

Classroom Assessment Plan  
for Grade 1 Health  
Education Unit

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## 3 Week Block

- For our three-week unit plan, my cooperating teacher suggested that my partner and I collaborate on the unit plan. However, we decided to divide the unit between us. In the first week, I focused on teaching gym while my partner covered the topic of lungs with the class. Then, in the following week, I took charge of teaching about the heart while my partner led the gym activities. Finally, in the last week, we worked together to teach the class about the brain.
- For this project I used my mini-unit on Heart !!!

# 3 Week Block Schedule:

- Week One: Lungs (PARTNER)

In the first week, students will learn about the lungs. One partner will teach the students about the structure and function of the lungs, emphasizing the role of breathing in supplying oxygen to the body and removing carbon dioxide.

- Week Two: Heart (ME)

The focus shifts to the heart in the second week. The teacher will lead lessons on the heart, covering its function as a pump that circulates blood throughout the body. Students will learn about the size of the heart, how to feel their heartbeat, and how physical activity affects heart rate.

- Week Three: Brain (TOGETHER)

The final week is dedicated to the brain. Both partners will collaborate to teach students about the brain's importance and its role in controlling thoughts, feelings, and actions. Students will explore ways to keep their brains healthy, such as getting enough sleep, eating nutritious foods, and engaging in learning activities.



# Introduction

This Mini Unit Plan on Heart

This mini-unit plan is designed to introduce grade one students to the importance of the heart. It is in the span of four days, with each day dedicated to exploring the heart.

# Day One

## Day 1: What is the Heart?

Objective: Students will be able to identify the basic functions of the heart and understand its importance in the circulatory system.

Assessment: Observations during class discussions, student participation in drumming activity, and reflections shared at the end of the lesson.

### Key Points:

- Introduce the concept of the heart and its functions.
- Engage students: in a drumming activity to understand the heartbeat rhythm.
- Read "Together We Drum, Our Hearts Beat as One" by Willie Poll, to explore heartbeat variations.
- Encourage students to reflect on their learning and experiences with the drumming activity.

Standard Addressed: USC1.2: Determine, with support, the importance of the brain, heart, and lungs, and examine behaviors that keep these organs healthy.

# Day Two

## Day 2: Exploring Our Heart

Objective: Students will demonstrate an understanding of the basic structure and function of the heart, identify factors that affect heart rate, and discuss behaviors that promote heart health.

Assessment: Worksheet completion

Key Points: Checking our heart rate can help us understand how our bodies respond to different activities. Show them the three spots on their bodies where they can check their heart rate (chest, neck, and wrist) and ask if they have ever done this before.

Standard Addressed: Saskatchewan Curriculum Health Standard - USC1.2

# Day Three

## Day 3: Heart Health and Physical Activity

**Objective:** Students will recognize the connection between physical activity and heart health.

**Assessment:** Participation in physical activities and discussions on the benefits of exercise for the heart.

### Key Points:

Discuss the importance of physical activity for a healthy heart.

Engage students in a fun physical activity game to get their hearts pumping.

Emphasize the relationship between exercise, heart rate, and overall health.

**Standard Addressed:** USC1.2 - Determine the importance of the brain, heart, and lungs and behaviors that keep them healthy

# Day four

## Lesson #4: Keeping Our Hearts Healthy

**Objective:** Students will explore different cultural perspectives on the heart and its significance.

**Assessment:** Class discussions on cultural views of the heart and reflections on new insights gained.

### Key Points:

Introduce students to diverse cultural views on the heart.

Discuss the significance of the heart in various cultures.

Encourage students to share their cultural perspectives on the heart.

**Standard Addressed:** USC1.2 - Recognize and appreciate cultural diversity in views of heart health.





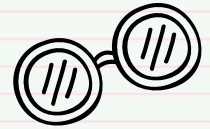
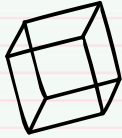
Full Lesson Plan  
[Click Here](#)

# Outcomes & Indicators

This Mini Unit Plan is just about the Heart!!!

## Outcome:

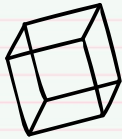
USC1.2: Determine, with support, the importance of the brain, heart, and lungs and examine behaviors that keep these organs healthy



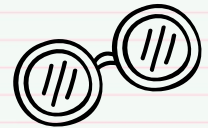
# Outcomes & Indicators

A) Use common and accurate language to talk about brain, heart, and lungs (e.g., heart beat, blood, oxygen, breath, thoughts.)

