

2nd Grade Heart Rate Lesson Plan

Guiding Objectives	
Focus Physical Education Standards:	<p>4.8 Compare and contrast changes in heart rate before, during and after physical activity.</p> <p>3.2 Participate three to four times per week, for increasing periods of time in moderate to vigorous physical activities that increase breathing and heart rate.</p>
Common Core State Standards:	SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Student Learning Objectives:	<p>Students will:</p> <ol style="list-style-type: none"> 1. Be able to monitor heart rate changes before, during and after physical activity. 2. Participate in moderate to vigorous physical activity to increase heart rate and breathing. 3. Be able to compare and contrast changes in heart rate before, during and after physical activity.
Instruction	
Warm-Up:	<p>Fruit and Veggie Tag: Pick some students to be “it.” (Pick enough taggers to keep students moving) Taggers jobs are to run around and tag as many people as possible. When you get tagged, you are frozen and sit down where you were tagged. You can avoid being tagged by calling out a fruit or vegetable before a tagger tags you. For example, if you say Broccoli before they touch you, you are safe. If they touch you before you can think of something, you are frozen. You can be saved when you are frozen if an unfrozen person tags you and tells you a fruit or veggie to use next time. No repeating fruits and veggies! You must say a new one every time. Ask a teacher or a friend if you can’t think of any.</p>
Anticipatory Set:	<p>What: By the end of this lesson, you will know how to monitor your heart rate and will understand how it changes before, during and after physical activity. You will also understand the effects the moderate to vigorous activity has on your body.</p> <p>Why: It is very important to track your heart rate and understand how your heart works so you can monitor how hard you are working when participating in physical activity. When you know how hard you are working, you can be sure that you are benefiting from your physical activity.</p>

	<p>How: You will know you have learned the material when you can fill out a compare and contrast sheet to see the differences and similarities between your heart rate before, during and after physical activity.</p> <p>Tie to previous experience: Think quietly about a time when you were physically active. How did you feel? What were some of the things that happened to your body? Turn and discuss with someone next to you.</p>
<p>Instructional Input/ Sequencing:</p>	<ul style="list-style-type: none"> • Teacher will direct students to practice feeling their pulse on their neck or wrist. • Instruct students to place two fingers and place them softly on their neck or wrist. Model the correct location for students. • Instruct students to be very quiet so that everyone can feel their pulse. • Ask students to make some mental observations about what they are noticing and what it feels like. • Ask students to take a moment to discuss with a partner what they noticed when they were feeling their pulse. • Introduce and explain the compare and contrast sheet and tell students that today we are going to compare and contrast our heart rates before, during and after activity. • Introduce activity: Partner Pacer <ul style="list-style-type: none"> - Students will take turns running pacer laps with a partner. - Partners will line up across from each other on the 20 meter pacer test lines. - Designate side 1 and side 2 - Side 1 starts first and runs to side 2 - Students should high-five their partner when they make it to their side. - Side 2 runs next back to side 1 and so on. - Demonstrate the activity with a student so students can see what they are supposed to do. - Students do not get out when they don't make it to the line in time. This is just a fun fitness activity to learn about heart rate so just tell students to do their best. - If a student needs to take a break or get a drink, that is okay. Their partner can choose to keep going or take a quick break with them. - When they feel ready to get back in the activity, they are

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	<p>free to jump back in.</p> <ul style="list-style-type: none"> - If they are too tired to join back in the pacer, they can walk on the outside of the pacer area. • When students have been active for a little while, pause the pacer music and ask students to feel their pulse again. • Ask them again to make some mental observations on what they are feeling and noticing about their pulse. Ask them to compare what they are feeling now, to what they felt before they began the physical activity. • Give time for students to discuss with a partner. • Restart the pacer test and let students keep going. • When most of the students are finished or when you have about 8 minutes left, have students come in and sit down. • Instruct students to feel their pulse again and make some mental notes about what they are feeling a now that they are finished with their activity. Ask them to compare and contrast with a partner the differences between all three phases. • Pass out the compare and contrast worksheets. Let students work with a partner to complete the worksheet. • Class discussion on comparing and contrasting heart rate where teacher shares a whiteboard or poster comparing and contrasting heart rate. (This step is feedback on what you really want student's to know or take away from the lesson. • Students can correct their worksheet and add things that are missing from it • Send the worksheet home to parents to show learning during physical education class. (You can have students explain their observations of their heart rate to parents and ask for it to be signed and returned to be sure that parents saw it)
<p>Strategies for Differentiation:</p>	<ul style="list-style-type: none"> • Model how to find your pulse for students. • Make sure EL's have a partner who can help them fill out the compare and contrast worksheet. • Designate some helpers who found their pulse quickly to help students who are having trouble.
<p>Guided Practice:</p>	<ul style="list-style-type: none"> • All students are participating in the pacer test with their partner. • When students need a quick rest, they can get a drink or slow walk around the outside of the area to cool-down, but they are still engaged in an activity. • Students will find their pulse and talk about heart rate with a partner.

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	<ul style="list-style-type: none"> • The teacher should guide the conversations by asking giving a sentence starter or asking a guided question like, asking students to think about what they are feeling before they discuss with their partner.
Formative Assessment:	<ul style="list-style-type: none"> • Students will work with a partner to fill out a compare and contrast worksheet on the changes of heart rate before, during and after physical activity. • Students will pause in the activity to check their heart rate and discuss with a partner what they are feeling and compare it to their resting heart rate. • Students will discuss with a partner at the end of class, their findings when checking their heart rate after physical activity and compare it to before and during physical activity.
Application:	<ul style="list-style-type: none"> • Students will use the observations of their heart rate and partner discussions to fill out the compare and contrast worksheet. • Students will use the teacher created compare and contrast document to correct and add to their own worksheet. • Students will use their worksheet to explain to their parents what they learned about their heart rate before, during and after exercise.
Closure:	<ul style="list-style-type: none"> • Students fill out the compare and contrast form with a partner • Teacher will share a pre-made compare and contrast worksheet to give feedback on the content that they want the students to include. • Teacher-led class discussion comparing and contrasting heart rate before, during and after exercise.
Outcomes	
Evidence of Student Learning:	<ul style="list-style-type: none"> • Students will show evidence of learning by completing the compare and contrast worksheet with a partner. • Teacher observation of students finding and monitoring their pulse and heart rate.
Follow-Up	
Re-Teaching Strategies:	<ul style="list-style-type: none"> • Continue to give opportunities for students to monitor their heart rate in a range of activities and games during future physical education lessons.
Notes for Next Time:	