**Lesson Planning Form for Differentiating Instruction — Calvin College Education Program**

Teacher Kelsey Stark

Date March 2013 Subject/ Topic/ Theme \_Healthy Habits: Get Active\_\_\_\_\_\_\_\_ Grade \_\_2nd Grade\_

|  |  |  |  |
| --- | --- | --- | --- |
| **I. Objectives** | | | |
| **How does this lesson tie in to the unit plan?**  This is the third and final topic in the unit plan "healthy habits." This lesson will teach students why exercise is important to a person's overall health, teach them different types of exercise, and challenge them to get more active in their daily lives. This lesson will emphasize why exercise enables our bodies to be "temples of the holy spirit" (based off of 1 Corinthians 6:19-20.) | | | |
| **Learners will be able to:** | Cognitive-  K C A A S E\* | Psychomotor | affective |
| * describe how the heart functions as a muscle, carrying red blood cells with oxygen to the whole body. * explain the differences between aerobic exercise, anaerobic exercise, and stretching * describe some of the benefits of exercise * participate in examples of exercise and physical activity during class activities * list different examples of exercise, or physical activity * argue why daily exercise is important if we are "temple of the holy spirit" (1 Corinthians 6:19-20). * decide whether or not to integrate what they have learned about exercise into their own lives by participating in the "daily challenge." | X  X  X  X | X  X | X |

|  |  |
| --- | --- |
| **II. Before you start** | |
| **Identify prerequisite knowledge and skills.** | Students should be able to understand the names and actions associated with particular physical activities (running, sit ups, stretching, etc.)  Students should have the physical ability required in aerobic exercise, anaerobic exercise, and stretching.  Students should be able to write in complete sentences using correct grammar.  Students should have a basic understanding of the Holy Spirit and 1 Corinthians 6:19-20. |
| **Outline assessment activities** | Diagnostic assessment takes place during this lesson's opening activity. The teacher will be able to understand, through the questions he or she asks students, whether or not the student is able to define exercise as physical activity. The teacher may also be given insight into whether the students participate in similar physical activities on a daily basis.  Formative assessment takes place in this lesson during class discussion, and verbal review breaks with the teacher. It is during these two times that the teacher will decide if the students are grasping the material or if more needs to be explained.  Summative assessment will take place during this lesson when the students turn in their "healthy habits badge." The badge will help the teacher understand how much the students took away from the lesson, and the amount they learned about the different components and benefits of exercise. |
| **Identify learners (individuals or groups) in your class who will need special attention and describe the level of support and/or challenge you plan on giving them.** | For students who have physical disabilities this lesson will be more difficult for them to participate in. For each of the different types of exercise (aerobic, anaerobic, and stretching) the teacher should ask a family member or guardian how that student receives those forms of exercise daily. The teacher should encourage, or mention to the child, those particular movements when that form of exercise is mentioned. The teacher could also make sure the student is a volunteer, or is more active during parts of the lesson that do not require physical ability.  Students that have difficulty with language, and therefore writing, should be given extra help when they are asked to write on their badges. Extra time could be given to these students to complete the badge as well.  Students who are ELL's should be given the definitions of difficult words (anaerobic, aerobic, and stretching) in their original language if necessary. |
| **Materials-what materials (books, handouts, etc) do you need for this lesson and are they ready to use?** | "Daily Challenge" worksheet (one for each student.) \*Included in unit plan.  The student's healthy heroes badges (from the previous lessons.)  White "Temples of the Holy Spirit." poster (from previous lessons.)  Heart cut out of poster board that has a string on it, so it can be hung from a student's neck.  A stack of sticky notes |
| **How will your classroom be set up for this lesson?** | The desks in the class will need to be pushed to the outer edge for this activity, so space is available in the main floor area. Another option would be to use the school's gym, if it is available. |

