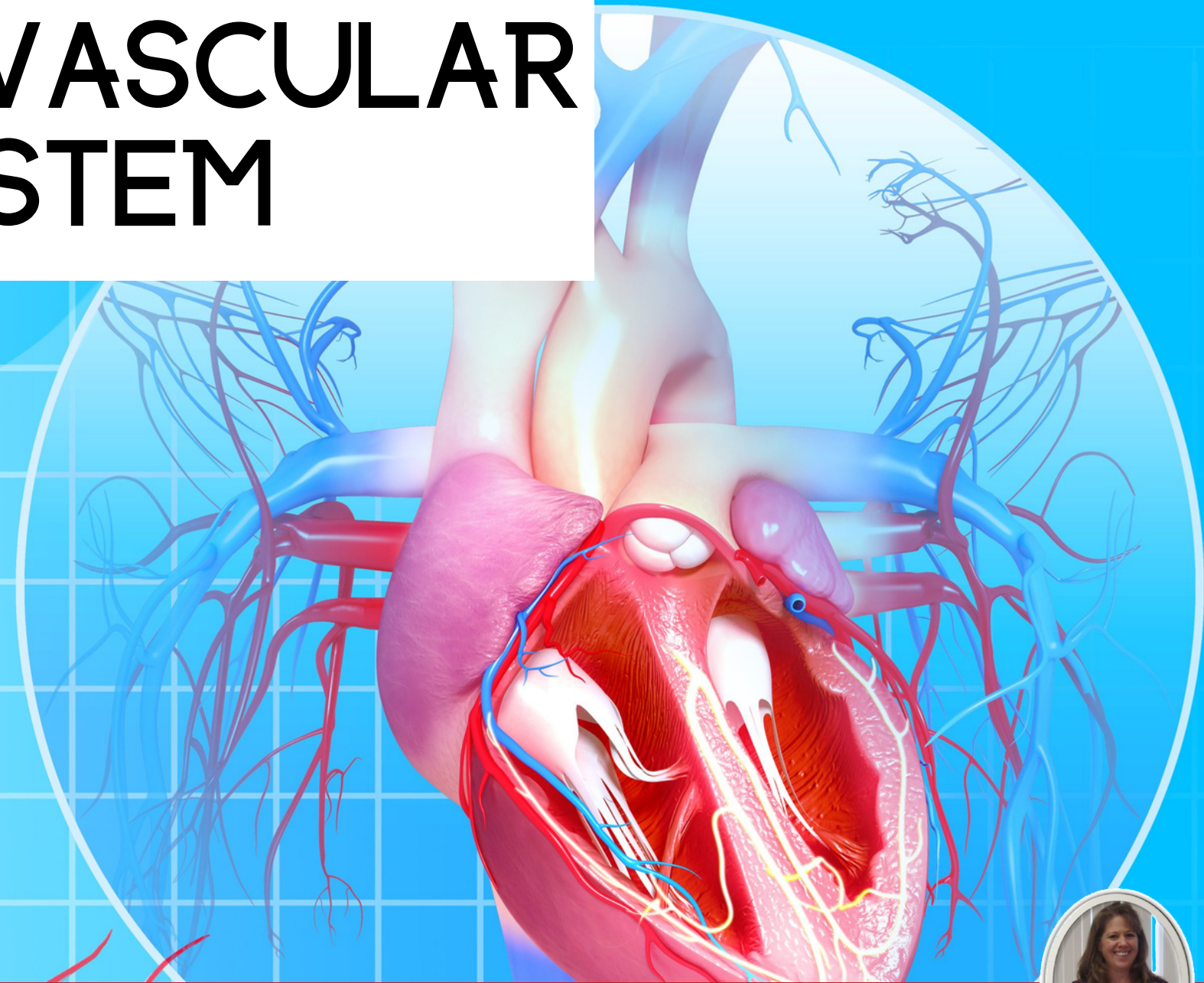
