Practical Student Academic Language Use in Elementary Physical Education

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Agenda

- Why is this important?
- Brief overview of academic language
- Practical Activities (*** The focus here is not is the psychomotor domain- we will be using activity to generate language use)
- Questions/Thoughts?

Why is this important?

- Students learn in multiple ways. Incorporating tasks that require language use can improve learning in physical education. (Depending on task design this is supported by the following theories: Cognitive apprenticeship, Social development theory, Social learning theory, Multiple intelligences theory...)

- edTPA requires academic language planning (rubric 4) and proof of student use (rubric 14)

Importance cont.

- Supports TEAM
  - Student Work
  - Activities and Materials
  - Academic Feedback
  - Grouping Students
  - Thinking
  - Problem Solving

	Assignments require students to:	Assignments require students to:
Student Work	• organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, • draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	• interpret information rather than reproduce it, • draw conclusions and support them through writing, and • connect what they are learning to prior learning and some life experiences.

Thinking	• The teacher thoroughly teaches two or more types of thinking:
	  o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
	  o practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
	  o creative thinking, where students create, design, imagine, and suppose; and
	  o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.
	• The teacher provides opportunities where students:
	  o generate a variety of ideas and alternatives,
	  o analyze problems from multiple perspectives and viewpoints, and
	  o monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.
		The teacher thoroughly teaches one or more types of thinking:
		  o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
		  o practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
		  o creative thinking, where students create, design, imagine, and suppose; and
		  o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.
		• The teacher provides opportunities where students:
		  o generate a variety of ideas and alternatives, and
		  o analyze problems from multiple perspectives and viewpoints.

Problem-Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

Academic Language

- "…the oral and written language used for academic purposes. AL is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings" (Stanford Center for Assessment, Learning and Equity, 2018).

Academic Language cont.

- Four language demands
  - Function (action verb- the purpose of language use)
  - Vocabulary (words, phrases, symbols needed to understand the content)
  - Discourse (talking and writing to participate in knowledge construction)
  - Syntax (rules for organizing words or symbols to convey meaning)
- Language supports (materials to help understand/use the demands)

Task 1   2ⁿᵈ Grade

- Compare and contrast the underhand and overhand throw

Word Wall

- Venn Diagram
- Compare
- Contrast
- Underhand
- Overhand
- Square to Target
- Side to Target
- Ball by ear

- Step in opposition
- Release: between hip and knee
- Release: shoulder height
- Twist
- Follow through: high and to target
- Follow through: down across body (buckle the seatbelt)

Partner Venn Diagram Sort Prompt

- I think _____ goes _____ because_____.
- What do you think?

Identified Language Demands	Planned Language Supports
Compare and Contrast (Function)	Demonstrate using a Venn Diagram with softaball and basketball Provide graphic organizer (e.g. overlapped hula hoops)
Venn diagram, compare, contrast, cues/critical elements of underhand and overhand throws (Vocabulary)	Word Wall Notecards with vocabulary words on them
Discuss where each card should go and why- take turns (Discourse)	Prompt: I think _____ goes _____ because _____.

Task 2   3ʳᵈ Grade

- Analyze a peer's bounce pass

Word Wall

- Analyze
- Bounce Pass
- Ready (hold/grip)
- Step
- Eye Contact
- Weight on _____ foot
- Extend
- Push the ball

- Thumbs rotate down
- Palms out
- "Check mark" flight path (bounces 2/3 of way to partner)
- Finish (between partner waist and chest)
- Defender

Feedback Prompts

- You did really well at _____.
- One thing to work on is _____.
- You
  - Still need to practice

    OR
  - Can add a defender

Identified Language Demands	Planned Language Supports
Analyze (Function)	Model how to analyze a bounce pass Skill analysis card with critical elements/pictures
analyze, cues/critical elements of bounce pass (Vocabulary)	Word Wall Skill analysis card with cues/critical elements
Give skill specific feedback to partner(s) (Discourse)	Prompts: You did really well at _____. One thing to work/focus on _____. You ___ still need to practice OR ___ can add a defender

Task 3   4th Grade

- Sequence skills into a gymnastics routine (MS 8.4) so there is smooth transition between moves.

