



Subject: Anatomy & Physiology

Grade Level: High School

DI Strategy: Split Screen/Flexible Grouping/Tiering/Scaffolding/Anchor Example

Joint Movement Split Screen

***Note to User: An anchor is not a strategy in and of itself, but a critical component in effectively managing a DI classroom. The anchor example is shown below in bold.**

After completing a lesson on the types of joints in the body and joint movements, I wanted to assess my students' ability to describe the different joint movements (flexion, extension, abduction, rotation, etc.) in the body. I also wanted to see if students would be able to demonstrate those movements using their own bodies.

Prior to the activity, students were given a worksheet to assess their understanding of joint movements. They had to match the joint movement to its definition and a picture of the movement. After completing the worksheet, students were placed into three groups based on their understanding of the joint movements. One group remained with me while the other two groups worked in other areas of the classroom to increase their understanding of the joint movements.

Group 1 moved directly into a game of Joint Movement Charades in which they only got the joint movement in words. One group member acted out the joint movement and the other members guessed. After correctly guessing each joint movement, the group filled in a chart asking for all the joints in the body that can do that movement and some real-world movements that use that movement. Following the game of charades, each group member was asked to demonstrate and describe three joint movements using the website "Let's Recap." The three movements they described were pre-selected by me based on the movements they did not understand when completing the pre-activity worksheet.

Group 2 did the same activities as Group 1, except that they watched a review video on Joint Movements prior to moving into the Joint Movement Charades. Also, when playing charades, they received the joint movement in words, but also in picture form to provide more guidance, as a scaffold.

Group 3 did the same activities as Group 2, except that I was supervising their game of charades and providing additional instruction on each movement. When playing charades, one student demonstrated the movement and every other student wrote down what they thought the movement was on their computers using an online whiteboard on awwapp.com. This allowed me to see what each student understood and where some were still struggling. This group did not complete their final responses in "Let's Recap"; instead, they demonstrated their understanding of the joint movements directly to me.



Teaching Learning Succeeding

Anchor Activity: Any student who finished their assigned work early was directed to work on the following activities:

- 1. Use the Chapters 6 & 7 Review Activity on Quizizz (link found on class website and Google Classroom)**
- 2. Review your Chapters 6 & 7 Vocabulary Activity on Quizlet**
- 3. Start planning your Dance, Dance Anatomy video**