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| **Lesson Title**: Exercise | | | **Level of Lesson:** ESL NRS 3-4 |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| **ELP 1** Construct meaning from oral presentations and literary and  informational text through level-appropriate listening, reading, and  viewing | HB.1.1 - identify a few key words and phrases in oral communications and simple spoken and written  texts.  LI.1.1 - identify the main topic in oral presentations and simple spoken and written texts.  LI.1.2 - retell a few key details. | | |
| **ELP 2** Participate in level-appropriate oral and written exchanges of  information, ideas, and analyses, in various social and academic  contexts, responding to peer, audience, or reader comments and  questions. | HB.2.1 - actively listen to others.  HB.2.2 - participate in short conversations and written exchanges about familiar topics and in familiar  contexts.  HB.2.3 - present simple information  LI.2.1 - participate in short conversations and written exchanges about familiar topics and texts.  LI.2.2 - present information and ideas.  LI.2.3 - appropriately take turns in interactions with others.  LI.2.4 - respond to simple questions and wh- questions. | | |
| **ELP 3** Speak and write about level-appropriate complex literary and  informational texts and topics. | HB.3.1 - communicate information and feelings about familiar texts, topics, and experiences.  LI.3.1 - deliver short oral presentations about familiar texts, topics, or events. | | |
| **ELP 5** Conduct research and evaluate and communicate findings to answer questions or solve problems. | HB.5.1 - carry out short, shared research projects.  HB.5.2 - gather information from a few provided print and digital sources.  LI.5.1 - carry out short individual or shared research projects.  LI.5.2 - gather information from provided print and digital sources.  LI.5.3 - record information in simple notes. | | |
| **ELP 8** An ELL can determine the meaning of words and phrases in oral presentations and literary and  informational text. | HB.8.1 - recognize the meaning of a few frequently occurring words, simple phrases, and formulaic  expressions in spoken and written texts about familiar topics, experiences, or events.  LI.8.1 - determine the meaning of frequently occurring words, phrases, and expressions in spoken and  written texts about familiar topics, experiences, or events. | | |
| **ELP 10** Demonstrate command of the conventions of standard  English to communicate in level-appropriate speech and  writing. | HB.10.1 - recognize and use a small number of frequently occurring nouns, noun phrases, verbs,  conjunctions, and prepositions.  LI.10.1 - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions | | |
| IL ABE/ASE Math Standard for High Beginning ESL | 1.OA.8 - Apply properties of operations as strategies to add and subtract. | | |
| IL ABE/ASE Math Standard for Advanced ESL | 4.RP.3 - Find a percent of a quantity as a rate per 100; solve problems involving finding the whole given a part and the percent. | | |
| IEL Civics Competency | HW5 – Explain the importance of physical fitness and locate fitness programs in their communities. | | |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| ☒ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | ☒ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| ☒ Work Ethic *(Dependability, Professionalism)* | | ☒ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Identify the three main types of exercise and examples of each type; * Explain why exercise is important; * Use the present progressive tense effectively when speaking and writing about exercise; * Take a radial pulse; * Calculate target heart rates for moderate and vigorous physical activity; * Create an individualized exercise plan based on current exercise recommendations; * Demonstrate and/or describe specific exercises. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**   * The topic of exercise is a high-interest and relevant topic for adults. * Learners engage with authentic informational texts on exercise. * Many of the key lesson plan activities provide options to suit different learners and interests:   + Students may choose to write or draw during the introduction activity.   + Students may select which exercises they wish to explore. * For most of the practice activities, the learner can choose to work individually or with a partner or small group. * The infographic and exercise dance activities foster collaboration and positive communication. * The use of pictures and clean material layouts help keep learners motivated; * The day-by-day sequence as well as individual exercise topics are well-scaffolded to minimize learner frustration. * Fly-ins are used in slide presentations to limit the amount of information that is shown to the student at one time. * The exercise plan activity allows the learner to make choices on how they want to demonstrate their mastery of the unit. * Students can choose whether they want to actively participate in exercises or watch others. * At the end of the unit, learners reflect on the new information that was learned. | | | |
| **Key Vocabulary**:   * Aerobic exercise * Heart rate * Strength training * Flexibility training * Stretch * Posture * Balance | | | |
