

LESSON PLAN

FOCUS OUTCOMES

- **SHAPE America Standard 2 [E1.3-5]:** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- **Standard 2 [E2.3-5]:** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- **Next Generation Science Standard 3-LS4.D:** Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
- **Next Generation Science Standard 4-ESS3.A:** Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.
- **Next Generation Science Standard 5-ESS3.C:** Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

FOCUS TARGETS

- ✓ **Skill:** I will demonstrate balance and coordination on a scooter.
- ✓ **Cognitive:** I will discuss ways to keep an estuary healthy.
- ✓ **Fitness:** I will apply muscular strength and endurance to scooter activities.
- ✓ **Personal & Social Responsibility:** I will work safely with my classmates as we learn about estuary conservation.

ACADEMIC LANGUAGE

Bay, Compost, Conservation, Dead Zones, Environmental Impact, Estuary, Landfill Waste, Natural Resource, Plastic, Reduce, Reuse, Recycle

SELECTED ASSESSMENT

- ✓ Rubric
- ✓ Exit Slips

LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>As students enter the activity area, prompt them to quickly find a partner and to review the scooter safety posters on display. When all students have arrived, quickly review scooter safety and then continue with the Instant Activity.</p>	<p>→ Estuary Exploration →</p>	<p>DOK 1: How can you recognize safe scooter behavior? DOK 2: How does speed affect scooter safety? DOK 3: How is scooter safety related to fun and learning?</p>
<p>2 LEARNING TASK</p>	<p>Bins and hoops are pre-set at the start of class and are in position for this activity. Instruct students to return the scooters to the scooter storage stations and then review the lesson word wall with a partner. While students are cleaning up and discussing academic language, place foam balls into position.</p>	<p>→ Protecting the Estuary →</p>	<p>DOK 1: What are human activities that we could include on a list of things that negatively impact estuaries? DOK 2: How can human activities positively affect estuaries? DOK 3: How is the health of estuaries related to community health?</p>
<p>3 LEARNING TASK</p>	<p>All equipment for this activity is staged on the perimeter of the activity area. Post DOK questions on a white board, and prompt students to discuss the questions in small groups or pairs. While students discuss, quickly reset the area for the next activity. When everything is set, quickly review student DOK discussions before moving on to the final activity.</p>	<p>→ Chesapeake Bay Restoration →</p>	<p>DOK 1: What is restoration? DOK 2: What does restoration look like in an estuary like the Chesapeake Bay (or name your local estuary)? DOK 3: How is the use of gasoline related to estuary health?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Rubric and Exit Slips At the conclusion of the final DOK discussion, quickly review the rubric with students, highlighting areas of success. Place Exit Slips in multiple piles with a box of pencils. Students pick up an exit slip, move to personal space to complete each question, and then turn in their slip before lining up (or changing their clothes).</p>		