# Overton High School- Station Rotation Lesson Plan

**Subject: Functional Skills: First Aid Teacher: Y.Rossell**

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| Learning Goals / PBO(s) *What will students be able to do after rotating through stations?(Standards based)* | Week of: 09-25-29-23Week of: 10/06/2023 |
| **Students will be able to engage and explore first aid basics in order to** Week of: 09-25-29-23 **1 explain why first aid is important and how first aid can help someone in need**  **2 differentiate between life-threatening and non-life-threatening injuries**  **Week of: 10-02-06-23**  **3 demonstrate basic first-aid procedures used to treat an injured or ill person (Heimlich, splint, etc.)**  **4 Prepare a simple first-aid kit** |  |

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| Opening / Whole Group Instruction *How will you begin the lesson? What information needs to be provided before the students rotate through stations?* |
| The lesson will begin by accessing prior knowledge. Students will be asked to share what they already know about first aid. Students will also take a look at a picture of the inside of an ambulance and discuss major accidents. Before rotating to stations, students will need to be familiar with the vocabulary terms in the annotated PBO, along with other key, lesson related vocabulary words. They will also know the lesson’s guiding question*, “How can first aid help someone in need?”* Student will be given the code to access the activities in the Nearpod lesson. |

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| Stations *(Gradual Release)* | Teacher Led *(I Do)* | Small Group Collaboration *(We Do)* | Tech Infused *(You Do)* |
| **Time at Station** | 15 minutes direct instruction | 15 minutes | 15 minutes |
| **Skill or Knowledge students will learn at this station** | Student will learn/review the PBO lesson vocabulary. | Given select slides to view in the Nearpod. Students will discuss key-terms and play a matching game to reinforce their learning and help them remember definitions. | Students will use designated code to access a self-paced Nearpod, First-Aid: An Overview. They will complete select slides-watching videos and completing activities in (fill in blank, polls, collaboration, etc.) |
| **Description of the activity and assessment plan** | Annotation of the PBO.  Assessment: oral responses; locate definitions on word wall, dictionary.com, etc. | Groups will discuss key-terms and play a matching game to reinforce their learning and help them remember definitions. | Assessment:  Nearpod polls and quizzes  . |
| **Necessary resources** | Vocabulary words form PBO &; pencil, paper; dictionary, dictionary.com | Video link, Nearpod, laptops, pencils, paper, | Nearpod link and access code, laptops, pencils, paper, |
| **Differentiation if applicable** | Read-aloud assistance, use of immersive reader |  |  |

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| Closing / Whole Group *How will you close out the lesson?* |
| Each Groups’ will share out and the group will complete a ticket out the door, providing an answer to the guiding question, *How can first aid help someone in need?”* |

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| Data Collection *What data will be used to identify individual student progress?* |
| **Scores on Bell work, Nearpod Summary Report and homework assignments. Oral responses in whole-group discussions.** |
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| **Resources:**  Nearpod: https://nearpod.com/t/health/4th-grade/first-aid-an-overview-L2171008  Skills for Independent Living Text Book - Chapter 8 |
| **Other Classroom Activities (Functional Skills)**  **I-Ready Enrichment – 45 minutes of ELA and Math**  **Makeup work:** *students receive remediation and complete failed and/or missing assignments - career research, basic math)*  **Practice Money Skills:** *count combinations of coins and bills (at individual, present level of performance)*  **Practice Money Skills:** *practice determining equivalent amounts (at individual, present level of performance)*  **Play “Money” Game:**money games to reinforce money counting skills. |