

Build up Sammy! (7th Grade Science)

Undesirable Behavior Targeted: Students will carry on side conversations during class. During times when I ask for student participation, there will be side conversations happening when one of their peers has the floor to speak.

Expected Behavior: Listen to Understand:

1. Look at the speaker.
2. Listen to the speaker.
3. Think about what is being said.
4. Raise your hand to share.
5. Wait to be called on.
 - a. When called on: First, repeat idea of previous speaker(s). Then, connect idea to the knowledge you wish to share.
 - b. If not called on, continue to listen.
6. Consider ideas different than yours.

Positive Reinforcements:

- **Immediate R+:** Paper animal cells given to students who exhibit 'Listen to understand' by raising their hand to share and waiting to be called on. If not called on, but student continued to listen to those that speak, then they will also receive a cell.
- **Ongoing R+:** 25 cells accumulated by the class, will gain an organ that is a part of that body system.
 - For example: Students who show 'Listen to Understand' behavior will immediately get a cell. At the end of class, cells will be counted. For each 25 earned as a class, they will earn a Brain picture to put on the Build up Sammy Bulletin board. The next time they get 25 cells, then the class receives a spinal cord to put on the Build up Sammy Board.
- **Overall R+: Art Meets the Human Body**
 - Easy Administration of R+:
 - I will have cells pre-printed in my pocket to hand out when students are listening during class. I will do this immediately when I see it happening. At the end of class I will count the cells and write the number collected on the board for the class to see their progress. If an organ is earned and there are any remaining cells, then I will count and write down the balance for credit to the next achievable organ.

Interactive Learning Activity: Art Meets the Human Body: In this activity, students will work in pairs to make paper mache organs related to the organ system that we are covering during class time.

- For example: Once the Lymphatic system is complete on the Build up Sammy board, which includes the bone marrow, spleen, thymus gland, lymph nodes, and tonsils, then the next day will be an 'Art Meets the Human Body' day to create paper mache organs of the Lymphatic system. Each organ system will get it's own day. There will be 9 potential body system art activity days total.

TEKS:

- **7th grade Science:** 12B: identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems.
- **7th grade Math:** 1C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (Students will need to use math ratios to make sure their organs are proportional to the size of the human body they are building.)
- **7th grade ELA:** 12J: use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. (Students will record an introduction to the body systems once they have completed all 9 body systems in their pair group. They will take turns presenting with alternate systems.)

Lesson Overview to Teach Expected Behavior: I will teach the behavior by first reading the expected behaviors. I will then demonstrate it myself by modeling the expected behaviors. As a class, we will practice the expected behaviors together using example narrative dialog prompts which I will call on different volunteers to participate in this role play practice. Example dialog will include phrases which have students repeat part of what the previous speaker(s) said, followed by their connection to knowledge they wish to share. Finally, we will apply the expected behavior plan to our sharing time in class.

Overview to Explain the Purpose and Power of the Plan:

- I will teach my plan after I teach my classroom expectations. I will ask my students why it is important to listen to what others have to say, then I will write their ideas on the board. I will explain how listening quietly and thinking about what is being said allows us to 'Listen to Understand.' This allows us to consider ideas other than our own in order to allow for deeper learning. This in turn shows respect to our peers, builds comradery and therefore comfort to share ideas.
- Next, I will explain that receiving a cell picture means they have been 'Listening to Understand,' by following the expected behaviors and have earned a cell that when combined with other cells collected by the class can be exchanged for an organ picture that will be put immediately on our Build up Sammy Bulletin board. I will explain that once all the organs for an organ system are on Sammy, then the students will have a day to make paper mache organs of that system during class the day after all the organs are earned by the class. I approximate each system to take 2 to 4 days to build. So, it should take approximately 7 weeks to get through all 9 body systems including the activity days.

Provide Options: If students do not want to make paper mache organs as a class, then they can pick between using playdough or candy to model their organ systems. Another option would be to incorporate a science demonstration day where we make demonstrations of the organ systems using various materials to visually represent the mechanical and structural functions of the organ systems.

Materials List:

- **For overall R+:** Pre-printed cells that resemble the cells in that system, cut, and ready to hand out. Pre-printed organs to put on the Build up Sammy Bulletin Board.
- **For paper mache organs:** Newspaper, masking tape, bandage locking strings or Zip-ties, plastic tubing, and paint (different colors).
- **For other option plan:** Play dough, different types of candy, various materials for organ system demonstrations, plastic bottles, straws, balloons, cups, food coloring, and water.