Sequence Example

- Sui Lu (China) Balance Beam Finals London 2012
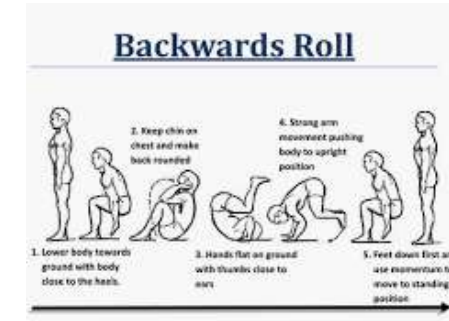- https://www.youtube.com/watch?v=mZfM92zFTQY

Word Wall

- Sequence
- Smooth transition
- Travel (slide, skip, walk, run, jog)
- Balance (stork stand, arabesque, toe stand, inverted)
- Weight Transfer (rabbit run, mule kick, cartwheel, lame dog walk, roundoff)
- Rolls (sideways/egg, log, forward, back, back rocker)
- Jumps (1 to2, 2 to 1, 2 to 2, 1 to same, 1 to other)

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Identified Language Demands	Planned Language Supports
Sequence (Function)	Model how to sequence a routine Worksheet
sequence, flow, traveling, balance, weight transfer, rolls, specific skills (Vocabulary)	Word Wall Posters/Task cards
Sequencing skills so there is flow (Syntax)	Reminders of the required elements Think about how one element ends and one begins…is it easy to go from one to the other (is there flow)? Watch a rhythmic gymnastics clip

Task 4   5th Grade

- Create a plan to overcome a physical activity challenge (VPA 2.5)

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Word Wall

- Overcome
- Challenge
- Identify
- Strengths
- Weaknesses
- Strategies

What do I have to know to create a plan?

Identify the challenge

Challenge: _____

Identify strengths and limitations

Strengths: _____

_____

_____

Limitations: _____

_____

_____

What strategies could you employ to overcome the challenge?

Strategies to overcome the challenge: _____

_____

_____

What is your plan?

Plan to overcome the challenge:

1: _____

2: _____

3: _____

4: _____

Identified Language Demands	Planned Language Supports
Create (Function)	Model how to go about creating a plan Graphic Organizer
overcome, challenge, identify, strengths, weaknesses, resources (Vocabulary)	Word Wall
Discuss the challenge that comes from learning a new physical activity. Come up with strategies that will help. Create a personal plan for a chosen physical activity. (Discourse)	Think, pair, share Graphic Organizer

Task 5   5th/6th Grade

- Design a personal fitness plan (cardio focus for this task)

FITT Matrix

			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility
			Ability of the heart, lungs, muscles to perform for a long time	A muscles maximum force against maximum resistance in one repetition	Ability of muscles to perform an exercise over and over	Ability of a joint to move through a full range of motion
F	**Frequency**	**How Often**	At least 3 days per week	1 to 3 nonconsecutive days per week	1 to 3 nonconsecutive days per week	3 to 5 days per week
I	**Intensity**	**How Hard**	Measured by heart rate	High resistance with few repetitions	Low resistance with many repetitions	Muscles should feel tight, not painful, stretch slowly, do not bounce
T	**Time**	**How Long**	20 minutes in the target heart zone	Short duration with longer rest	Long duration with shorter rest	Hold stretch for 30 seconds & repeat stretch 3 times
T	**Type**	**Specific Activity**	Aerobic activities: running, biking, swimming, rollerblading, rowing	Muscular Strength: Pull-ups, Climbing activities, weight lifting	Muscular Endurance: curl-ups, wall sit, push-ups, Flex arm hang	Flexibility: Specific stretch depends upon the body part you want to be more flexible

Cardiorespiratory Endurance Word Wall

DEFINED AS:
THE ABILITY OF THE HEART, LUNGS, MUSCLES TO PERFORM ACTIVITY OVER A LONG PERIOD OF TIME

Intensity
(How Hard)
Measured by Target Heart Rate

Time
(How Long)
20 minutes in the target heart zone

**Frequency**
(How Often)
At Least 3 times Per week

Type
(Specific Physical Activity)
Running

Principle of Overload:
To increase your level of Cardio-respiratory Endurance you need to increase the frequency, intensity, time, or type of stress You do when doing aerobic activities.

