

Lesson Plan Template

Grade: High School		Subject: Anatomy	
Materials: Note packet		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) Students will be able to classify bone breaks visually and verbally.			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask engaging questions: Has anyone every broken a bone? Do you remember how they classified your break?		
35	Explain: (concepts, procedures, vocabulary, etc.) Day 1: Explain each of the following classifications and give examples of each. Open vs. Closed Complete vs. Incomplete Displaced vs. Nondisplaced Greenstick, Linear, Comminuted, Transverse, Oblique, Spiral, Avulsion, Compression, Depression, Potts and Colles fractures Treatment		
Day 1: 10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

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Day 2: 45	<p>Day 1: Pictures will be interspersed within explain portion. Students will discuss where the break is located and why it is under its specific classification.</p> <p>Day 2: Students will be in lab groups, students at home will be completing reading guide and will do the lab the next day. They will be classifying each X-ray as complete/incomplete, displaced/nondisplaced, and type (transverse, oblique, etc.). There will be 17 stations set up and the students will be able to see the correct answers at the end of the class period. The answer key is attached at the bottom of the lesson.</p>
10	<p>Review (wrap up and transition to next activity):</p> <p>Day 2: review fractures from day 1 before going into lab.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>clarifying questions with each picture</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>There were only 4 students in class and the rest were online. This made lecture more difficult because there was not as much interaction with questions and stories. I would add more pictures to lecture and ask the students to clarify the X-rays.</p> <p>In lab the in-class students did a great job explaining the X-rays to students at home via breakout rooms on zoom. This made the students explain the information in more detail and generated more conversation.</p>	

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| <ol style="list-style-type: none"> 1. complete, displaced, oblique 2. complete, nondisplaced, oblique 3. complete, displaced, comminuted 4. complete, displaced, transverse (not the best x-ray) 5. completed, displaced, oblique 6. complete, displaced, comminuted 7. complete, displaced, comminuted | <ol style="list-style-type: none"> 10. Complete, nondisplaced, oblique 11. Complete, displaced, comminuted 12. Not a break- normal epiphyseal line 13. Complete, displaced, transverse 14. Complete, displaced, oblique 15. Complete, displaced, comminuted 16. Incomplete, nondisplaced, linear |
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8. (nasal bone) complete, displaced, transverse

17. Complete, nondisplaced, transverse

9. incomplete, nondisplaced, linear