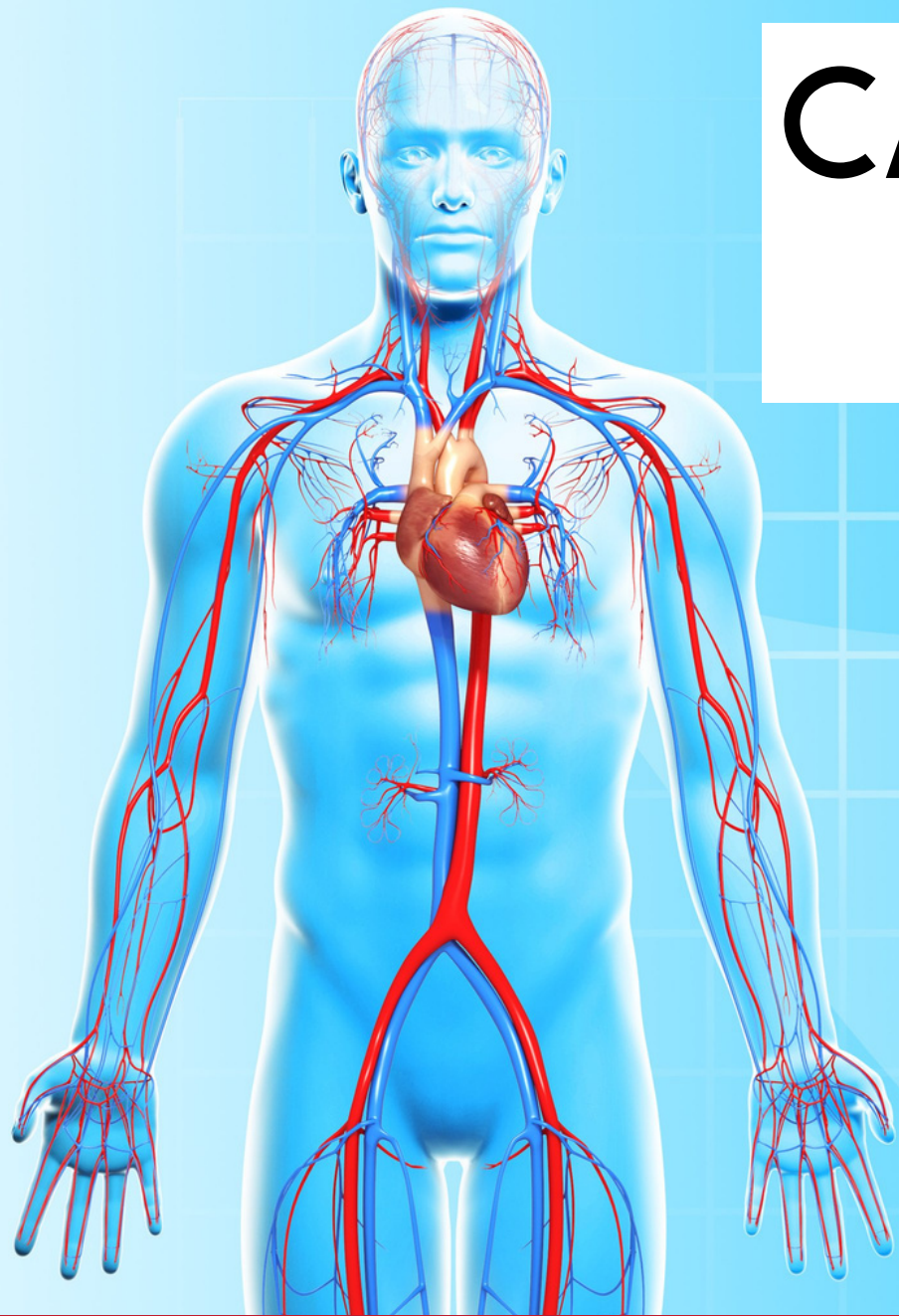