| **Instructional Materials:**  Introduction Materials   * [Exercise Brainstorming (writing)](https://docs.google.com/document/d/1sye2QxFDcBDis099CY9UwNktOQraVmqr/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Exercise Brainstorming (drawing)](https://docs.google.com/document/d/122oiqLGIWHSNVc2rFM9PS5-Mirm0KGvg/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - Word document   Vocabulary Materials   * [Exercise Vocabulary List](https://docs.google.com/document/d/1FfIDIJniaHHulvK6_3RPuu9eUiHEXLBU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Exercise Vocabulary Presentation](https://docs.google.com/presentation/d/1c3RiySwBFM-Xc2hwfLkGJ0am4fggasgD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Exercise Vocabulary Practice](https://docs.google.com/presentation/d/1WzD9BkKaDt_XKWzz7p1o9a6KGetucLWG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Exercise Matching Vocabulary Worksheet](https://docs.google.com/document/d/1Gch7l8RRVS5zl7Att-GAb_PrxqyCXzUb/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Text Materials   * [Exercise Text](https://docs.google.com/document/d/1f7dr00Cb3215ccCLZiUvQBSpZEGKgWii/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Exercise Reading Presentation](https://docs.google.com/presentation/d/1gvlQrNN46jWAqdRjNTE6GVmgbL4ByS0j/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   Content Practice   * [Types of Exercise](https://docs.google.com/document/d/1yp7_etKXQhrPkfLRBVDKauKi4gA_RB39/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Exercise Internet Hunt](https://docs.google.com/document/d/1Oz3xGFjYe4p3D3hJ9RzX_EPfwVWHEN3p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Aerobic, Strength Training, or Flexibility Training?](https://docs.google.com/presentation/d/1KM9OmYsFF2Mn_srpJEQs4jSmqVmFMLQt/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   Learning about Muscles Materials   * [Exercises and Muscles](https://docs.google.com/presentation/d/1DyoEyNnHWUYjX_1Qy2Xw1ZETjOSrPhSg/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   Contextualized Grammar Materials   * [Present Progressive Tense Presentation](https://docs.google.com/presentation/d/1Lm2Y3iJIGN4mINpvmVcAOQJSVQRv8TAZ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - PowerPoint * [Present Progressive Tense Practice](https://docs.google.com/document/d/1w4GGtqjkvSvGvpZ6kDqMQCAgIdd1ghKu/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   How to Take a Pulse Rate Materials   * [How to Take a Pulse Instructions](https://docs.google.com/document/d/1sZtlZEaxIyk3oUxVc68-Cte7UsOKmgEQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [How to Take a Pulse](https://www.youtube.com/watch?v=W5K_HR6hxMY) – YouTube video * [Pulse Activity 1](https://docs.google.com/document/d/1mN7_xO8mDpKn6OIg9bnCKYo-IddpmmdO/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Pulse Activity 2](https://docs.google.com/document/d/1aZlw5Yhr1oXLBcufo-qPA_N1XMx3HZiu/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   How to Calculate Target Heart Rate Materials   * [How to Calculate Target Heart Rate Presentation](https://docs.google.com/presentation/d/18s9ytA8qj3chsuDmWfrbGE5peosOFPQQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Calculating Target Heart Rate Practice](https://docs.google.com/document/d/1KeQ1JkryyMESfErnVH6zNztL_NB-gG2v/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Infographic Interpretation Materials   * [Physical Activity Infographic](https://drive.google.com/file/d/1IoL3TaZ3CauUiWrjs6xyIryiKeS83buj/view?usp=sharing) – PDF * [Infographic Discussion Questions](https://docs.google.com/document/d/1knAhevHXqNfjpQbyYi3SQyzHwuSmxJJD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Exercise Plan Materials   * [How to Create Fitness Program Article](https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20048269) – weblink * [How to Create a Fitness Program Article](https://drive.google.com/file/d/1D8qWCp96Frcy2pqCv3VmFq8hIKkRCNd1/view?usp=sharing) – PDF * [Fitness Program Article Organizer](https://docs.google.com/document/d/1uPQghnBXD3n4mdJv-YmlIyKj3P6Mk__a/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Exercise Plan Instructions and Brainstorming](https://docs.google.com/document/d/1S0Tuy-zLwmnp4AEfQvU3m2upLJYeTy_e/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Weekly Workout Calendar Template](https://docs.google.com/document/d/1IenOhys43V8KSRIGOwbdMP56lCo4MROs/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Exercise Dance Materials   * [Exercise Dance Instructions](https://docs.google.com/document/d/12_qCstgobC-ibXX67hsVPi33IROxWoEG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Evaluation/Reflection Materials   * [Exercise Web Map](https://docs.google.com/document/d/1wtTTwoZzUu00Frh_PNbgcASxpWbos9VG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document | | | |
