

3rd, Health, Stress

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VITAL INFORMATION

Total Number of Students	23
Area(s) Students Live In	Suburban
Free/Reduced Lunch	40% of this class is free/reduced lunch eligible
Ethnicity of Students	2 African American/Black, 3 Asian, 1 Pacific Islander, 12 White, 5 Hispanic/Latino
English Language Learners	6 ELL students ranging in proficiency from Early Intermediate to Advanced. 5 are Spanish speakers and 1 is Fijian.
Students with Special Needs	1 IEP for ASD, 1 IEP for behavior, 1 SST for verbal expression, 2 RTI for reading, 2 OT fine motor skills, 1 possible gifted/advanced learner
Subject(s)	Health
Topic or Unit of Study	Recognizing and dealing with stress
Grade/Level	Grade 3
Comments	

KEY CONCEPTS & STANDARDS

Big Idea & Essential Questions	Unit: Emotions and our Health Lesson: What is stress? Follow-up: focus on mindfulness
Learning Outcome(s)	SWBAT: Define stress, recognize potentially stressful situations, identify at least 3 symptoms of stress, identify at least 2 ways to cope with stress
Summary	
Standards	CA- California K-12 Academic Content Standards Subject: Health Grade: Grade Three Area: Mental, Emotional, and Social Health Content Standard: Standard 7: Practicing Health-Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health. Knowledge: 7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others. Content Standard: Standard 8: Health Promotion All students will demonstrate the ability to promote and support personal, family, and community health. Knowledge: 8.1.M Promote a positive and respectful school environment. Area: Personal and Community Health Content Standard: Standard 1: Essential Health Concepts All students will comprehend essential concepts related to enhancing health. Knowledge: 1.3.P Identify positive health practices that reduce illness and disease.
Comments	

ASSESSMENTS

Assessment/Rubrics	Diagnostic: Ask class who has heard of stress and tally on the board Formative: Participation in activities, answers to guiding questions, and observation of student work Summative: Assessment of poster
Comments	

MATERIALS AND RESOURCES

Instructional Materials & Technology (handouts, etc.)

Classroom whiteboard and dry erase pen, Butcher paper poster of VIC words (added to throughout lesson), 5 pieces of blank poster sized butcher paper and students' own felt-tip markers, projector hooked up to computer to show a video, iPod and speakers (or computer hooked up to speakers) for song and dance

Comments

IMPLEMENTATION

Sequence of Activities

1. We will start the lesson by doing a GLAD strategy called Vocabulary In Context (VIC)
 - a. I will call on students to guess letters (Wheel of Fortune style)
 - b. Once we fill out the word I will ask "who has heard the word stress used in a sentence?"
 - i. ask those students to give examples of sentences using the word stress
 - c. We label the part of speech (noun or verb)
 - d. We count vowels and consonants and put tally marks representing who has heard of the word and who has not (maybe do the subtraction problem "if 20 students have heard this word and we have 23 students present today, how many students have not heard of this word before?")
 - e. We will come up with class definition of stress and I will write the dictionary definition next to it.
 - f. We choose the sentence that best illustrates the meaning of the word and write it in the final slot on the poster.
2. I will ask students if they know of any ways to reduce stress.
 - a. I will write them on the board as I call on students to share.
 - b. Add to list as needed (take a walk, get exercise, dance, yoga, read a book, call a friend, hug a friend, meditation, etc.)
3. We will choose 3 and practice them as a class (more if time permits)
 - a. I will have a a happy song for a dance party (perhaps "Happy" by Pharell) and 5 minute yoga video cued up to be projected onto the screen
 - i. Ideas we can practice: yoga, dance party, talking to a friend, giving a hug, brisk walk, 1 minute "body break" (jumping jacks, cross-crawls while counting by 2s, 5s, and 10s)
4. Students make posters to share info with school
 - a. Students must vote as table groups on which strategy they want to share on their poster.
5. Students present their posters to the class and get feedback on clarity of information
 - a. Students get a chance to revise posters and post them around the campus

Grouping Strategies

Vocabulary lesson and practicing stress reduction is whole class. Poster work is small group (table groups are 4-6 students).

Differentiated Instruction

The VIC lesson is beneficial to all students, but especially ELs because we talk about vowels and consonants, part of speech, and use the words in context. This is a small portion of ELD built into the lesson.

Physically doing the stress reduction activities brings the lesson from the theoretical "what is stress" into the concrete "take a walk to feel better" and students of all abilities can grasp these actions.

Comments

REFLECTIONS

Prior to Lesson

Post-Lesson

Comments