# CARDIOVASCULAR SYSTEM



**ALSO INCLUDES GOOGLE SLIDES**



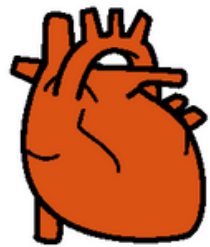
*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and struggles to sit still. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

# Cardiovascular System

## Unit for Special Education

By  
Christa Joy

Special Needs for Special Kids



### Table of Contents

| Worksheet pages | Title                    |
|-----------------|--------------------------|
| 4-5             | Vocabulary board         |
| 6-9             | Vocabulary cards         |
| 10-18           | Vocabulary cut and paste |
| 19-22           | Circle map               |
| 23-26           | Labeling Activity        |
| 27-33           | Sudoku Puzzle            |
| 34-35           | Word search              |
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| 41-51           | Assessment (3 versions)  |
| 52-56           | Exercise Stations Cards  |
| 57-58           | Terms of Use             |

**Also included in this resource as separate files:**

- Lesson plans
- Links and directions to digital activities
- PowerPoints (these are the books in the lesson plans)
- Voice recorded PowerPoint
- Activities in black and white

This unit contains **150 pages** of material plus **34 google slides**. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

It comes in 2 separate files. One in color and one in black and white.

# Cardiovascular Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games

## Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
  - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching  
students with significant  
needs

## Quick Look

| Day | Activity   |   |   |
|-----|--|---|---|
| 1   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Circle map</li></ul>                               | 5 | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Wordsearch</li></ul>  |
| 2   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Labeling activity</li></ul>                        | 6 | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Close worksheet</li></ul> |
| 3   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Social story</li><li>• Exercise stations</li></ul> | 7 | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Close worksheet</li></ul> |
| 4   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Sudoku puzzle</li></ul>                        | 8 | <ul style="list-style-type: none"><li>• Assessment</li></ul>  |

*The lesson plans contain:*

*A quick look at what you will do each day*

## Day 2

| Activity   | Notes   | Materials   |
|--|---|---|
| Read or listen to a recording of the book (15 minutes) | <ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>   |
| Vocabulary cards I Spy Game (10 minutes)               | <ul style="list-style-type: none"><li>• I play this game, or variations of it the first few days<ul style="list-style-type: none"><li>◦ Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5</li></ul></li><li>• Since this is the first time playing this game, I make it easy. Hold up a card, and have students find the matching one and hold it up</li><li>• Discuss relevant points on the card<ul style="list-style-type: none"><li>◦ You can also play this game in this manner having them find the symbol on their vocabulary board</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Vocabulary cards (student set and teacher set)</li><li>• Vocabulary board</li></ul> |
| Circle map review (5 minutes)                          | <ul style="list-style-type: none"><li>• Review the circle map completed yesterday</li></ul>   | <ul style="list-style-type: none"><li>• Circle map completed yesterday</li></ul>  |
| Labeling activity (10 minutes)                         | <ul style="list-style-type: none"><li>• Do the labeling activity</li><li>• Use the version best for your students (word or pictures)</li><li>• There is a color-coded version provided for students who need that</li><li>• Make connections to the book as necessary</li></ul>   | <ul style="list-style-type: none"><li>• labeling activity</li><li>• Scissors</li><li>• Glue</li></ul>                       |
| Sharing (10 minutes)                                   | <ul style="list-style-type: none"><li>• Each student shares their sorting activity with the group using the communication method of their choice</li></ul>  | <ul style="list-style-type: none"><li>• Completed sorting activity</li><li>• Communication devices</li></ul>                |

The lesson plans contain:

Detailed instructions on how that day's lesson should run

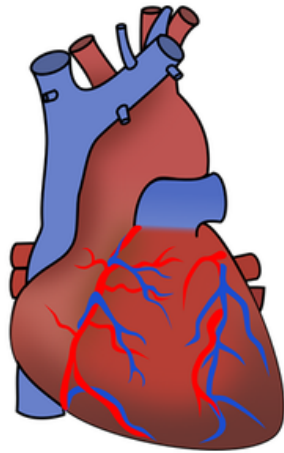
This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

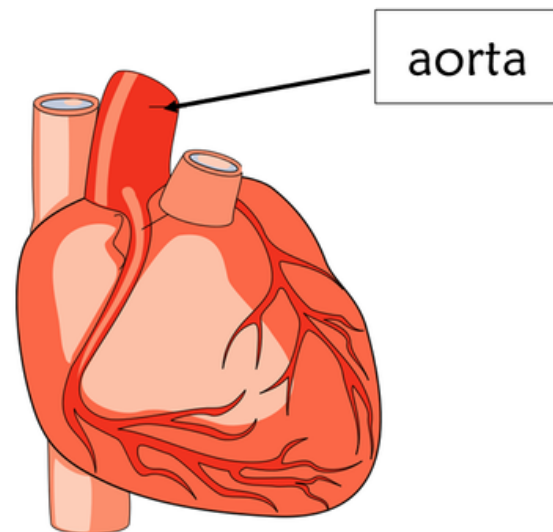


But, luckily, without even thinking about it, your heart beats all the time, moving blood through your body delivering energy from the top of your head to the tips of your toes.



©ChristaJoy, SNSK

There is one main way the blood gets out of the heart, through the aorta.



©ChristaJoy, SNSK

There is a 36-page book with simple text and engaging photos.

It comes in a PowerPoint version as well as a voice-recorded PowerPoint (so you don't have to print it out.)

There is also a movie version you can use in google slides.





Exercise is important.

©ChristaJoy, SNSK



Taking the dog for a walk is good exercise.

©ChristaJoy, SNSK

*There is a 17-page social story with simple text and engaging photos.*

*It comes in a PowerPoint version as well as a voice-recorded PowerPoint (so you don't have to print it out.)*

*There is also a movie version you can use in google slides.*

## cardiovascular system

System that delivers blood to the body. It is made up of your heart, vessels, and blood.



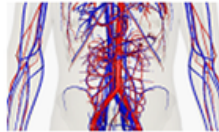
## heart

Muscle in chest that squeezes and pushes blood throughout the body



## vessels

Complex network of tubes that allows blood to travel to all parts of the body



## blood

Liquid that travels through body delivering oxygen and energy



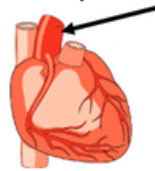
## oxygen

Found in the blood and is the main source of energy for our body.



## aorta

Main vessel, a large tube, that takes blood from the heart to the body



## arteries

Vessels that take blood away from the heart to the rest of the body



## veins

Vessels that take blood back to the heart from the rest of the body



There are 11 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

## cardiovascular system

System that delivers blood to the body. It is made up of your heart, vessels, and blood.