C) Recognize that the heart is a “pump” about the size of a clenched fist.



D) Feel and describe the sensation of one's heart beat (i.e. chest, neck, wrist) while standing still and after physical activity



E) Establish that blood is pumped through the body by the heart

# Assessment AS/FOR/OF

AS:

Formative assessments were done throughout the unit to ensure understanding of the topic.

FOR:

Conversation with students about their feedback was given to students to ensure they knew what they did right and what they could improve on for next time

OF:

A summative assessment was done at the end of the unit to see how students could apply all their knowledge and skills learned throughout the unit.

# Level of Cognitive Demands



The level of cognitive demand for the heart unit plan is primarily at the lower levels of Bloom's Taxonomy, particularly in the categories of Remembering and Understanding.

Students are expected to remember and understand basic information about the heart, such as its location in the body, its function as a pump, and its size. They will also demonstrate understanding by recognizing the effects of physical activity on heart rate.

However, there are opportunities to elevate the cognitive demand by incorporating activities that promote high-order thinking skills. In some lessons, the students analyze how different factors impact heart health. Therefore activities would engage students in analyzing, evaluating, and creating, thus increasing the cognitive demand of the lesson



# Level of Cognitive Demands

Day One: What is the Heart

**Remembering:** Recalling facts about the heart's role and appearance.

**Understanding:** Grasping the concept of the heart's function through book reading and drumming activities.

Day Two: Exploring Our Hearts

**Remembering:** Recalling previous knowledge about the heart.

**Understanding:** Understanding the importance of heart health and participating in activities to monitor heart rate.

Day Three: Heart Health and Physical Activity

**Remembering:** Recalling previous learning about the heart's function.

**Understanding:** Grasping how the heart pumps blood through a hands-on experiment.

**Applying:** Applying knowledge of the heart's function to conduct and analyze the experiment.

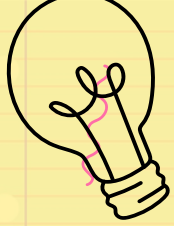
Day Four: Keeping Our Hearts Healthy

**Remembering:** Recalling previous learning about heart-healthy habits.

**Understanding:** Understanding the importance of heart-healthy habits through discussions and activities.

**Applying:** Applying knowledge to identify and draw heart-healthy habits.

**Evaluating:** Evaluating different options for heart-healthy habits and reflecting on their choices.



# Purpose of Assessment



- **Checking What they know:** the teacher wants to see if they understand what they are teaching about the heart. The teacher will watch to see who participates in class discussions and activities
- **Monitoring Progress:** the teacher will keep an eye on how they are doing as the unit goes on.
- **Helping the teacher:** your teacher will use what they learn from watching you to figure out the best way to teach you
- **Thinking about what they have learned:** assessments help students think about what they have learned and how they can do better

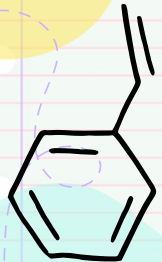
# Different Assessment Strategies

**Observation:** Watching how students participate and behave during class activities and discussion

**Performance Tasks:** Assessing student's ability to perform specific tasks, such as drumming along with heartbeat rhythms or completing worksheets

**Written or Draw Responses:** Reviewing students' written or drawn responses to questions or prompts provide during the lesson

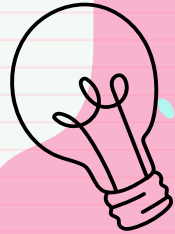
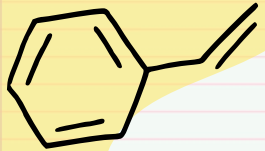
**Review of Students Drawing:** assess student understanding by reviewing their drawing, which illustrates the concept learned in the lesson.





