

Topic, Subject, Class, Date: Cooperative Games and Heart Health	
Planning Step 1: Lesson Curriculum: What are the Learning Goals for this lesson?	
<p>Lesson Standards Always include a writing standard.</p>	<p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <ul style="list-style-type: none"> • Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular endurance & muscular endurance) • Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness. <p>W.9-10.2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
<p>Students Will Be Able To... (Do)</p> <ul style="list-style-type: none"> • Skills from standards including thinking (cognitive verbs). • This is not activities. • One or more goals should be Higher Order Thinking (Levels of Learning 3 or 4), and/or Reading Comprehension. • Sequence these goals in the order in which they should be learned. 	<ul style="list-style-type: none"> • Predict which position in Scooter basketball will benefit their heart the most • Evaluate the effectiveness of a cooperative game on their heart rate • Deduce their pulse rate readings to regulate their level of activity
<p>Students Will Know Knowledge from standards such as vocabulary, facts, formulas.</p>	<ul style="list-style-type: none"> • Manipulative and stability basketball skills • Process for taking a pulse reading using the Carotid Artery • Process for interpreting heart rate readings
<p>Lesson Essential Question</p> <ul style="list-style-type: none"> • A question that communicates the Learning Goals. • Reflect the Higher Order Thinking and/or Reading Comprehension Learning Goal(s). 	<p>What connections can be made between fun, cooperative games and heart health?</p>
Planning Step 3: Lesson Instruction: How will students learn?	
<p>Activating Strategy</p> <ul style="list-style-type: none"> • Plan this after you plan your Learning Activities. • How will you introduce the Lesson Essential Question? • How will you draw attention to important vocabulary in the Lesson Essential Question? • How will you build/link background knowledge? • What prerequisite content might students need to know before the lesson? • Which key vocabulary from the Learning Goals needs to be explicitly taught? • Are there other vocabulary words that you think need to be taught? • Which vocabulary strategy will you use? 	<p>Students will use collaborative pairing to incorporate the day's vocabulary in a movement activity called Scooter Push. Each student will receive a colored coded index card with a "sport" on it. They will then proceed to the dividing wall and meet their collaborative pair at their assigned "sport". Each student will put on a colored pin (orange/green) that matches the color of their index card...preparing them for later grouping; and discuss with their pair (someone on the opposite team) a "fist full" of safety facts about riding scooters. Scooter Push will focus on Core Balance & Stabilizer Muscles, as well as being "Safe and in Control".</p>

- Previewing:
 - Advance Organizer
 - Prerequisite Content
 - Vocabulary

Key Vocabulary (for explicit instruction):

- Core Balance
- Carotid Artery
- Stabilizer Muscles
- Pulse

Vocabulary Strategy:

Students will reflect on the previous 2-3 days day’s lessons, and use it as a springboard to gain an understanding of the key vocabulary words kinesthetically. They will “feel” where their core balance comes from, and when their stabilizer muscles are engaged, while they push each other on the scooters...1st with legs out and feet off ground, 2nd using legs to push while sitting backwards. Before changing places with partner, green will use “4-word summary” to summarize facts on Core Balance...orange will add 1 additional; & orange will use “4 word summary” Stabilizer Muscles...green will add 1 additional. Together they will find each other’s pulse by using the Carotid Artery.

Previewing (what, who, when):

Students will travel through 3 stations...each one targeting a key vocabulary word that will be introduced in our next lesson. In each station, there will be visuals made available for the students to reference. In station 1 & 2, visuals will contain pictures of exercises they can do that target the specific areas of the body that I would like them to identify...for example- for Core Balance (station #1), I would have pictures of Yoga poses, Pilates moves, and Physio-ball moves for the students to try...and for Stabilizer Muscles (station #2), I would have pictures of squats, Table Top pose, & Tree pose for the students to try. At these stations, the students will find an anatomy sheet of the specific areas...not the whole body –abdominal region & quadriceps region - frontal view only- (graphic organizer) & highlighters- along with directions to highlight where they feel - station #1 exercises in blue, and station #2 exercises in yellow. In station #3, the focus will be on “hearing” what a heart sounds like and “feeling” a pulse. Station directions will have the students using a stethoscope to hear what their heart sounds like, while using a hand motion to represent the “beat” their heart is making. In addition to hearing their heart, students will be instructed to “look up, take pointer & middle finger and touch your neck, keep moving fingers around till you feel your neck “throbbing” - sort of like how your heart was beating.” This “throbbing” is called your pulse. Within this activity, students will perform a specific movement task that raises their heart rate, therefore, making identifying their pulse easier. A poster of a young child taking their pulse will be available as a visual.

