will be able to discuss what they learned about the cerebrospinal fluid in the brain

**Lesson Materials & Equipment**

| Item: | Quantity: | Special Requests for RGEC Equipment: |
|---|---|---|
| Clear containers | 2 | |
| Eggs | 2 | |
| Water | | |
| | | |

**INSTRUCTIONAL SEQUENCE** Please note: *This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.*

***Body of the Lesson: 1.** (What you will say/do to assess, connect to, or build, necessary background knowledge.

*2. Describe* step-by-step *what the students will be doing during the lesson.*

*3. Opportunities to participate in small groups.*

*4. Activity to process daily participation*

**Signature:** _____ **Date:** _____

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| 1. | Put one egg into the clear container with the salt water. This will represent the brain in your skull. The egg is your brain, the container is your skull. |
| 2 | Shake the container as hard as you can. What happens to the egg? The egg will crack from hitting the sides of the container. |
| 3. | Explain to the students that without the cerebrospinal fluid the brain is not protected from hitting the skull. |
| 4. | In the other container add enough water so that the egg is covered. |
| 5. | Now shake the container with the egg and water. The egg should stay intact. |