Barb Wheeler
EDI 337-02
Lesson Plan

Animal Systems

I. Benchmark/Standard:
GR 5 - GLCE
Science: L.OL.05.41 Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).

II. Behavioral Objective:
A. I will teach the students about selected animal systems. This allows students to understand how each system works and how it relates to their own body.
B. Given a chart, the learner will list the purpose of each animal system with 80% accuracy.
C. Students will fill out a chart based on the animal systems and explain the purpose of each system. The chart will be a formative assessment and I will check it.

III. Anticipatory Set:
The students will draw an animal of choice, indicating the different organ systems within it. They will try their best to label each system and explain its purpose.

IV. Objective/Purpose:
"Today we will learn about the different organ systems that make up an animal. Given pictures of each system, we will color, cut, and paste it in a chart and explain the purpose of each system. By completing the chart, we will understand and visualize each organ system that aids in animal survival.

V. Input:
A. Task Analysis-
1. Have students draw an animal, label the different organ systems, and explain each systems purpose.
2. Use the strategy Think-Pair-Share to address the organ systems and any misconceptions.
3. Sate the objectives and purpose for the lesson.
4. Given their textbook, students will complete a chart by matching pictures of each organ system to its specified name and explaining the purpose of each system.
5. After students complete the chart, they will form groups and discuss each organ system, making sure everyone has identical

pictures and similar explanations.

6. Each group will then be given a picture of an animal and are required to draw, label, and explain every organ system within the animal.

B. Thinking Levels-
   1. Knowledge- Identify each organ system within an animal.
   2. Comprehension- Describe the purpose of each organ system.
   3. Application- Illustrate each organ system by drawing, labeling, and explaining for a particular animal.
   4. Analysis- Compare and contrast the eight organ systems to one another.
   5. Synthesis- Organize the information about the organ systems into a chart.
   6. Evaluation- Justify which organ system is most important. Explain.

C. Learning Styles and/or Accommodations- (OMIT)

D. Methods and Materials-
   1. Ways of presenting- lecture, discussion, and simulation
   2. Materials needed- handouts, scissors, glue, and colored pencils

VI. Modeling:
   A. For one of the organ systems, I'll color and cut the picture and show them where to paste it on the chart.
   B. Label the picture of the organ system and explain its purpose.
   C. Designate the members of each group and show them where in the room they need to meet when they're finished individually with the chart.
   D. After each group has collaborated about their chart, I'll tell them which animal they need to draw and explain to the students that they need to draw, label, and explain each organ system for their particular animal.

VII. Checking for Understanding:
   A. What are the eight organ systems within animals? Choral Response
   B. What's the purpose of each organ system? Written Response (Completed individually after all group work has been finished.)

VIII. Guided Practice:
   A. Students will draw an animal chosen by me. They will then draw the eight organ systems within that animal, label each system, and explain the purpose of each system.
   B. I will monitor each groups picture and correct any mistakes made immediately.

IX. Independent Practice:

The students will review their chart and explain each organ system to a significant other.

X. Closure:

Students will name all eight organ systems allowed by choral response. Then students will answer specific questions in regards to each system.

A. What is the function of each organ system?
B. What specific parts make up each organ system?
C. Compare and contrast three organ systems.
D. Which organ system is most important in an animal? Why?
E. Which organ system is least important in an animal? Why?