Lesson Title: A Body System Readers Theater

Content Area and Grade Level: 4th

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Brief Description of the Lesson/Unit:

The students are writing readers' theater presentations about the body systems. Each group of students is given a body system to research. They are given a rubric to follow in their research.

South Dakota Content Standards:

- Standard numbers and exact wording
  4.L.1.1. Students are able to identify the basic systems (digestive, skeletal, muscular, nervous, respiratory, and circulatory) and major organs.

- Unpacked standards (in student-friendly wording)
  Students can role play the body systems.
1. **What enduring understandings are desired?**

   I want the students to understand what the body systems are and what they do. I want students to know how each organ works together with other organs to form a system. I want the students to understand the importance of the systems to the body.

2. **What essential questions will guide this unit and focus both the teaching and the learning?**

   What organs are in my assigned body system and what do they do.

3. **What key knowledge and skills will students acquire as a result of this unit?**

   The students will understand what organs make up the body systems and the jobs they do.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?**

   Earlier the students learned about invertebrates and vertebrates. They were very interested in animals. I think that fourth graders have a misconception about the complexity of the human body after studying animal systems. I feel that at the fourth grade level my students have little knowledge of the body systems. The students are aware of organs, but have little knowledge of how the organs work together in the body.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):
   
   KWL Charts

2. Performance Tasks:
   
   The students will be assigned a body system. They will work in groups of 4 or more. The students will be given a rubric that explains to them that they are responsible for researching their body system. They will view web quests to research as well as videos and books to collect their research. They are required to write a readers' theater to teach other children about the body system.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):
   
   Their summative assessment will be the readers' theater presentation.

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   
   I will observe their research, and dialogue with each other as they are researching the body systems,

   **Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.**

   As the students are researching their body systems, I will work with them to make sure they have included all the organs in their body system, I will redirect them to research deeper if needed. I will also listen as the read through their readers' theater and redirect them to make their presentation clearer. As we are working on the readers' theaters I will remind the students that younger children (another class) will be watching their performances and that we want them to learn something from the performance. It will be highly important that the viewers of the readers' theater understand what is being taught.

5. Student Self-Assessment:
The students will assess one another's readers' theaters. They will write a small paragraph describing what they learned from each readers' theater they watch.

6. Attach or include specific rubrics being used for this lesson/unit:

A Readers Theater on Body Systems

You will be assigned a group. Each group is responsible for doing one of the body systems
- Circulatory
- Respiratory
- Excretory
- Digestive
- Nervous
- Skeletal
- Muscular

You will need to research the body system that you have. We have learned about these body systems in animals, so use your packet as a resource, use the Internet and library books as well. After you have done your research, you and your group will write a readers theater script explaining the job of your body systems! Use the template to help you construct the script! Suggestion: You can give each organ a role in the play!!

Research (I must be able to see that you researched your system. You need facts!!) 10
Script (The script needs to be written out in complete sentences for each actor!)(I will make copies if you make 1 large script) 10
Performance (I must be able to follow what you are writing about! I am expecting to learn something from your readers theater!!) 10
Props or Puppets (Be Creative!!!!) 10
Total 40
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

   - Researching body systems to model the organs and their jobs in the system
   - Writing scripts will challenge students to write in complete sentence and to express their ideas clearly.
   - Collecting the information they leaned from each presentation and expressing that information in a paragraph.

2. Materials, Supplies, & Resources (technology & print):

   - The students must have prior knowledge of readers' theaters
   - Computers/Internet
   - http://library.thinkquest.org/5777/tour.htm
   - Paper
   - Pencils
   - Art and craft supplies needed for props and costumes
   - The students will use the Internet to research their body system using various websites.
   - They will read various books at various levels about their body systems.
   - The students will watch various video to prepare them to research their body system.
   - Script paper template

3. Classroom Management:

   - I will monitor the productivity of the students in their small groups.
   - Students not participating will be graded accordingly on the final; project grade.
   - Students will also be graded on paragraphs that they write on their reviews of the other presentations. If they are not following along their efforts will be visible in their grade.

4. Support Services and Special Teacher Notes:

   - Mrs. Janet McNayr and Mrs. Jacki Roy will aid in any help I need with special ed students in my class. They help with writing portions in and outside of the regular classroom.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

This is a very differentiated project because of the various books, web sites and videos to aid in the research. The producing of the readers' theaters will also be very different because the students will be designing their own ideas of how to teach the body system they have. Each group will also have a different body system, so that will eliminate the chance of repetition.

2. Differentiated Content:

Students will use the Internet to access different research material.
Different reading materials at different levels will be used to learn about body systems.
Different videos will be presented throughout the research process.
Some of the requirements are teacher led, other ideas will be original to each group of students.

3. Differentiated Product:

All of the readers' theaters will be very different. The students are allowed to design the material they want to teach. Some will have musical additions, others will build models and others will act out physically the jobs of their body systems.