

Unit: The Temple of God – Understanding Your Body

Lesson Plan 2 of 2: The Human Body – Structures of the Body

Objective(s):

Students will be able to:

- List and explain the importance of the major body systems
- Identify vital body organs and associate those organs to the body system they belong
- Explain the function of each vital body organ and system

Materials:

- PowerPoint: “Structures of the Body”
- PDF File: “Anticipatory Set”
- Copies of the following worksheets, quizzes, and/or tests
 - “Structures of the Body” (worksheet 3)
 - “Structures of the Body Vocabulary” (worksheet 4)
 - “Structures of the Body” Quizzes 2A and 2B
- Webquest “Sense Organs” PowerPoint and/or worksheets

Lesson:

I. Engage

Read/paraphrase anticipatory set 1 or act out anticipatory set 2

II. Discover

a) PowerPoint presentation: “Structures of the Body”

b) Distribute “Structures of the Body” (worksheet 3). Options are to have students take notes prior to filling out worksheet, or fill out worksheet as teacher covers materials in PowerPoint presentation.

c) Option for a multi-grade level classroom is to have students work independently or as a small group viewing PowerPoint presentation on their own while filling out worksheet. Teacher would then need to sit with student(s) to review and check students’ understanding.

d) Distribute “Structures of the Body Vocabulary” (worksheet 4)

III. Explain

Have students create a flip chart to present the systems of the body, the major organs of those systems, and the function of each.

IV. Extend

Have students do the “Sense Organs” Webquest

V. Assess

a) Distribute “Structures of the Body” Quiz 2A

b) Distribute “Structures of the Body” Quiz 2B

c) Compare students’ performance on quizzes A and B. Re-teach concepts as necessary.

d) Review concepts from lessons one and two with students. Allow them to ask questions about things they are unsure of. Encourage them to ask questions about things not covered, but that interest them about the human body.

Differentiated Instruction:

I. Resource Students: Allow extended time

II. Non-Native English Speakers: Place students in groups and pair bilingual students with those who may struggle with English

III. Gifted Students: Allow independent study and research