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# Main idea lesson plan pdf

Types & treatments Childhood eczema Adult eczema Insider secrets What is rosacea Treatment Skin care & triggers Insider secrets Coronavirus Resource Center The AAD's Coronavirus Resource Center will help you find information about how you can continue to care for your skin, hair, and nails. How to care for your skin if you have lupus To help care for your skin during the coronavirus pandemic and beyond, the AAD recommends these tips from board-certified dermatologists. Basic skin care Dry, oily skin Hair removal Tattoos and piercings Anti-aging skin care For your face For your skin routine Bites & stings Burns, cuts, & other wounds Itch relief Poison ivy, oak & sumac Rashes Nail care basics Pedicures & manicures Itchy scalp? These dermatologists' tips can bring relief. Poison ivy alert You can get a rash from poison ivy any time of the year. If you think you've touched a plant, acting quickly may prevent a rash. Laser hair removal You can expect permanent results in all but one area. Do you know which one? Scar treatment If you want to diminish a noticeable scar, know these 10 things before having laser treatment. Botox It can smooth out deep wrinkles and lines, but the results aren't permanent. Here's how long botox tends to last. Childhood conditions Teach healthy habits Kids' camp Lesson plans Surviving acne Having acne can feel devastating for a teenager. Here are 5 things you can do to help your teen. Prevent hand-foot-mouth disease It's contagious, but you can reduce your child's risk of catching it. Find out what helps. Scabies? Treat everyone! If your child develops scabies, everyone in your household will need treatment. Follow this advice to treat everyone safely and effectively. Skin Cancer, Take a Hike!™ Together, we're raising funds to reduce the incidence and mortality rates of skin cancer. Join the AAD virtually as we hike across the country. Kids' camp - Camp Discovery A chronic skin condition can make attending summer camp unrealistic for some children. Camp Discovery changes that. Find a Dermatologist You can search by location, condition, and procedure to find the dermatologist that's right for you. Your safety Here's what dermatologists are doing to keep you safe during the coronavirus pandemic. Welcome to the American Academy of Dermatology's youth education campaign, Good Skin Knowledge. The goal is to teach young people the facts about common skin, hair, and nail conditions. Misunderstanding can lead to teasing and bullying, which is associated with anxiety and depression. These lesson plans and accompanying handouts are designed to be easily implemented in a variety of settings for the two age groups of 8-10 year olds and 11-13 year olds.Each subject area has various subtopics from which to choose, with a lesson plan and coordinated activity. Contact us to learn how Girl Scouts, Boys and Girls clubs, youth groups, after school programs, and more can use these fun, easy-to-use lesson plans about skin health! Yes, I'm interested Good Skin Knowledge lesson plan library All content solely developed by the American Academy of Dermatology The American Academy of Dermatology gratefully acknowledges the support from Dermstore. Advertisement Getting students to talk about the differences between the past and present is a great way to get students using a variety of tenses and cementing their understanding of the differences and time relationships between the past simple, present perfect (continuous), and present simple tenses. This exercise is quite easy for students to understand and helps to get students thinking in the right direction before beginning the task. Aim: Conversation lesson focusing on the use of the past simple, present perfect, and present simple tenses Activity: Drawing diagrams as a support for conversation in pairs Level: Intermediate to advanced Outline: Give students the example above or draw a similar example on the board. Read through the example sentences showing the relationship between the two circles ('life then' and 'life now'). Ask students why you used the various tenses (i.e. past simple, present perfect (continuous), and present simple (continuous). Have students draw two circles. Each circle should have 'me' at the center with a universe of friends, hobbies, relationships, etc. surrounding. One circle is drawn for the past and one drawn for 'life now'. Students break up into pairs and explain their diagrams to each other. Walk around the room and listen to the discussions, take notes on the most common mistakes made. As a follow-up, go through the most common mistakes made by the students to focus on the problems they are still having with certain tenses (i.e. using the present perfect instead of past simple for definite past). Look at the two circles describing 'life then' and 'life now'. Read the sentences below describing how the person's life has changed. For example: In 1994, I lived in New York. Since then, I have moved to Livorno where I have been living for the past five years. In 1994, I had been married to Barbara for four years. Since then, we have had our daughter Katherine. Katherine is three years old. Barbara and I have been married for ten years. I used to play squash twice a week when I lived in New York. Now I play tennis twice a week. I have been playing tennis for over a year. My best friends were Marek and Franco in New York. Now my best friend is Corrado. I loved going to the opera in New York. Now, I love going to museums around Tuscany. I worked at the New York Association for New Americans for two years in New York. Now I work at the British School. I have been working there for over four years. Draw two circles of your own. One describing life a few years ago and one describing life now. Once you have finished, find a partner and describe how your life has changed