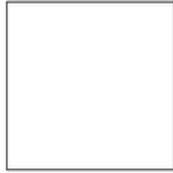
## heart

Muscle in chest that squeezes and pushes blood throughout the body



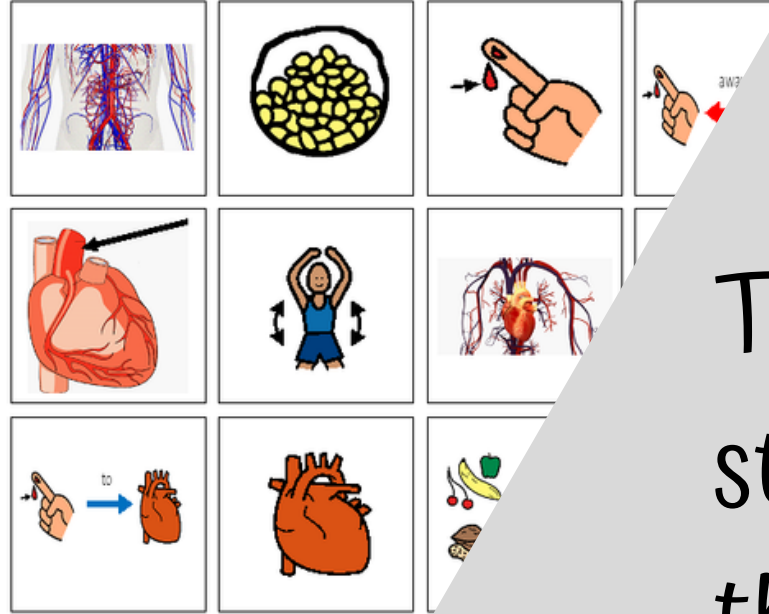
## vessels

Complex network of tubes that allows blood to travel to all parts of the body

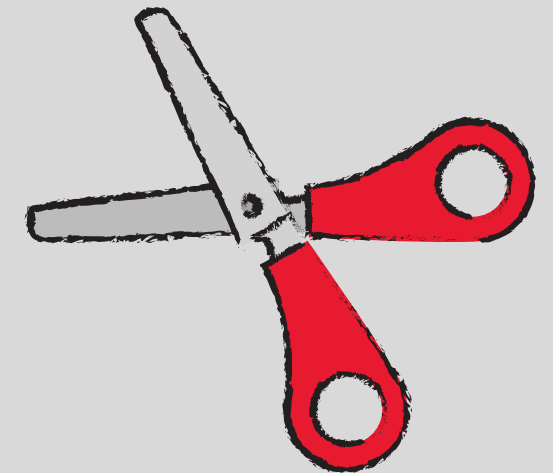


## blood

Liquid that travels through body delivering oxygen and energy



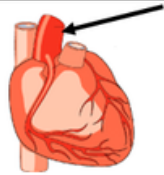
There is an activity where students will match either the picture to the definition or the definition to the picture (harder).



## oxygen



## aorta



## arteries

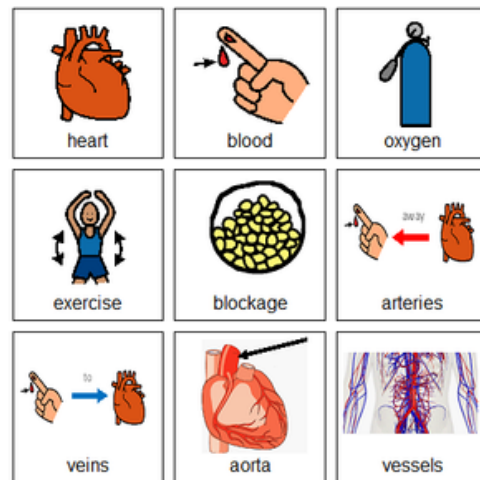


## veins

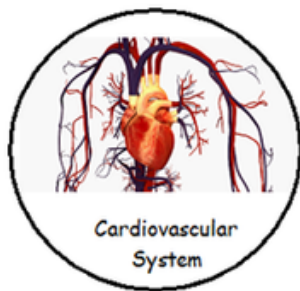


|   |  |
|---|--|
| Complex network of tubes that allows blood to travel to all parts of the body             | Vessels that take blood away from the heart to the rest of the body.                     |
| Things like running, walking, lifting weights and more that make your heart stronger.     | System that delivers blood to the body. It is made up of your heart, vessels, and blood. |
| Muscle in chest that squeezes and pushes blood throughout the body                        | Fats and chemicals that are stored up in the vessels. They slow down the flow of blood.  |
| Main vessel, a large tube, that takes blood from the heart to the body                    | Found in the blood vessels. It is the main source of energy for the body.                |
| Foods that are good for your heart like fruits, vegetables, nuts, grains, and lean meats. | Vessels that take blood away from the heart to the rest of the body.                     |
| Liquid that travels through body delivering oxygen and energy                             |  |

Cut apart and place in circle map on previous page.



