



SMCPS Lesson Plan

Unit/Theme:	Grade 5 Health Lesson Semester 2
Lesson to be Observed:	Lesson 2: Understanding Boy's and Girl's Bodies

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.5.5: Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1.c.5.6: Describe how puberty prepares human bodies for the potential to reproduce.
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>) Understanding a Boy's Body Reading (with image) Understanding a Boy's Body Reading (without image) Understanding a Girl's Body Reading (with image) Understanding a Girl's Body Reading (without image)
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 "During puberty, the sexual and reproductive parts of a boy's body develop. Each boy's body changes at its own pace." Show Slide 2. Say "During puberty, the sexual and reproductive parts of a girl's body develop. Each girl's body changes at its own pace."
Content Delivery How will the lesson include such activities as: <ul style="list-style-type: none"> Connections to prior knowledge Vocabulary development Reading Discussion New information 	<ol style="list-style-type: none"> Pass out the Understanding a Boy's Body and Understanding a Girl's Body Reading sheets. Read the sheets aloud or have students read the sheet silently to themselves. Guide a discussion about the reading. Be sure students understand the meaning of the bold or <i>italicized</i> terms from each reading. Students should especially know the process of menstruation.
Differentiation <i>How will you differentiate instruction for all levels of learners? What interventions will you need to employ?</i>	<ol style="list-style-type: none"> The Understanding a Boy's Body Reading and Understanding a Girl's Body Reading are 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.
Closure <i>How will you guide students in reflection and next steps?</i>	<ol style="list-style-type: none"> Say "Puberty is part of growing up. Puberty means that boy's and girl's bodies will be changing and they will have new thoughts, feelings and responsibilities. Puberty means boy's and girl's bodies can reproduce, or make a baby. The time to start a family and have babies is still a long way off." Collect the Understanding a Boy's Body Reading and Understanding a Girl's Body Reading sheets. Show Slide 3. Ask "What does accurate mean? What does trustworthy mean? What are some examples of trustworthy people and resources? How do you know you can count on these resources to give you accurate information?" Allow students to respond to the questions and discuss their ideas.



4. Say "Accurate means that the information you find is based on proven facts. Trustworthy means you can count on something or someone to give you correct information or support. A trustworthy source of information might be a reference book, a teacher, your parents or other trusted adult, a doctor or school nurse, or a health class. These sources can give you accurate information that's based on facts. You can't always rely on information that comes from your friends or the media, such as movies, popular magazines or the Internet."
5. Say "Growing up and changing is a normal part of life. Getting accurate information about your body and how it works, and having people who care about and support you is important during puberty."

STEPS 6-7 ARE OPTIONAL.

6. Pass out the [Getting Information and Support Worksheet](#). Help students complete the activity sheet as needed using the following steps:
 - Read the scenario aloud and discuss the identified emotions or needs.
 - Ask students to share ideas about where they would go to get accurate information or identify a person who could offer them help and support.
 - Ask how they will determine if the source is trustworthy.
7. Say "Getting accurate information and the support you need can help make growing up a healthy experience."