# Student Feedback Processes:

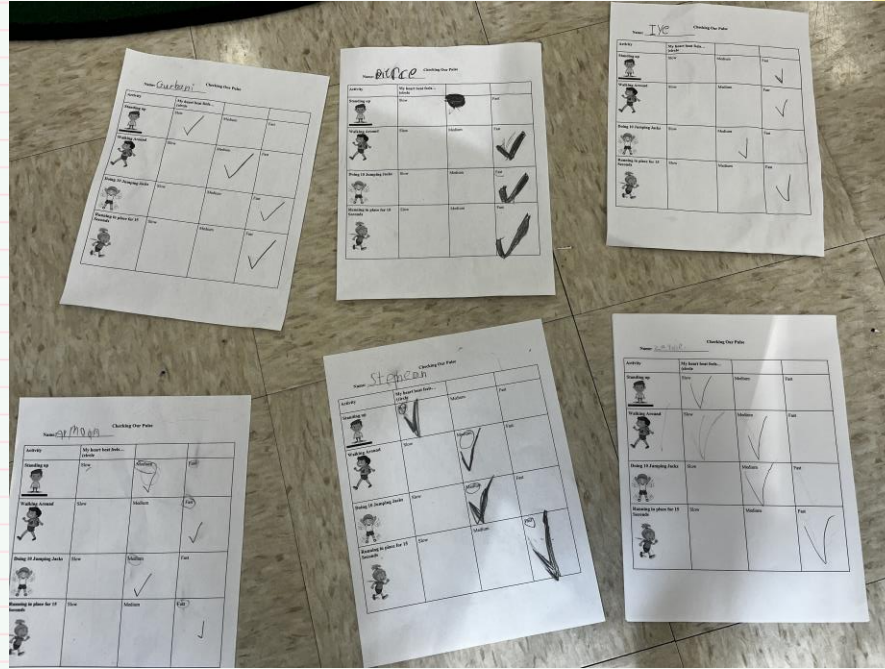
Throughout each lesson, we had an informal check-in. Therefore, we had a class conversation as a class to gauge their understanding of what we just learned, address any confusion, and have feedback on the activities



## ! Reporting of Results !

During lessons, we engaged with the students and provided feedback to them. We praised them for their good ideas and assisted them when they required help. For instance, while discussing the heart, we appreciated the students for their valuable contributions. We observed the students closely to evaluate their performance in activities and discussions. This helped us to understand their learning abilities and whether they required further assistance. For example, during the drumming activity, we watched to see if the students were able to drum correctly. We assigned written activities like worksheets and drawing tasks to the students, which helped them in showing what they had learned. We evaluated their work to assess their understanding of concepts such as how to keep their heart healthy. After each lesson, we discussed with the students what they learned and how they felt about it. This helped them to reflect on their learning and ask questions if they had any. We also wrote reports to inform the parents, supervisors, and other teachers about the student's progress. We explained the topics we taught, the student's performance in class, and whether they needed additional support.

# Students Work:



# Personal Growth

## Goal:

- My goal is to get better at giving helpful feedback to others.
- This assessment plan lines up with my goal because it gives me chances to watch how students do and then tell them what they did well and what they can do better.
- I can practice giving feedback by watching how students talk and listen during discussion, looking at what they write down, and seeing how they do in activities
- Watching how my cooperating teacher gives feedback and what she says.

# Personal Growth

## Reflection:

- The plan lets me see how students are doing in different ways, like talking, drawing, and hands-on activities.
- I can think about what I see and decide what feedback to give them to help them improve
- Watching students and seeing how they communicate helps me understand what is working

# Personal Growth

## Suggestions for Improvements:

- To get better at giving feedback, I could focus on being specific and clear in what I say.
- I can also think about how my feedback can encourage students and make them feel good about what they are doing well.
- It might help to ask for feedback from others on how I give feedback, so I can learn and improve too.

# Personal Growth

## Keepers:

- The plan uses different ways to see how students are doing, which helps me give more complete feedback.
- By watching students talk, write, and do activities, I can give feedback that helps them improve in different areas.
- I will keep using this plan because it helps me practice helpfully giving feedback and helps students learn better too.

# Flexibility

**Adjusting Activities:** If some students find it challenging to play along with different heartbeat rhythms during the reading activity, the teacher may simplify the rhythms or provide additional practice opportunities to ensure all students can participate and understand.

**Modifying Assessments:** If some students struggle with drawing or writing on the worksheet about heart-healthy habits, the teacher may offer alternative ways for them to demonstrate their understanding, such as verbally explaining their choices or working with a peer to complete the task.

**Adapting Instructional Strategies:** If some students have difficulty understanding the purpose or procedure of the heart function experiment, the teacher may provide additional scaffolding or demonstrations to clarify concepts and ensure all students can actively engage in the experiment.

**Differentiating Instruction:** To meet the diverse needs of students, the teacher may group students with similar abilities for certain activities, allowing for targeted instruction and support. For example, students who need extra assistance with identifying healthy habits could work in a small group with the teacher or a peer mentor.

**Responding to Unexpected Situations:** If the materials for the experiment are not available or if there is a technical issue with the presentation, the teacher may quickly adapt by finding alternative materials or adjusting the lesson plan to focus on a related topic while the issue is resolved.