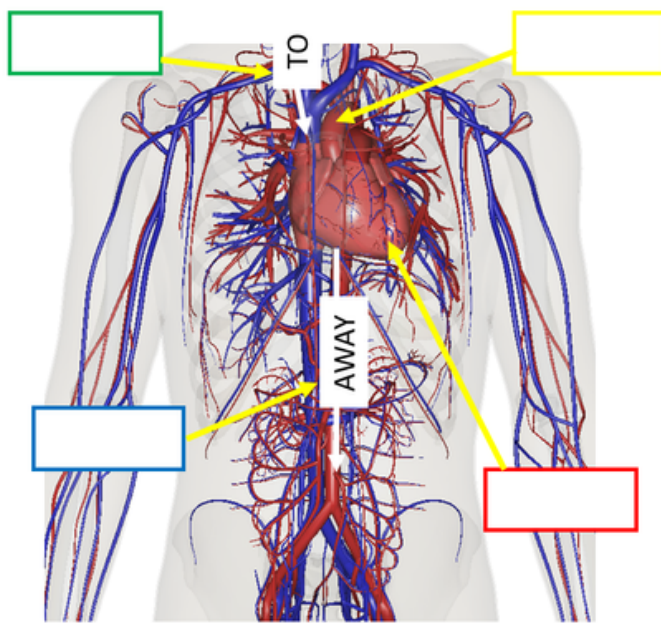
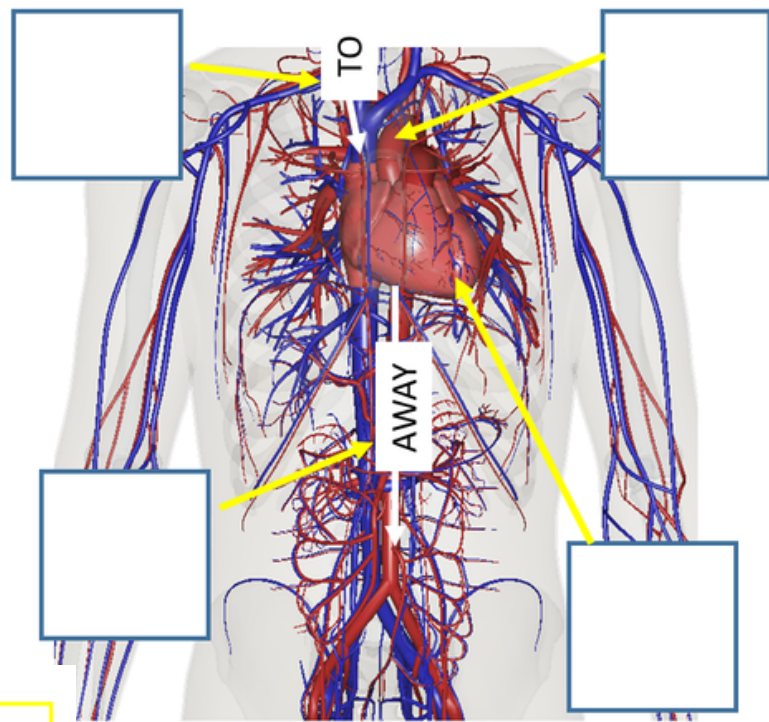
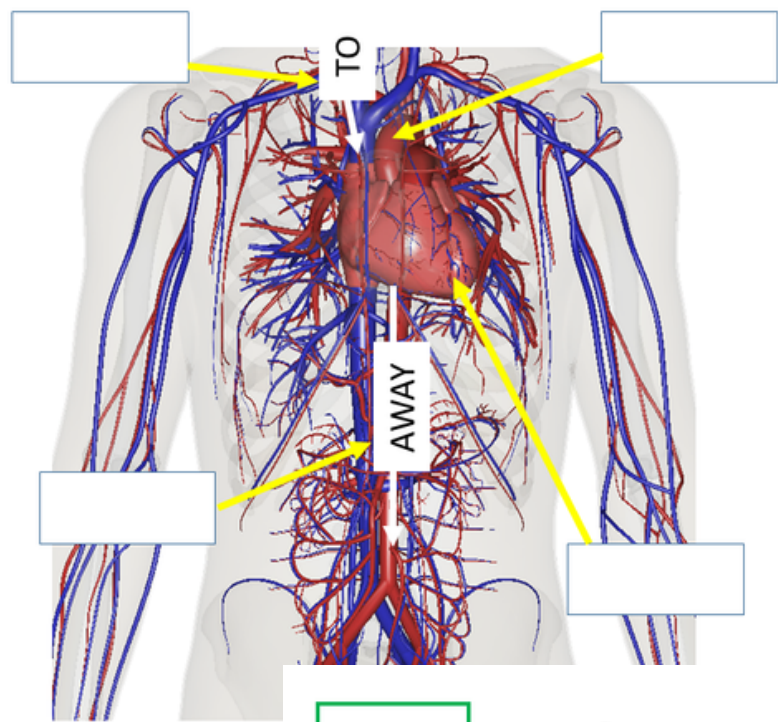
Cut apart and place in circle map on previous page  
**ONLY IF** it deals with the cardiovascular system.