| **Lesson Activities:**  Day 1   * Introduction   + Students explore the concept of exercise through their own personal experiences and observations through either writing ([Exercise Brainstorming (writing)](https://docs.google.com/document/d/1sye2QxFDcBDis099CY9UwNktOQraVmqr/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))or drawing ([Exercise Brainstorming (drawing)](https://docs.google.com/document/d/122oiqLGIWHSNVc2rFM9PS5-Mirm0KGvg/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Through either modality, students think of exercises they currently do, exercises they like to do, and exercises they are interested in exploring in the future. * Key Vocabulary Presentation   + Vocabulary presentation     - Instructor shows PowerPoint of key vocabulary([Exercise Vocabulary Presentation](https://docs.google.com/presentation/d/1c3RiySwBFM-Xc2hwfLkGJ0am4fggasgD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students can receive their own copy of the vocabulary list ([Exercise Vocabulary List](https://docs.google.com/document/d/1FfIDIJniaHHulvK6_3RPuu9eUiHEXLBU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Vocabulary practice     - Students complete matching worksheet ([Exercise Matching Vocabulary Worksheet](https://docs.google.com/document/d/1Gch7l8RRVS5zl7Att-GAb_PrxqyCXzUb/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - Instructor formatively assesses students as a whole group on vocabulary knowledge using vocabulary practice PowerPoint as “flash cards”([Exercise Vocabulary Practice](https://docs.google.com/presentation/d/1WzD9BkKaDt_XKWzz7p1o9a6KGetucLWG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); inaccuracies and misconceptions are clarified by the instructor * Reading Presentation   + Group presentation     - Students read a reading passage on exercise via PowerPoint presentation together as a group ([Exercise Reading Presentation](https://docs.google.com/presentation/d/1gvlQrNN46jWAqdRjNTE6GVmgbL4ByS0j/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Reading Practice     - Students are assigned partners, and practice reading the text, alternating sentences. ([Exercise Text](https://docs.google.com/document/d/1f7dr00Cb3215ccCLZiUvQBSpZEGKgWii/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) * Reading Content Practice   + Students complete the graphic organizer on the Exercise text individually, in partners, or as a whole group ([Types of Exercise](https://docs.google.com/document/d/1yp7_etKXQhrPkfLRBVDKauKi4gA_RB39/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)).   + Students complete an internet scavenger hunt, looking for examples of exercises from the three major categories ([Exercise Internet Hunt](https://docs.google.com/document/d/1Oz3xGFjYe4p3D3hJ9RzX_EPfwVWHEN3p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); encourage students to find examples that are not included in the text. When students complete the hunt, they can share the exercises they discovered with a partner, doing demonstrations of the exercises if they wish.   + Students demonstrate their understanding of the three types of exercises and clarify misconceptions through classifying the exercises pictured ([Aerobic, Strength Training, or Flexibility Training?](https://docs.google.com/presentation/d/1KM9OmYsFF2Mn_srpJEQs4jSmqVmFMLQt/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) as a whole class. Students study at each picture and decide whether each picture is an example of aerobic exercise, strength training, or flexibility training. * Learning about Muscles   + To finish the day, the instructor shows the students the following slide presentation ([Exercises and Muscles](https://docs.google.com/presentation/d/1DyoEyNnHWUYjX_1Qy2Xw1ZETjOSrPhSg/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)), which highlights specific muscles that are worked during certain exercises. The instructor can lead the students in doing five to ten repetitions of each exercise (students who do not feel comfortable doing certain exercises or any of the exercises should not be required to participate). Exercises that are shown with weights can be done without weights. Exercises from this presentation can be done during the following two days as transition activities or if the instructor feels that students need a little invigoration.   Day 2   * Review   + Instructor goes over vocabulary flashcards ([Exercise Vocabulary Practice](https://docs.google.com/presentation/d/1WzD9BkKaDt_XKWzz7p1o9a6KGetucLWG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) with students as a group to assess vocabulary retention from previous day * Contextualized Grammar – Present Progressive Tense   + The instructor goes over the following presentation with the students ([Present Progressive Tense Presentation](https://docs.google.com/presentation/d/1Lm2Y3iJIGN4mINpvmVcAOQJSVQRv8TAZ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) on the present progressive tense.   + The students practice the present progressive tense using this worksheet ([Present Progressive Tense Practice](https://docs.google.com/document/d/1w4GGtqjkvSvGvpZ6kDqMQCAgIdd1ghKu/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Students may complete it individually or with a partner.   + Students continue to practice the present progressive tense through the following whole class activity: students in the class take turns miming or acting out actions of their choosing (they can be exercise-related or otherwise). Then other students will describe what the miming student is doing using the present progressive tense. * How to Take a Pulse Rate   + The instructor reviews the steps of how to take a pulse ([How to Take a Pulse Instructions](https://docs.google.com/document/d/1sZtlZEaxIyk3oUxVc68-Cte7UsOKmgEQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) with the students. Students can practice taking their own pulse or a partner’s. The instructor can also show students the following YouTube video ([How to Take a Pulse](https://www.youtube.com/watch?v=W5K_HR6hxMY)). Caution: The video also shows students how to take a carotid (neck) pulse. A carotid pulse is typically felt more easily than the radial (wrist) pulse and is often used during emergencies to assess if a person’s heart is beating. It is important for students to be aware of the carotid pulse, but if the student uses too much pressure to find the carotid pulse, it can occlude blood flow to the brain and result in fainting. It is not recommended that students practice taking a carotid pulse during class.   + Students can get more practice taking pulses by taking the pulses of multiple classmates ([Pulse Activity 1](https://docs.google.com/document/d/1mN7_xO8mDpKn6OIg9bnCKYo-IddpmmdO/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). In light of COVID, the instructor may not wish to utilize an activity that requires students to touch other students; in this case, the activity should be omitted or else students may wear medical gloves to prevent the spread of infection. Also, some students may not wish other students to know their pulse rate.   + Then students complete an activity in which they will discover how exercise affects heart rate ([Pulse Activity 2](https://docs.google.com/document/d/1aZlw5Yhr1oXLBcufo-qPA_N1XMx3HZiu/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Students are each assigned partners. Each student will take their partner’s resting heart rate and record it. Then the partner will walk vigorously for five minutes (or do some other aerobic activity), and the student will take the partner’s pulse again. The students will then compare the results of the two pulse readings. The partners can then switch roles and see if the two pulse readings follow the same pattern. Note: If students do not feel comfortable touching each other’s wrists, a student does not wish others to know their pulse rate, or a student is participating in class remotely, the activity can be altered so that the student takes their own pulse readings. * Calculating Target Heart Rate   + The instructor shows the students the following presentation ([How to Calculate Target Heart Rate Presentation](https://docs.google.com/presentation/d/18s9ytA8qj3chsuDmWfrbGE5peosOFPQQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) on how to calculate a target heart rate.   + The students practice calculating maximum and target heart rates by doing the following worksheet ([Calculating Target Heart Rate Practice](https://docs.google.com/document/d/1KeQ1JkryyMESfErnVH6zNztL_NB-gG2v/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). This worksheet can be done individually, in partners, or as a whole class. * Infographic interpretation   + Students are put into groups of three to four students. The students are to study the following physical activity infographic with their group ([Physical Activity Infographic](https://drive.google.com/file/d/1IoL3TaZ3CauUiWrjs6xyIryiKeS83buj/view?usp=sharing)). The students are then to discuss the following questions ([Infographic Discussion Questions](https://docs.google.com/document/d/1knAhevHXqNfjpQbyYi3SQyzHwuSmxJJD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) in their group (they should not write down the answers).   + Once the class reconvenes as a whole group, the instructor can ask groups to summarize their findings.   Day 3   * Review   + Students read the text in partners to refresh and reinforce the content ([Exercise Text](https://docs.google.com/document/d/1f7dr00Cb3215ccCLZiUvQBSpZEGKgWii/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) * Exercise Plan   + Research Phase 1 – Fitness Program Article     - Students will create an individualized exercise plan for four weeks. Students will first do research on how to create a fitness program by reading the following article ([How to Create Fitness Program Article](https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20048269) or [How to Create a Fitness Program Article](https://drive.google.com/file/d/1D8qWCp96Frcy2pqCv3VmFq8hIKkRCNd1/view?usp=sharing)).     - Students then are to use the following graphic organizer ([Fitness Program Article Organizer](https://docs.google.com/document/d/1uPQghnBXD3n4mdJv-YmlIyKj3P6Mk__a/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) to identify the key points of each step. This work may be done individually, in partners, or as a whole class.   + Research Phase 2 – Student Exercise Plan Brainstorming     - Then students are to use the following brainstorming worksheet ([Exercise Plan Instructions and Brainstorming](https://docs.google.com/document/d/1S0Tuy-zLwmnp4AEfQvU3m2upLJYeTy_e/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))to identify personalized exercise locations, equipment and activities that are available and attractive to them.   + Weekly Exercise Plan     - Students are then to incorporate what they learned from the article as well as their own notes from the brainstorming worksheet to create a four-week exercise plan using this template ([Weekly Workout Calendar Template](https://docs.google.com/document/d/1IenOhys43V8KSRIGOwbdMP56lCo4MROs/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Students should include the weekly frequency recommendations for each type of exercise in their plan.     - Once students have completed their plans, they are to explain their plans to a partner. Students can then reflect on their plans with their partners and make changes to their plans as necessary.     - Note: Students should be encouraged to present their exercise plan to their doctors before starting it. Also, if a student has a condition that prevents them from doing any exercise, the student can create a plan for a friend, family member, classmate, etc. * Exercise Dance   + Students are to celebrate their knowledge of different exercises by creating an original dance that incorporates them ([Exercise Dance Instructions](https://docs.google.com/document/d/12_qCstgobC-ibXX67hsVPi33IROxWoEG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Students are to be placed in groups, with 4-5 students in each group. Each group is to select a piece of music and develop a dance to it that has three examples of each type of exercise in it. The students must label the name of each exercise as it is being performed. This can be done by having one person in the group shout it out, or the names of the exercises can be written on the board in the order that they are demonstrated. If students are creating a video, students can add the labels within the video.   + After each group presents its dance (either live or in a video), the students in the audience can identify which exercises they noticed were aerobic, strength training or flexibility training.   + Note: If a student feels uncomfortable doing exercises in front of others, this student can be designated as the narrator (i.e., person describing each exercise) in the group. * Evaluation/Reflection   + Students complete the exercise web map([Exercise Web Map](https://docs.google.com/document/d/1wtTTwoZzUu00Frh_PNbgcASxpWbos9VG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students complete the reflection questions on the second page. Afterwards, students can share their maps and responses with the class in the manner of their choosing. | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * Alternatives for auditory information are frequently provided in the form of written text and pictures. * Written texts are intended to be read allowed for auditory processing. * Key vocabulary is pre-taught. * Written concepts are explained visually in the texts through the reading presentations. * Fly-ins are used in slide presentations to direct the learners’ attention to specifically-ordered stimulus. * Students are given explicit instruction on grammar constructions that are relevant to the topic at hand. * The variety of activities and topics on the theme of exercise allows for extensive repetition of major concepts and vocabulary in different ways. * For performance tasks that are presented to the class, students can have the option of doing a live presentation or a recorded presentation. Students can also utilize different technologies (Google docs/slides, videos etc.) to share their work with the class. * Specifically for the exercise dance activity, in addition to students being able to decide if they want to present the dance live or recorded, they can also choose how they want to integrate different group members and modalities into the presentation. * For learning how to take a pulse, students can read written instructions and watch a video. | | | |
| **Performance Tasks:**   * Performing internet research on types of exercise and local exercise opportunities * Taking a radial pulse * Calculating target heart rates based on different ages and levels of activity * Creating a dance that incorporates different types of exercises * Creating an individualized exercise plan * Completing numerous scaffolding practice worksheets and activities | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * Numerous activities get students out of their seats and physically connecting with the content; students have the option of demonstrating different types of exercises or describing them. * The exercise dance activity allows students to use creativity and music to demonstrate their knowledge of different types of exercise. It also lets students show an example to demonstrate their knowledge as opposed to having to state definitions or provide other closed-ended information. * Students are given options to learn concepts as a whole class, small groups, partners, or individually, with each option providing different levels of support. * The exercise content is heavily scaffolded. | | | |
| **Notes:**   * This exercise unit utilizes a Concept-Based Instruction methodology; as such, content objectives and language objectives are equally stressed and reinforce one another. * Scaffolding is key for this unit to work. The goal of Day 1 is to establish and expand upon the student’s schema of the concept of exercise; the instructor elicits what the student already knows about the topic, and the student reads a non-authentic text specifically designed for ELLs in order to further develop the student’s schema in a non-threatening way. Day 2 and 3 then present applications for this schema, culminating in the exercise plan activity, in which the student gets the opportunity to synthesize information from throughout the unit and demonstrate topic mastery. * *Students may feel uncomfortable participating in exercises and physical activity in class due to a number of factors: health issues, mobility issues, body image concerns, cultural or religious reasons, or personal preferences. Instructors should be sensitive to all of these factors and allow students to select their level of participation in all exercise activities.* | | | |