<p>Graphic Organizer</p> <ul style="list-style-type: none"> • How will students store and organize information as they learn during this lesson? • Base the organizer on the Higher Order Thinking or Reading Comprehension in the <i>Will Be Able To... (Do)</i> Learning Goals. • Determine how the organizer will be previewed for struggling students. • Determine how the organizer will be scaffolded for struggling students. 	<p>Prediction of Pulse Readings Graphic Organizers</p> <p>Previewing (what, who, when):</p> <p>Scaffolding (what, who, when):</p>
<p>Learning Activity 1 The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <ul style="list-style-type: none"> • Predict which position in Scooter basketball will benefit their heart the most <p>Consider:</p> <ul style="list-style-type: none"> • Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity) • Content students need to learn • Chunk activity: <ul style="list-style-type: none"> ○ Several opportunities for thinking, talking, writing to learn ○ Distributed summarizing and/or practice ○ Questions to ask ○ Higher Order Thinking and/or Reading Comprehension Questions to ask • Active engagement: <ul style="list-style-type: none"> ○ Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc. ○ Variety ○ Movement • Previewing prerequisite knowledge/skills • Scaffolding content and process 	<p>Students return to the “wall” and make a prediction on their graphic organizer as to what position on the scooter basketball court do they think will benefit their heart the most (sideline runner, bucket person, scorekeeper, scooter person) and why? Players will then divide into 2 teams, based on the color of their pin.</p> <p>Scooter basketball will begin, and players will be forced to “change places” frequently as a means of increasing heart rates & cooperative skills. Each team has only 5 seconds for every player to “change places” by going to another position on the court. FIRST TEAM READY EARNS A COOPERATIVE bonus point! Each position has specific jobs and vary in the amount of intensity required for that position.</p> <p>Pulse Reading #1...activity will stop, students will locate their Carotid Artery by looking up...and will give me a thumbs-up when located...students will count their Pulse for 6 seconds. A second reading will take place for those who needed additional time to locate their pulse (struggles). Pulse readings will be recorded on their graphic organizer.</p> <p>Previewing (what, who, when):</p> <p>Scaffolding (what, who, when):</p>

<p>Assessment Prompt for Learning Activity 1</p> <ul style="list-style-type: none"> • Formative assessment of the Learning Goal(s). • Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal. 	<p>Quick Write: Revisit predictions from beginning of Learning Activity. Revise your ideas based on your new understanding of what type of action is necessary to get into the target heart rate zone.</p>
<p>Learning Activity 2 The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of a cooperative game on their heart rate • Deduce their pulse rate readings to regulate their level of activity <p>Consider:</p> <ul style="list-style-type: none"> • Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity) • Content students need to learn • Chunk activity: <ul style="list-style-type: none"> ○ Several opportunities for thinking, talking, writing to learn ○ Distributed summarizing and/or practice ○ Questions to ask ○ Higher Order Thinking and/or Reading Comprehension Questions to ask • Active engagement: <ul style="list-style-type: none"> ○ Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc. ○ Variety ○ Movement • Previewing prerequisite knowledge/skills • Scaffolding content and process 	<p>Game will continue...frequent “changing places” will be called...creating opportunities for players to earn cooperative bonus points and to get in their target heart rate zones. Activity will stop for pulse reading #2.</p> <p>Further explain how to evaluate heart rate by providing practice through additional examples. Focus on what to do if too high/too low in next round of game. Ex. Too low as scoreboard position – do jumping jacks while keeping score / Too high as sideline runner = play the bucket person position.</p> <p>Previewing (what, who, when):</p> <p>Scaffolding (what, who, when): Record their “count” on their graphic organizer. Refer to charts for ideas of what to do if too high/too low.</p>
<p>Assessment Prompt for Learning Activity 2</p> <ul style="list-style-type: none"> • Formative assessment of the Learning Goal(s). • Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal. 	<p>2 Minute Debate: Partners will refer to the Target Heart Rate chart to discover if they are working in their Target Zones and discuss how to make changes if needed. Pairs will make small groups of 4-6 to debate the best ways to make changes if not in “Zone” too high/too low.</p>
<p>+Add 1-2 additional Learning Activities if needed</p>	

Planning Step 2: Lesson Assessment: How will students demonstrate understanding of the Learning Goals for this lesson?

Assignment

- Plan this before planning Lesson Instruction.
- How will students demonstrate their knowledge of the *Will Know* Learning Goals and the skills in the *Will Be Able To... (Do)* Learning Goals (especially the Higher Order Thinking and/or Reading Comprehension)?
- How will the Assignment be differentiated for support and challenge?
- Which students receive differentiation?

Students will meet with their collaborative pair to revisit the Essential Question using a 30 second **Elevator Speech**. Orange will be the owner of a Cooperative Games Store. Green has just left the doctor's office with specific instructions to increase their cardiovascular fitness. Orange must convince green that playing fun, cooperative games, positively enhances Heart Health. Green must decide if they will buy a game from the store owner, and be able to provide evidence that supports their decision. Students will then independently write a response to the Lesson Essential Question ...what connections can be made between fun, cooperative games and heart health?

Differentiated Assignment for Struggling Students:

Content: Provide a word bank (causes and benefits)
Speech: Provide a writing frame to help connect ideas

Differentiated Assignment with More Challenge:

Students structure their speeches by ranking their reasons and then presenting them in order, ending with their strongest one.

Remediation:

Students will be required to write a letter to explaining how humans can draw parallels between fun, cooperative games and heart health.

Their letter must contain the following:

- The steps in the process for taking one's pulse
- Description of what the numbers mean...interpretation of the data
- Minimum of 3 parallels between fun, cooperative games and Heart Health
- A S.M.A.R.T. goal specifically detailing a fitness plan someone can use to increase cardiovascular endurance