There is a circle map reviewing the main points from the book.

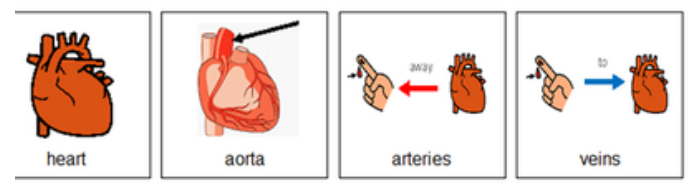
Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



aorta  
veins

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










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aorta      arteries  
veins      heart



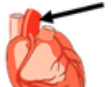





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There are labeling activities. They have the option to use words or pictures. There is a color-coded version included for students who need more support.

# Cardiovascular System

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  blood    |  exercise |  blockage |
|  |  |  heart    |  |  aorta    |  |
|  blood    |  |  |  blockage |  |  aorta    |
|  exercise |  blockage |  aorta    |  |  oxygen   |  |
|  |  |  blood    |  |  |  heart    |
|  |  heart    |  blockage |  |  blood    |  exercise |

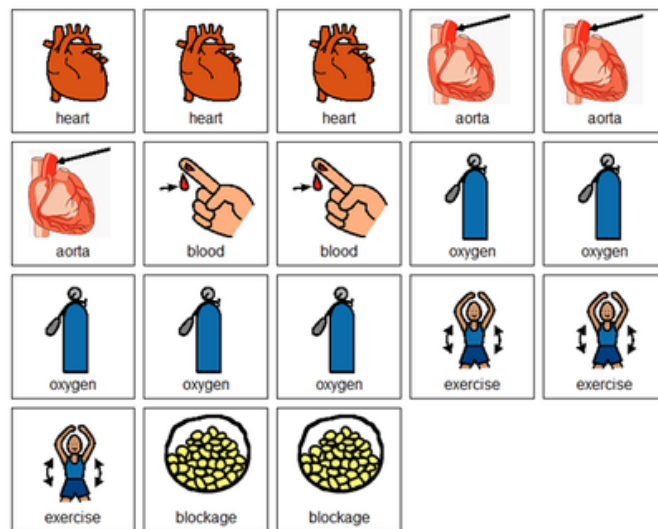
# Cardiovascular System

|   |  |  |  |
|---|--|--|--|
|  blood |  |  exercise |  |
|   |  aorta    |  |  |
|  aorta |  exercise |  |  heart    |
|  heart |  |  |  exercise |

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



# Cardiovascular System

O C D F W L P B R B  
V E S S E L S M E L  
A R T E R I E S X O  
H O X Y G E N D E O  
E A S I J P J V R D  
A O W E K B V E C X  
R R K O U D O I I L  
T T A I Q U Z N S A  
V A W E F A B S E J  
L B B L O C K A G E

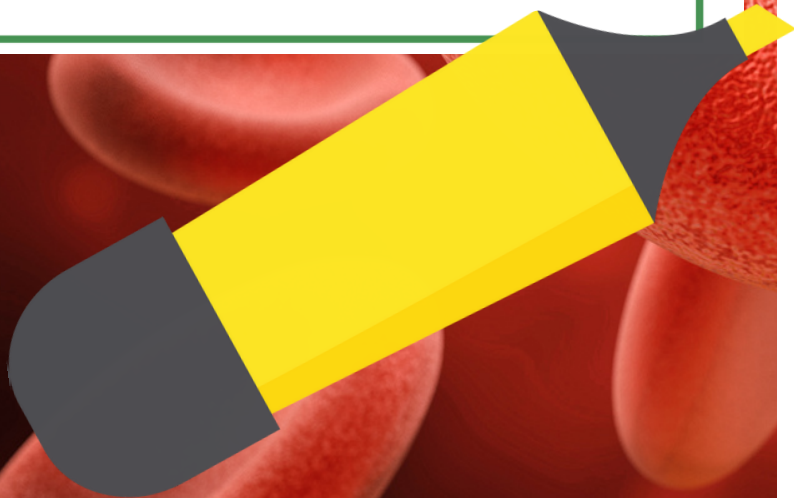
- arteries
- aorta
- blood
- blockage
- vessels
- exercise
- heart
- oxygen
- veins

# Cardiovascular System

O C D F W L P B R B  
V E S S E L S M E L  
A R T E R I E S X O  
H O X Y G E N D E O  
E A S I J P J V R D  
A O W E K B V E C X  
R R K O U D O I I L  
T T A I Q U Z N S A  
V A W E F A B S E J  
L B B L O C K A G E

- arteries
- aorta
- blood
- blockage
- vessels
- exercise
- heart
- oxygen
- veins

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.