Principle of Progression:
Build up your aerobic endurance and speed slowly over time by going a little farther and faster each time you run!

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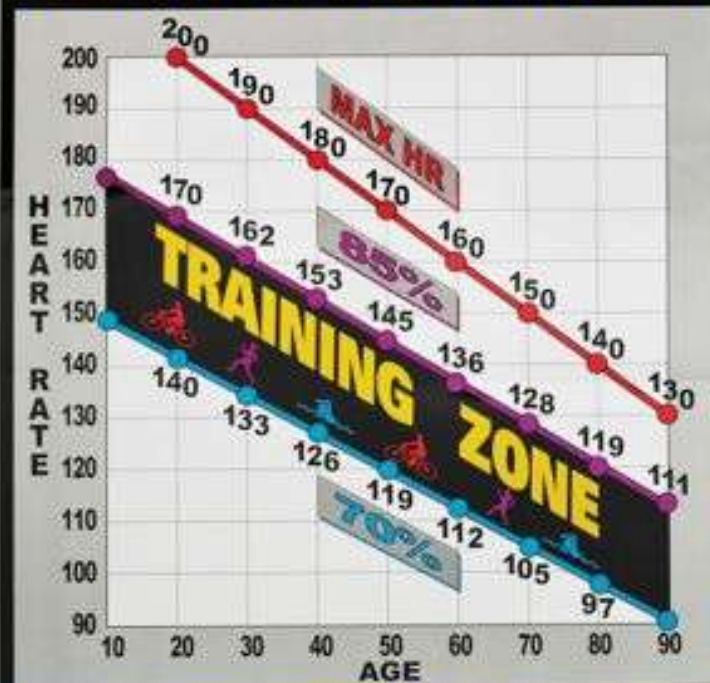
Table 10.2 PACER Laps Associated With the Healthy Fitness Zone—Boys

Age (yrs.)	20-meter laps	15-meter laps
5–9	Completion of test (lap count and time standards not recommended)	
10	≥17	≥22
11	≥20	≥26
12	≥23	≥30
13	≥29	≥38
14	≥36	≥47
15	≥42	≥55
16	≥47	≥61
17	≥50	≥65
>17	≥54	≥70

Table 10.4 PACER Laps Associated With the Healthy Fitness Zone—Girls

Age (yrs.)	20-meter laps	15-meter laps
5–9	Completion of test (lap count and time standards not recommended)	
10	≥17	≥22
11	≥20	≥26
12	≥23	≥30
13	≥25	≥32
14	≥27	≥35
15	≥30	≥39
16	≥32	≥42
17	≥35	≥46
>17	≥38	≥49

November 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1		2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

GOALS

Cardio
Test: _____
Results: _____
HFZ: _____
Goal: _____

MS/ME
Tests:
Results: _____
HFZs: _____
Goal: _____
Goal: _____

Flexibility
Test: _____
Results: _____
HFZ: _____
Goal: _____

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Identified Language Demands	Planned Language Supports
Design (Function)	Individual FitnessGram (PACER) results Graphic Organizer (goals/calendar) Model how to use results to create goals and design a program
5 components of fitness, FITT, Progression, Overload, different cardio exercises (Vocabulary)	5 component/FITT matrix Word Wall
Expression of goals (Discourse) Correct exercises are used employing FITT, progression, and overload to progress toward goals (Syntax)	5 component/FITT matrix Graphic Organizer Model how to use a calendar to design a program

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Thoughts? Questions?