over the past few years. Students will estimate lengths of everyday objects and will use the vocabulary "inches", "feet", "centimeters" and "meters" Class: Second Grade Duration: One class period of 45 minutes Materials: Rulers Meter sticks Chart paper Key Vocabulary: estimate, length, long, inch, foot/feet, centimeter, meter Objectives: Students will use correct vocabulary when estimating lengths of objects. Standards Met: 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. Bring in differently sized shoes (you may borrow a shoe or two from a colleague for the purposes of this introduction if you wish!) and ask students which they think will fit your foot. You can try them on for humor's sake, or tell them that they are going to be estimating in class today - whose shoe is whose? This introduction can also be done with any other article of clothing, obviously. Have students select 10 ordinary classroom or playground objects for the class to measure. Write these objects on the chart paper or on the board. Make sure to leave plenty of space after the name of each object, because you will be recording the information the students give you. Begin by demonstrating how to estimate with the ruler and meter stick. Choose one object and discuss with students - is this going to be longer than the ruler? Much longer? Would this be closer to two rulers? Or is it shorter? As you think aloud, have them suggest answers to your questions. Record your estimation, then have students check your answer. This is a good time to remind them about estimation, and how getting close to the exact answer is our goal. We do not need to be "right" every single time. What we want is an approximation, not the real answer. Estimation is something they'll be using in their daily lives (at the grocery store, etc.) so do highlight the importance of this skill to them. Have a student model an estimation of the second object. For this part of the lesson, choose a student who you think may be able to think aloud in a way similar to your modeling in the previous step. Lead them to describe how they got their answer to the class. After they have finished, write the estimate on the board and have another student or two check their answer for appropriateness. In pairs or small groups, students should finish estimating the chart of objects. Record their answers on chart paper. Discuss the estimates to see if they are appropriate. These don't need to be correct, they just need to make sense. (For example, 100 meters isn't an appropriate estimate for the length of their pencil.) Then have students measure their classroom objects and see how close they came to their estimates. In closing, discuss with the class when they might need to use estimation in their lives. Make sure to tell them when you make estimates in your personal and professional life. An interesting experiment is to take this lesson home and do it with a sibling or parent. Students can choose five items in their houses and estimate their length. Compare the estimates with those of family members. Continue to put estimation in your daily or weekly routine. Take notes on students who are struggling with appropriate estimates. The multiple uses of the verb "have" can be confusing at times for students. This lesson provides a variety of exercises to help students learn the subtle differences between the use of "have" as a helping verb, as the main verb, as a modal with "have to," as a possessive with "have got", as well as when used as a causative verb. Ideally, students know a wide range of these uses, so the lesson is aimed at intermediate to high intermediate level classes. If you're teaching a lower level class, it's best to leave out a few uses of have such as the causative and "had had" in the past perfect. Aim: Help students recognize the wide range of uses for the verb "have." Activity: Classroom discussion followed by identification activity Level: Upper-intermediate Start a conversation with the class by using some questions with 'have' such as: Have you had a good day? Do you have to come to school every day? Have you ever had your car washed? Do you have any brothers and sisters? Once you've had a short round of question and answer, ask students to repeat back some of the questions you've asked. Write the various questions up on the board. Ask students what the difference in usage of the verb "have" can be found in each question. Provide a further explanation for the various forms of "have" as questions arise. Pass out the activity on "have" usage provided below. Ask students to identify each use of "have" based on the key included with the worksheet. Once students finish, have them pair up and check their answers. Have students explain their choices to each other in the case of disagreement. Correct worksheet as a class. Use "have" as a helping verb in perfect tenses and perfect continuous tenses. These include: Present Perfect: She has lived in Canada for ten years. Present Perfect Continuous: They've been working for more than ten hours. Past Perfect: Jennifer had already eaten by the time Peter arrived. Past Perfect Continuous: They had been waiting for two hours by the time the concert began. Future Perfect: I will have finished the report by Friday. Future Perfect Continuous: My friends will have been studying for ten hours straight by the time he takes the test. Use "have" for possession. I have two cars. Omar has two brothers and three sisters. Use "have got" for possession. This form is more common in the UK. He has got a house in Miami. They've bot two children. Use "have" as the main verb to expression actions such as "have a bath," "have a good time" "have breakfast/lunch/dinner." We had a great time last week. Let's have breakfast soon. Use "have" as a causative verb to express that you ask someone else to do something for you. We had our house painted last week. The children