

Lesson Plan Template

Grade: High School		Subject: Anatomy	
Materials: Skull		Technology Needed: Computers	
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) TSW be able to identify the bones of the skull and special identifications on each bone. TSW be able to make inferences between different body systems and their connections to one another.			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in their lab groups at respective lab tables.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep: Print out pre/ post assessment questions and upload to course page.		
5-7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Preassessment questions: Name as many bones of the skull as possible. How do the bones stay connected to one another? What is a foramen? After about 5-7 minutes collect their answers and proceed to explain section.		
	Explain: (concepts, procedures, vocabulary, etc.) The students have their checklist in front of them and each lab table has their own skull. Go through each bone and special part on bone. Make sure to pause after each main bone to allow		

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	<p>students time to find on their skull. Students also have a PowerPoint available at their discretion with the bones labeled.</p> <p>Parietal Frontal (glabella, supraorbital foramen, supraorbital margin)</p> <ul style="list-style-type: none"> • Explain that foramen means hole and margin is another word for space/ region <p>Temporal (zygomatic process, external auditory meatus, mastoid process, styloid process) Occipital (external occipital crest) Zygomatic (temporal process, infraorbital foramen) Maxilla and Palatine Vomer Mandible (mandibular condyle, notch, ramus, angle, body, mental foramen, symphysis) Orbital bones: nasal, maxilla, lacrimal, ethmoid, sphenoid, zygomatic Sagittal and coronal sutures Carotid canal, jugular foramen, foramen magnum</p> <ul style="list-style-type: none"> • What does magnum mean? - large <p>May not get through all bones in 1 lesson. Allow students time to ask questions and make their own inferences.</p> <p>Students at home will be on video call in breakout rooms with their lab partners in class.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>This is grouped with explain. Post assessment questions: Name the arch connecting the temporal bone to the zygomatic bone. What is the scientific name for the sinus openings? What is the opening for the ear called? After learning about the skull and the fusion of the bones, discuss why babies have “soft spots” and how that matures into the adult skull.</p>
	<p>Review (wrap up and transition to next activity):</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Pre and post assessment questions in lesson</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>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

After teaching the lesson I think the students had a good understanding of the bones of the skull and the different special identifications on the bones. One way to get the students more practice quizzing themselves and their partners would be to do almost no direct instruction and just let them practice with the skull (they already had a concept check the day before on information from the book).

I did like how the students seemed to have a better understanding of the bones and why some of the special identifications are called specific names, rather than just quizzing for memorization. 3-5 minutes in between allowed students to practice themselves and then come back whole group. I was also able to give the students 10-15 minutes at the end of the class to quiz and review the whole skull.

After reading through the students answers to the pre-assessment and post-assessment questions it is clear majority of students learned the different structures on the bones and could make inferences about how the sutures develop on the skull. Some of the students still need extra reinforcement of the material before the quiz.