|  |  |  |
| --- | --- | --- |
| III. The Plan | | |
| Time | Components | **Describe teacher activities and student activities for each component of the lesson.** |
|  | **Motivation**  **Development** | To open this lesson the teacher will tell the students to stand up if they often do the activities that she names. The teacher will then say things like soccer, baseball, jumping rope, gymnastics, and other physical activities. He or she will keep naming things until each person in the classroom is standing. The teacher will then ask the students what all of the actions he or she named had in common. (If the students mention movement or exercise be sure to emphasize those answers.) Lastly, the teacher should ask the students how often they do the activities she listed, is it just every once in a while or is it everyday.  The teacher should explain that the topic they will explore in class that day is exercise! The teacher will then have the students stand up, telling them that they need to "warm-up." The teacher will then have the students participate in a variety of aerobic activities. Listed below are a few of the activities that could be given to the students. You could change the activity in 30 second to one-minute intervals depending upon preference.  -Jumping rope  -Running (in place or in circles depending upon space.)  -Jumping jacks  -Hop on one foot  -Hopscotch  Next the teacher will tell the students to sit down. The teacher should then ask individual students how they feel, or if they need more direction, what is happening with their breathing or heart that was different than before. The teacher should try to emphasize changes in breathing, heart rate, tiredness, and sweating.  The teacher will then explain that the type of activity there were doing was aerobic exercise. The teacher should ask the students what other "tiny" word they hear at the beginning of "aerobic." The teacher should annunciate and emphasize the word in such a way that students will be able to answer "air." The teacher will then explain that the word aerobic means "with air." He or she should then ask the students if the type of activities they were doing required them to breathe more. The students will likely answer yes, because they will probably still feel out of breath from the activities, which required lots of air. The teacher should then ask the students why they think these activities require more air. The teacher should take a few answers from students. |
|  |  |
|  |  | The teacher should then ask for a volunteer. The volunteer will be given a giant cut out poster board of a heart, with a string to hang it around his or her neck. The student will be asked to wear the heart while they stand quietly at the front while the teacher speaks. The teacher will then explain that the heart is actually a muscle. At this point the teacher will ask the student to flex for the class. Then the teacher will ask for another volunteer. This volunteer will be told to stand very still next to the heart. The teacher will then explain that the class is going to pretend that the "heart" is the second volunteer's actual heart inside his chest. The teacher could get out a magnifying class and explain that it is what we would see if we looked into the second volunteer's chest directly at their heart. Then the teacher will explain that the heart needs to be strong and muscular because it has an extremely important task, it carries blood cells to every area of the body. At this point the teacher will give the heart red or pink sticky notes to act as red blood cells. The heart will then be asked to place the stack of sticky notes all over volunteer 2, head to toe. The teacher should tell the heart to keep going while he or she explains further, telling students that this process happens all day, when you are awake, sleeping, or eating! The heart delivers red blood cells to every inch of the body all day long! The teacher will then explain to the students that inside the red blood cells are important things for the body, in particular something called oxygen. The teacher should explain to the students that oxygen is extremely important for the body's muscles. The harder the muscles work, the more oxygen they need.  The teacher will then ask the volunteers to sit down. He or she will then ask students questions about the heart to check their understanding, such as "what is the heart?" (a muscle), what does it carry to different areas of the body?" (red blood cells), "what are in these red blood cells" (oxygen or air), and "what parts of our body needs oxygen?" (muscles.) The teacher should then ask the students if their muscles are working harder or less hard during exercise, such as what they did earlier in the lesson. The students should answer harder. The teacher should then ask the students what their muscles would need more of if they were working harder. The students should answer oxygen. The teacher should then put the two pieces together telling students that during aerobic exercise their muscles are working harder, which means they are using more oxygen. The teacher should then explain to students that this is why they were breathing harder after they did the aerobic activity, because their muscles needed more oxygen given to them by the heart. This is also why their heart was beating faster, because it was working at a faster pace to try and hand out all of the red blood cells. When the heart beats faster it makes the heart even stronger. The teacher should ask the heart volunteer to stand up and flex even bigger than the last time! Then the teacher should explain that exercise is important because it strengthens the heart muscle. The teacher should ask the students to hold out their fist, explaining that this is their heart muscle before aerobic exercise. The teacher should then ask the students to put their two fists together, next to each other (the teacher can model this,) and that this is what your heart muscle looks like when you do aerobic activity often. Your heart gets bigger muscles!  Next, the teacher will have students stand up and do a variety of anaerobic activities. The teacher should have the students do this for about 4-5 minutes, switching the activity every minute or so. Examples of anaerobic activities are below.  -Push ups  -Curl ups  -Doing bicep curls with their heaviest book  The teacher should then have the students sit down and ask the students how their muscles feel. The students will likely answer tired or hurting. The teacher will then explain that doing the same movement over and over again that targets one muscles area helps make that muscle strong! Go through the above activities the students were doing and ask them which muscles they think were being strengthened. (push up's would be arm muscles or triceps, curl ups would be core or stomach muscles, curls with their heaviest book would also be arm muscles or biceps.)  