



Name	
Grade/Content Area	5th Grade Health
Lesson Title	Winter Weather Safety

LESSON LAUNCH (5-15 Minutes for Elementary and 5-7 minutes for Secondary)

Purpose: The launch for a lesson is intentionally brief because it is an introduction into the deeper and differentiated learning experiences of the explore phase of the lesson. This is when you give students the information they need to do the lesson and solve the problem or task. Make sure to clarify your goals and expectations.

Core Component	Expected Use in Practice	PLAN
Learning Target Introduction	<p>The teacher uses student-friendly language to communicate all of the following in the learning targets:</p> <ul style="list-style-type: none"> ● Purpose ● Expectations of the lesson 	<p>Standard/Learning Target <i>Standard 1.5.1 The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.</i></p> <p>Learning Target: I can list positive health behaviors, such as appropriate clothing to wear, to avoid health hazards.</p>
Do Now	<p>The teacher provides a “Do Now” activity that includes all of the following:</p> <ul style="list-style-type: none"> ● Connected to the lesson ● Self-directed ● Differentiated ● Cognitively engaging 	<p>Do Now Students can draw a picture or write about the appropriate clothing for winter weather.</p>
Review/Preview	<p>The teacher engages students to explicitly connect the purpose for the lesson to the learning target by connecting to one or more of the following:</p> <ul style="list-style-type: none"> ● Previous lesson(s) ● Student prior knowledge ● Real life experiences <p>Teacher reviews formative assessment information to make teaching points (whole class review, small group review, 1:1 student follow up).</p>	<p>Review/Preview Turn & Talk:</p> <ul style="list-style-type: none"> ● What does it mean to wear “appropriate” clothing in the winter? ● What can happen if you do not dress appropriately?

LESSON EXPLORE

Purpose: The explore component of a lesson is where students work individually or in small groups to engage in lesson tasks. This is their chance “to get messy with the content.” The teacher’s role is to move among students/work groups to listen closely and observe how your students are engaging and what support is needed. Help students who are stuck or who are ready to move ahead, mainly through questions to stimulate thinking.

Core Component	Expected Use in Practice	PLAN
Learning Target Engagement	<p>The teacher engages learners in a variety of activities that are all connected to the learning target(s) introduced in the launch.</p> <p>The teacher guides students to use the language of the learning target(s) throughout the lesson.</p>	<p>Standard/Learning Target <i>Standard 3.5.2 The student will identify current first aid and safety information.</i></p> <p>Learning Target: I can demonstrate strategies for preventing first emergencies and injuries. Learning Target: I can demonstrate strategies for treating first emergencies and injuries.</p>
Environment	<p>The teacher establishes a positive and productive classroom environment and culture that reflects student use of the following:</p> <ul style="list-style-type: none"> ● Established Rituals and Routines ● Effective Transitions ● High Expectations, High Support ● Persistence & Growth Mindset ● Positive Social Interactions ● Self-Regulation Skills ● Constructive Behavior Monitoring and Feedback 	<p>Read How to Be Safe in Ice and Snow, from Kidshealth.org.</p> <p>(This can be done individually, in groups, or as a class. If there are devices available, students also have the option to listen to the article.)</p> <p>From the reading, have the students list the clothing items (including layers) they were missing from their picture/quick write.</p> <p>Formative Assessment</p> <p>Students create a one-page, prevention & treatment plan for frostbite. The prevention plan must include the following:</p>
Instructional Strategies	<p>The teacher engages all students in activities that include the following core instructional strategies:</p> <ul style="list-style-type: none"> ● Inclusive Practices ● Academic Conversations ● Embedded Literacy 	<ul style="list-style-type: none"> ● Appropriate clothing to prevent frostbite ● Warning signs of frostbite ● Immediate steps for treating frostbite
Formative Assessment	<p>The teacher and students assess learning and check for understanding using all of the following:</p> <ul style="list-style-type: none"> ● Established Exemplars and/or Performance Criteria ● Timely and Relevant Academic Feedback ● Multiple Ongoing Progress Monitoring Tools 	

LESSON SUMMARIZE (5-10 minutes)

Purpose: The summarize phase of the lesson is to orchestrate student self reflection and whole-group discourse about discoveries students made during the explore phase of the lesson. The teacher's role is to guide students to explain their thinking around the big ideas, to make sure that they understand the content/task. Part of the purpose of the Summarize segment is to allow you to assess how well your students are progressing toward the goals of the lesson. Use the discussion to help you determine whether additional teaching and/or additional exploration by students is needed before they go on to the next lessons.

Core Component	Expected Use in Practice	PLAN
Learning Target Summary	The teacher facilitates student evaluation of progress toward the lesson learning target(s).	<i>Standard 3.5.2 The student will identify current first aid and safety information.</i> Learning Target: I can demonstrate strategies for preventing first emergencies and injuries.
Reflection on Learning	The teacher provides students an opportunity engage in one or more of the following: <ul style="list-style-type: none">● Whole group or partner discourse● Questioning to elicit connections, misconceptions, misunderstandings and/or extensions● Self-reflection	
Connection to the Unit	The teacher elicits from students how the focus of the lesson relates to the key concepts or big ideas of the unit (long term unit targets).	

NOTES ON ADJUSTMENTS AND STUDENT NEEDS:

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