



SMCPS Lesson Plan

Unit/Theme:	Grade 5 Health Lesson Semester 2
Lesson to be Observed:	Lesson 1: Understanding Puberty and New Responsibilities

Teacher:		Observation Date/Time:	30-45 minutes
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Lesson Planning	
Standard/Objective <i>What will students know and be able to do as a result of this lesson?</i>	Standard 1c: Family Life and Human Sexuality 1.c.5.3: Describe the physical, social, and emotional changes that occur during puberty. 1.c.5.4: Summarize that the onset and progression of puberty varies considerably.
Lesson Materials	Google Slide Deck (<i>Teachers: you can delete items from slides if you feel it best for your students and their developmental stage. You should NOT add items to the slides.</i>) Kids Like You Worksheet Understanding Puberty Reading Understanding Puberty: What Would You Say? Worksheet
Assessment (Formative) <i>How will you assess this standard/objective? This is matched to the above standard/objective.</i>	Consider using the Formative Assessment Tracker as you carry out the lesson.
Anticipatory Set <i>How will you engage students in learning and activate prior knowledge?</i>	<ol style="list-style-type: none"> Show Slide 1. Say "Puberty is a normal part of growing up. It happens to everyone. We are going to read some stories about some fifth graders. As you read the stories, think about the feelings in each one." Pass out the Kids Like You Worksheet. Have students read the stories to themselves or aloud. Allow time for students to write an answer to the question after each story. Review the feelings students suggested for the character in each story and make a list on the board. Ask "What are some other feelings young people might have as they go through puberty?" List students' answers on the board. Say "It's common to be more emotional and to have more ups and downs in your feelings during puberty. Moods may change quickly. Sometimes you may feel excited about growing up. Sometimes you may feel shy, embarrassed or worried. All of these feelings are normal."
Content Delivery <i>How will the lesson include such activities as:</i> <ul style="list-style-type: none"> Connections to prior knowledge Vocabulary development Reading Discussion New information 	<ol style="list-style-type: none"> Show Slide 2 and pass out the Understanding Puberty Worksheet. Read the sheet aloud or have students read the sheet to themselves. Guide a discussion about the reading. Be sure students understand the following terms: <ul style="list-style-type: none"> puberty hormones relationships responsibilities Say "One of the things you read about was how your relationships with family and friends can grow and change during puberty. Let's talk a bit more about your changing roles in your family. One of the most important things that adults in families do is take care of their children, teach them and help them make important life choices. As children grow, families may expect them to do more things for themselves or take on new responsibilities."

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<p>Guided Practice <i>What strategies will be used to model and practice new skills, concepts, or content?</i></p>	<ol style="list-style-type: none"> 1. Show Slide 3 and say “Family members can help you make healthy choices about growing up. You can help your family too.” 2. Ask “What does your family expect from you today that is different from when you were younger? How do you show you are a responsible family member?” Call on students to respond. Say “Your family wants you to make good choices. They want you to take care of your body. They want you to grow up healthy and have the chance for a good future. They may want you to do new chores or take more responsibility for your own actions. You can be a responsible family member by listening to and respecting everyone in your family. You might help take care of younger brothers or sisters. You might help with cleaning the home or cooking a meal. You can ask your parents or guardians about what they expect from you and how you can contribute.”
<p>Independent Learning Activities: <i>In what independent or cooperative activities will students be engaged while other students are in guided reading with the teacher?</i></p>	<ol style="list-style-type: none"> 1. Show Slide 4 and pass out the Understanding Puberty: What Would You Say? Worksheet. 2. Say “These are some of the thoughts and concerns young people like you may have about puberty. Use what you have learned to respond to them.” 3. Allow time for students to complete the activity sheet. 4. OPTIONAL: Allow volunteers to share a few responses for each of the statements on the Worksheet.
<p>Differentiation <i>How will you differentiate instruction for all levels of learners? What interventions will you need to employ?</i></p>	<ol style="list-style-type: none"> 1. Consider having the images provided for students that need these visual supports. Click here to access the images. 2. The Understanding Puberty Worksheet is designed to be used in the classroom only, so that the teacher can set the tone and provide developmentally appropriate guidance for instruction and discussion. 3. Allow your students as much time as they need to complete the worksheets. 4. Students should be encouraged to use their text analysis skills they have learned in ELA as they read the Understanding Puberty Worksheet.
<p>Closure <i>How will you guide students in reflection and next steps?</i></p>	<ol style="list-style-type: none"> 1. Say “Changes are all part of growing up. During puberty your body will be changing and you will have new thoughts and feelings. Puberty means your body can reproduce, or make a baby. The time to start a family and have babies is still a long way off. Puberty also often brings new responsibilities in your family. It’s also your responsibility to make healthy choices that will respect and protect your future.” 2. Collect the Understanding Puberty Worksheets.