**Health Teach #2 Lesson Plan**

**Name**: Anne Stack & Letitia Scafidi **Subject**: Social Health

**Grade**: Kindergarten **Time**: 15 minutes

**Date**: 10/28/14 **Title of lesson:** “My Family”

**SUMMARY WITH BIG IDEAS AND ESSENTIAL QUESTIONS:**

It is important to have good interpersonal communication skills in order to enhance health and avoid or reduce health risks.

Essential questions that could get students thinking & engaging in topic:

* Why is it important to get along with people in your family?
* What types of activities are safe to do with a family?
* How can you be open to different types of families?

**MATERIALS AND TECHNOLOGY NEEDED**:

* Magazine/picture cutouts
* White board and markers
* Worksheet
* Crayons
* Handout of family types (with vocabulary)

**LINKS TO MA CURRICULUM FRAMEWORKS or COMMON CORE STATE STANDARDS**:

6.1 Describe different types of families, addressing membership and social influences, and the functions of family members.

**LESSON OBJECTIVES**: Students will be able to understand that there are many types of families, and be open to all of them. Students will be able to demonstrate how their family participates in safe, healthful activities by drawing a picture and sharing with the class.

**VOCABULARY**

* *Family (familia)*: basic unit of society that can include people related by blood, marriage, or other legal procedures

**INSTRUCTIONAL SEQUENCE:**

1. **1-2 minutes: Introduce the topic.** Ask students to remind the class of what a family is based on yesterday’s discussion.
2. **2-7 minutes: Teach.** Discuss the different types of families by handing out a sheet with pictures of different types of families. We will have students volunteer to put a picture up on the board of what type of family it is.
3. **7-13 minutes: Individual work.** Each student will draw their own picture on their worksheet, demonstrating an activity that their family does together. Then each student will share their picture with the class.
4. **13-15 minutes: Conclusion.** We will wrap up the lesson and review the main points talked about in class.

**EVIDENCE OF STUDENT LEARNING/ASSESSMENT:** In order to assess our students’ learning, we will listen to what the students say about what a family is at the beginning of class. This way we can see who is contributing the most to each group and understanding the material the best, and who may not quite be getting it. We will also go around and watch the students draw their family picture, and we will listen to them when they share their picture to the group.

**PLANNING FOR LEARNER VARIABILITY:** We use multiple learner strategies in our lesson in order to help each student learn in their own way. We also have students get up to put pictures on the board in order to keep them engaged in the lesson. We use many visuals to help students understand what we are saying better. In order to accommodate the student with slower processing, we have handouts with pictures on them to show the different types of families. We will also check in on this student to make sure they understand the material when students are doing individual work. In order to accommodate the ELL student we will be writing our vocab words in both Spanish and English on the handout. We also include many pictures throughout the lesson to help them better understand.

**IDENTIFY SOURCES**:

Meeks, L., Heit, P., & Page, R. (2013). *Comprehensive school health education: Totally awesome strategies for teaching health*. New York, NY: Meeks Heit Pub.

[Massachusetts Comprehensive Health Curriculum Framework . (n.d.). *doe.mass.edu*. Retrieved October 23, 2014, from http://www.doe.mass.edu/frameworks/health/1999](http://www.bibme.org/website).pdf