are going to have their teeth examined next week. Use "have to" as a modal verb to express an obligation, often to express a work routine: I have to drive to work every morning. She has to wear a uniform to work. Use the following letters to explain the use of "have" in each of the sentences. Be careful! Some of the sentences use "have" twice, identify each of the uses. "Have" as helping verb = HH "Have" as possession = HP "Have" as main action = HA "Have" as a causative verb = HC "Have" as modal = HM Did you have to work late last week? He's had enough time to finish the report. I think you should have your car washed. Have you got any friends in Dallas? I hadn't read the report he asked me about. They had a great time at the party. My sister had the party catered by her favorite restaurant. I'm afraid I have to go. She doesn't have enough experience for the position. I think I'll have a bath as soon as I get home. HM HH / HA HC HH HA HC HM HP HA Including movies in your lessons can help enhance learning and increase student interest while providing direct instruction on the topic. Although there are pros and cons to including movies in lesson plans, you can ensure that the movies you choose have the learning impact you desire. If you are unable to show an entire film because of time constraints or school guidelines, you may want to select specific scenes or clips to share with your students. To increase understanding of particularly complex dialogue, use the closed caption feature when showing the film. A variety of effective ways will allow you to include movies in your classroom lessons that will reinforce learning objectives. Caiaimage / Chris Ryan / Getty Images If you plan to show movies regularly in class, consider creating a generic worksheet that you can use for all the movies you show over the course of the year. Include a list of issues and questions that are relevant to all movies, including: What is the setting of the movie? Who is (are) the protagonist(s)? Who is the antagonist? Give a brief summary of the movie. What are your impressions of the movie? How does the movie relate to what we are studying in class? What are some film techniques that the director uses to enhance the message? Movie score or soundtrack Lighting Sound Camera point of view PhotoAlto / Frederic Cirou / Getty Images If there is a particular movie that fits well in your lesson plan, create a worksheet specific to that film. Watch the movie yourself in advance to determine the sequence of events you want your students to observe as they watch. Include general information, such as the title of the film and the director, as well as specific questions that the students should answer as they watch the movie. To ensure that students are noting the most important aspects of the movie, pause the film occasionally to allow them time to fill in their answers. Include space on the worksheet for open-ended questions about major plot points in the film. David Schaffer / Getty Images It is important that students learn how to take notes effectively. Before instructing your students to take notes during a film, teach them proper note-taking skills. The underlying benefit of taking notes during the movie is that students will pay attention to details as they decide what is important enough to include in their notes. By writing down their thoughts as they view the film, they are more likely to have responses that they can share later during class discussions. Klaus Vedfelt / Getty Images A cause-and-effect worksheet asks students to analyze specific plot points in the movie. You might start them off with an example, providing them with the cause, and then explain how that impacted the story, also called the effect. A basic cause-and-effect worksheet might start with an event and then include a blank space where the students can fill in the effect of that event A cause-and-effect worksheet on the film "The Grapes of Wrath" might start with a description of the drought in Oklahoma: "Event: A terrible drought has hit Oklahoma. Because of this event, (x and y happened)." Hero Images / Getty Images With this lesson plan idea, you stop the movie at key points so that students can respond as a class to questions posted on the board. As an alternative, you may choose not to prepare questions in advance but rather to allow the discussion to unfold organically. By stopping the movie to discuss it, you can take advantage of teachable moments that arise in the film. You can also point out historical inaccuracies in the movie. To assess whether this method is effective for your class, keep track of the students who participate in each discussion. Mayur Kakade / Getty Images Another way to see how much your students are learning from a film is to have them write a movie review. Before the movie begins, go over the elements of a great movie review. Remind students that a movie review should include a description of the movie without spoiling the ending. Share a selection of well-written movie reviews with the class. To ensure that students include pertinent information, provide them with a list of the specific elements you expect to see. You might also show them the grading rubric that you plan to use as another way of indicating what their final review should include. Tara Moore / Getty Images One way to have students better understand a scene in a piece of literature is to show different film adaptations of the same work. For example, there are multiple film adaptations of the novel "Frankenstein." Ask students about the director's interpretation of the text or whether the content of the book is accurately represented in the movie. If you are showing different versions of a scene, such as a scene from one of Shakespeare's plays, you can deepen student understanding by having them note the different interpretations and offer explanations for those differences.