The teacher should explain that this is called anaerobic exercise. The teacher should describe that the word "air" is still heard within the word, it just isn't the first thing we hear (say both anaerobic and aerobic to help them hear the difference.) The teacher should then ask the students which exercises made them lose their breath more the most recent ones or the ones they did ten minutes ago. Likely they will answer the ones they did ten minutes ago. The teacher should explain that during anaerobic exercise the muscles need less oxygen than during aerobic. Therefore, to help students remember the difference tell them to remember that when we say "aerobic" exercise we hear the word "air" right away, because the muscles need lots of oxygen. When we say the word "anaerobic" we hear the word "air" later on because less air is needed.  The teacher should then quiz the class verbally, giving them various exercises and having the class determine if they are aerobic or anaerobic. (Having the class write down their answers then raise their hands to vote may provide a better representation of how many students understand.) The teacher during this time should emphasize to students that aerobic exercise is when we do something so fast that we run out of breath or need air. Anaerobic exercise is when a person does an action over and over, to strengthen muscles. This action normally doesn't make you as out of breath, or requires less air. The teacher should decide when to move on with the lesson based on the class's level of understanding.  Lastly, the teacher will lead the students in some basic stretches for about 4-5minutes. The teacher should have the students stretch their legs, arms, and try to touch their toes. The teacher will then tell the students to sit down. The teacher will ask the students how they feel (answers such as loose, relaxed, or stretched out are appropriate.) The teacher should then explain that exercise makes you more flexible. The teacher should explain that when you stretch your muscles it means that you are able to do certain activities without tightness or pain. The teacher should then use a rubber band as a model for this, explaining to students that when it is stretched out it is what their muscles look like during a stretch, and vice versa when it is not stretched. The teacher should then ask students if their gym teacher or couch has them stretch before doing certain activities. They will most likely answer yes. Ask the students why they think that is. At this point you can explain to students that if you start doing an activity like running too quickly, without stretching first you can hurt your muscles. The teacher can then use the rubber band model again, showing that when they do an activity too quickly it could tear their muscles, just like when you pull a rubber band too quickly it breaks. The teacher should explain that students could prevent muscles tears and injuries by stretching everyday and doing regular aerobic exercise to loosen up their muscles.  The teacher should then review with the class, asking them what the three different types of exercise were that they discussed (aerobic, anaerobic, and stretching.) The teacher should then ask the students what some of the benefits of exercise are (strengthened heart, strengthened muscles, more flexible, stretching prevents tears in muscles.) The teacher could also suggest that exercise helps us keep a healthy weight, along with the right proportions of food, and that it is fun as well as makes us feel good.  Next, the teacher should get out the "Temples of the Holy Spirit..." poster from the previous day. He or she should write an "exercise" heading underneath the previous day's section on nutrition. The teacher should then have the students in the class see if they can remember the verse 1 Corinthians 6:19-20. The teacher can write the portions that the students remember on the board, seeing if they can piece it all together through teamwork. The teacher will then read the verses from the bible. The teacher should then ask the students why they think exercise is important if they are to keep their bodies temples for the Holy Spirit. As students come up with ideas, have volunteers write down the reasons suggested onto the last portion of the "Temples of the Holy Spirit: 1 Corinthians 6:19-20" poster. The teacher should make sure that by the end of the discussion students understand that exercise helps strengthen our bodies, makes us feel good, helps build the muscles in our heart, and that stretching could help prevent injury to our bodies. Keeping our heart and bodies strong is important to the overall health of our body (or "temple") and helps strengthen us for any task the Holy Spirit leads us to do. The teacher should then hang this poster somewhere on the wall to remind students of the unit and the 1st Corinthians theme.  During the last portion of the lesson the teacher will once again introduce the "daily challenge." It is at this time that the teacher should tell the class the results from their previous day's challenge and fill the thermometer poster up to that point. Then, the teacher will pass out day three's daily challenge take home sheet. The teacher will explain that the challenge is to get one hour of exercise over the next day (recess and gym do not count.) The student will also need to write what type of exercise it was (aerobic, anaerobic, or stretching.) The teacher should then tell the students to bring the sheet back the next day to earn points for the class.  To conclude the lesson the students will each be passed out their healthy habits badge from the previous day. The teacher will explain that just like the day before they will be writing three complete sentences about what they learned that day onto the "exercise" portion of the badge. The teacher should then have the students turn in the badges, which will be graded using the rubric attached in this unit plan.  The teacher will also explain that the next day in class everyone will get to wear their badges and count up their final points on the thermometer to see if they met the challenge. The students will then have time to color and decorate their badge in class, making sure the sentences can still be read. |
|  |  |
|  |  |
|  | **Closure** |
|  |  |
| **Your reflection about the lesson including ideas for improvement for next time.** (Write this after teaching the lesson, if you had a chance to teach it. If you did not teach this lesson, focus on the process of preparing the lesson.) | | |