



Heart Lesson Plan: Grade 2

Grade Level: **Second Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, second graders use BrainPOP Jr. resources to learn what the heart does and how their own heart rates are affected by different activities.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Jr. Heart movie.
- 2. Think and Do:**
 - Word Play: Create and act out a skit about a domain-specific vocabulary word.
 - Activity: Measure and compare your heart rate after different activities.
- 3. Assess:**
 - Take the Heart quiz.

Preparation



- Preview the BrainPOP Jr. movie [Heart](#) to plan for any adaptations.
- Read [Heart Background Information](#).
- Create and schedule Day 1 assignment: [Heart Movie](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Heart Movie](#), [Activity](#), and [Easy Quiz](#).

Before the Lesson

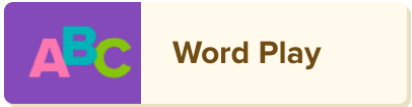
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *Place your hand over your heart. What do you feel? Why do you think this is happening?*
- *Think about a time when your heart beat fast or slow. What were you doing? Why do you think that happened?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>1. Watch the Heart movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> 	<ul style="list-style-type: none"> • Print the movie transcript and Annie’s Notebook for a grown-up to read aloud. • Have a student play Moby and “beep” in response to Annie. • Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. 	<ul style="list-style-type: none"> • Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on what the heart does, how the heart works, or ways to keep the heart healthy. • Pause at two key points and prompt students to summarize. • Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> • Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. • Create a word wall with vocabulary and the drawing. • Pause at key points and ask discussion questions from Annie’s Notebook in the student’s home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none"> • Print the “Act!” page for the word a student chooses. • Students write their skit in the boxes next to each character. 	<ul style="list-style-type: none"> • Model how to write dialogue for the first character. • Assign appropriately challenging words to individual students. • As a challenge, have students create a skit for more than one word. 	<ul style="list-style-type: none"> • Say student’s selected Word Play word in their home language. Then say it in English. Have students repeat it in English. • Use the word in a sentence. Prompt students to say the word and repeat the sentence.



Students click one of the words and choose the “Act!” tab.

They create a skit using the word and then act it out.

When they finish, students click **Submit To Teacher** and/or print out.

- Hover over the prompt to hear it read aloud. **Repeat the prompt in students’ home language.**

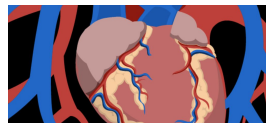
DAY 2: Build Background (5 minutes)

Lesson Steps

Offline Modifications

Modifications for Diverse Learners

ELL/Language Development




3. Watch the [Heart](#) movie again.

Prompt students to find a fact or something new that they didn’t notice the first time.

- Students return to their skits of **key concepts from the first viewing** and add new details or create new skits.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; background-color: #fff; display: flex; align-items: center;"> Activity </div> </div> <p>4. Students open their Activity assignment. Or, if not using Assignment Builder, model how to open Activity.</p> <p>Students click the Start arrow to begin, and click PRINT at the bottom of the page. Then they measure their heart rate after different activities.</p>	<ul style="list-style-type: none"> Students follow the directions on the screen and write their answers on a separate sheet of paper. 	<ul style="list-style-type: none"> Before starting, have students discuss their predictions to the last two questions. Challenge students to measure their heart rates for different activities than the ones listed, like jumping jacks. Reduce the amount of time to complete each activity. 	<ul style="list-style-type: none"> Read aloud the activity in students' home language or English to review the directions.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
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5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [Easy Quiz](#).

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the **Submit to Teacher** button.

- Print the [Easy Quiz](#). Read aloud the questions and answers.

- Hover over the **questions** and answers to hear them **read aloud**.
- **Reduce the number** of questions and/or possible answers (using the Quiz Mixer).
- **Support recall** by revisiting movie drawings.

- Read aloud the quiz in students' home language.
- **Highlight the key vocabulary** in a printable version of the quiz.
- Support recall by having students review drawings they made during the movie.