# Cardiovascular System



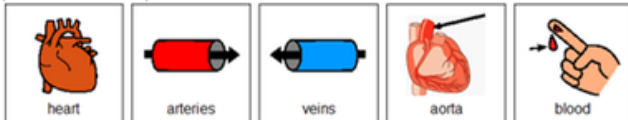
1. The  is the main muscle that pumps blood.

2. The  is the main vessel leaving the heart.

3.  take blood away from the heart .

4.  take blood back to the heart.

5.  carries oxygen and energy to the body.



# Cardiovascular System



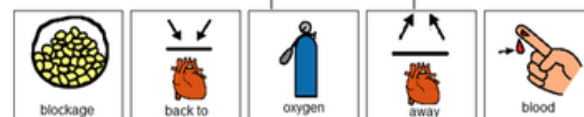
1. The heart is the main muscle that pumps .

2. Arteries take blood  from the heart.

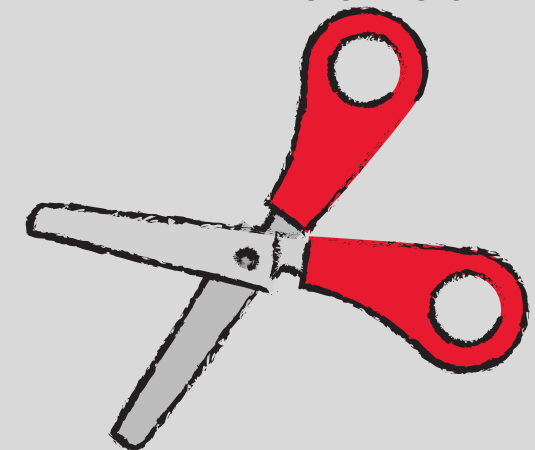
3. Veins take blood  the heart .

4. Blood carries  and energy to the rest of the body .

5. Fatty foods can cause a  in the vessels and heart.

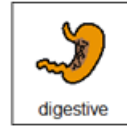
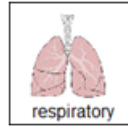


There are 2 fill-in-the-blank worksheets. These allow you to review and focus on facts from the book and identify areas for review prior to the assessment.

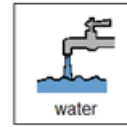
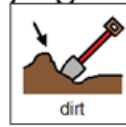
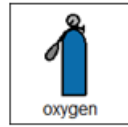




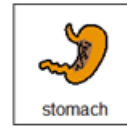
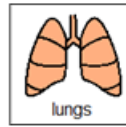
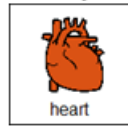
1. What is the name of system that delivers blood throughout the body?



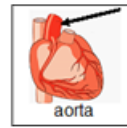
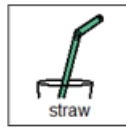
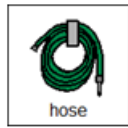
2. What is the blood carrying?



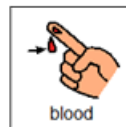
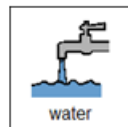
3. What is the name of the main part of the cardiovascular system that pumps the blood?



4. What is the name of the main tube that leaves the heart taking blood to the body away from the heart?



5. What is in the fluid called that travels through the vessels?







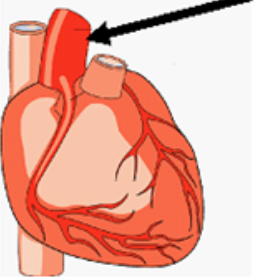

There is a 10 question assessment.

There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q8

|  |  |  |
|--|--|--|
| <br>heart   | <br>stomach | <br>brain |
| <br>vessels | <br>aorta   | <br>blood |

Q9

|   |  |  |
|---|--|--|
| <br>blockage | <br>trash | <br>pudding |
|---|--|--|

With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. What is the name of system that delivers blood throughout the body?
  - A. Respiratory
  - B. Cardiovascular
  - C. Digestive
  
2. What is the blood carrying?
  - A. Oxygen
  - B. Dirt
  - C. Water
  
3. What is the name of the main part of the cardiovascular system that pumps the blood?
  - A. Heart
  - B. Lungs
  - C. Stomach
  
4. What is the name of the main tube that leaves the heart taking blood to the body away from the heart?
  - A. Hose
  - B. Straw
  - C. Aorta
  
5. What is in the fluid called that travels through the vessels?
  - A. Water
  - B. Blood
  - C. Syrup

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

**Station 1**



**10 Jumping Jacks**

**Station 2**



**10 Overhead Stretches**

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**Station 3**



**10 Sit ups**

**Station 4**



**10 Touch your Toes**

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There are 10 exercise station cards to go with the social story on exercise.

Watch the  
movie on the  
Cardiovascular  
System

If your heart stopped beating, you would  
die.



