



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

Lesson Title:	Pulse of the body	School: Mountain Mahogany	Date: 01/8/20
Instructor Name:	Abagael Weber Jones		
Class Size	20	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:	<p>CCSS.ELA-Literacy: SL.3.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.2-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. L.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NM Science Content Standards, Benchmarks, and Performance Standards: Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically. K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data. 5-8 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.</p>		
<p>Please Visit www.mystandards.org</p>			
Learning Objectives:	<p><i>[Instructional context]</i> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <i>[what students will do]</i> students will write a list of words <i>[what students will learn]</i> that are content-specific vocabulary.</p> <p>The students will be able to discuss what a pulse is</p> <hr/> <p>Students will be able to discuss where their pulse is</p> <hr/> <p>Students will be able to discuss what the heart does</p> <hr/>		
Lesson Materials & Equipment	Item:	Quantity:	Special Requests for RGEC Equipment:
	_____	_____	

<p>INSTRUCTIONAL SEQUENCE Please note: <i>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.</i></p> <p>*Body of the Lesson: 1. (What you will say/do to assess, connect to, or build, necessary background knowledge. 2. Describe <u>step-by-step</u> what the students will be doing during the lesson. 3. Opportunities to participate in small groups. 4. Activity to process daily participation</p>			
<ol style="list-style-type: none"> 1. Ask students if they know what the heart is and how it works? <hr/> 2. Explain to the students that the heart is the most important part of the body because it helps pump blood to the rest of the body. <hr/> 3. Ask the students if they know what a pulse is? <hr/> 4. Explain to the students that the pulse is a rhythmical throbbing of the arteries as blood is pumped through them. <hr/> 5. Ask the students if they know how to find their pulse? <hr/> 6. Explain to the students that their pulse can be found in the major arteries in their neck and on their wrist. <hr/> 7. You can demonstrate where the pulse is and have the students try to find their own pulse and assist those who need help. 			

Signature: _____ **Date:** _____

Reviewed by: _____ **(School Site Supervisor) RGEC Approval:** _____