Christa Joy, Special Needs for Special Kids

*This unit also includes  
digital versions of the  
activities.*

Watch the  
movie on  
Exercise



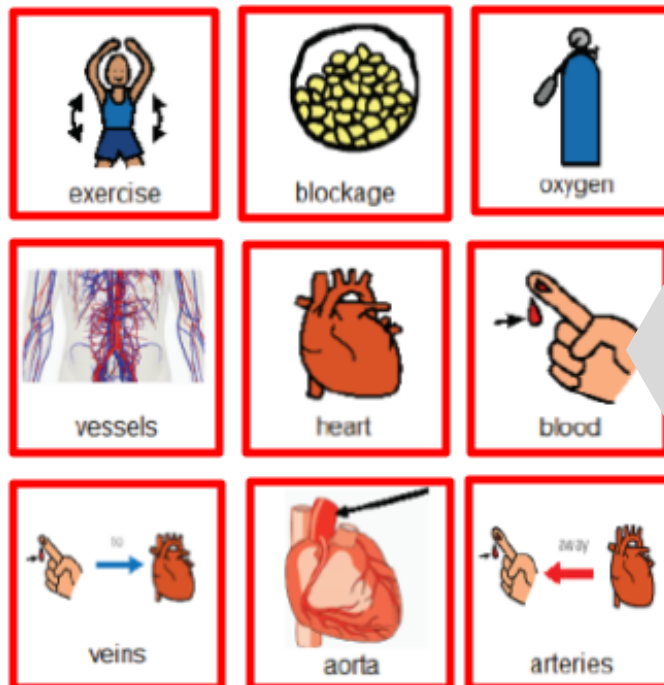
Make sure you have the right shoes when  
you exercise.

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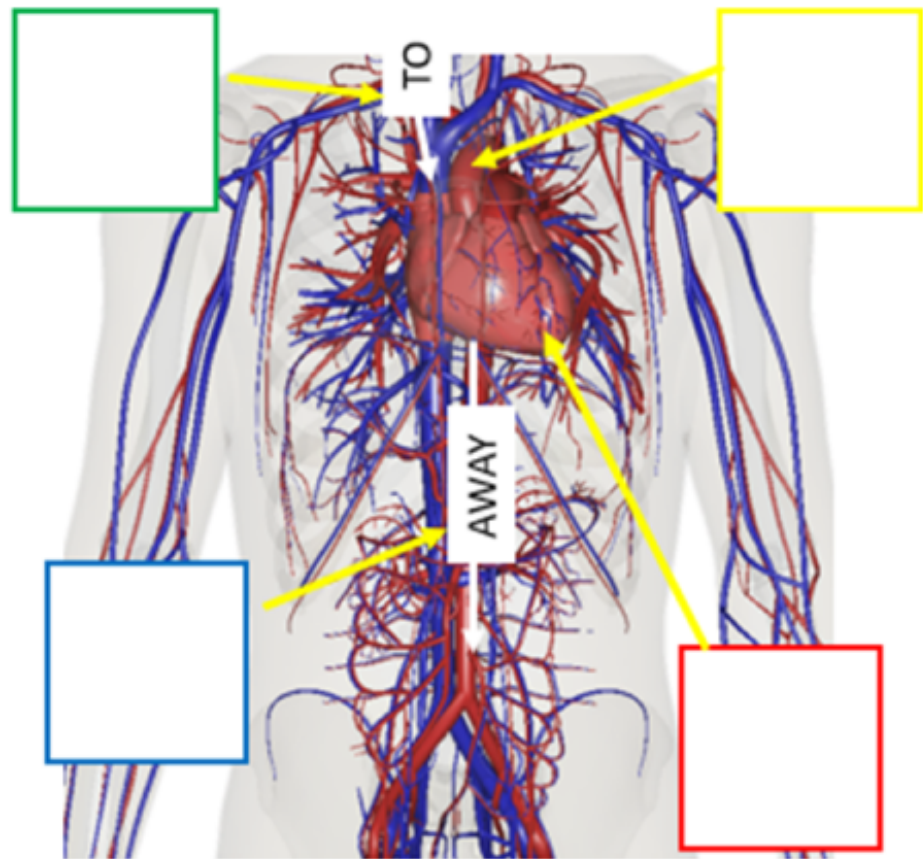
*Students can watch a  
movie book version of  
the book rather than  
printing it out.*



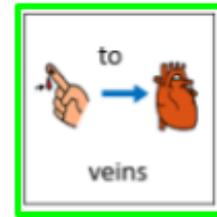
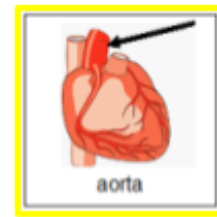
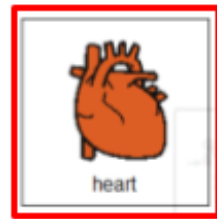
Place the pictures in the circle map about the cardiovascular system.



Each activity is set up so students can click and drag answers. No typing is required.

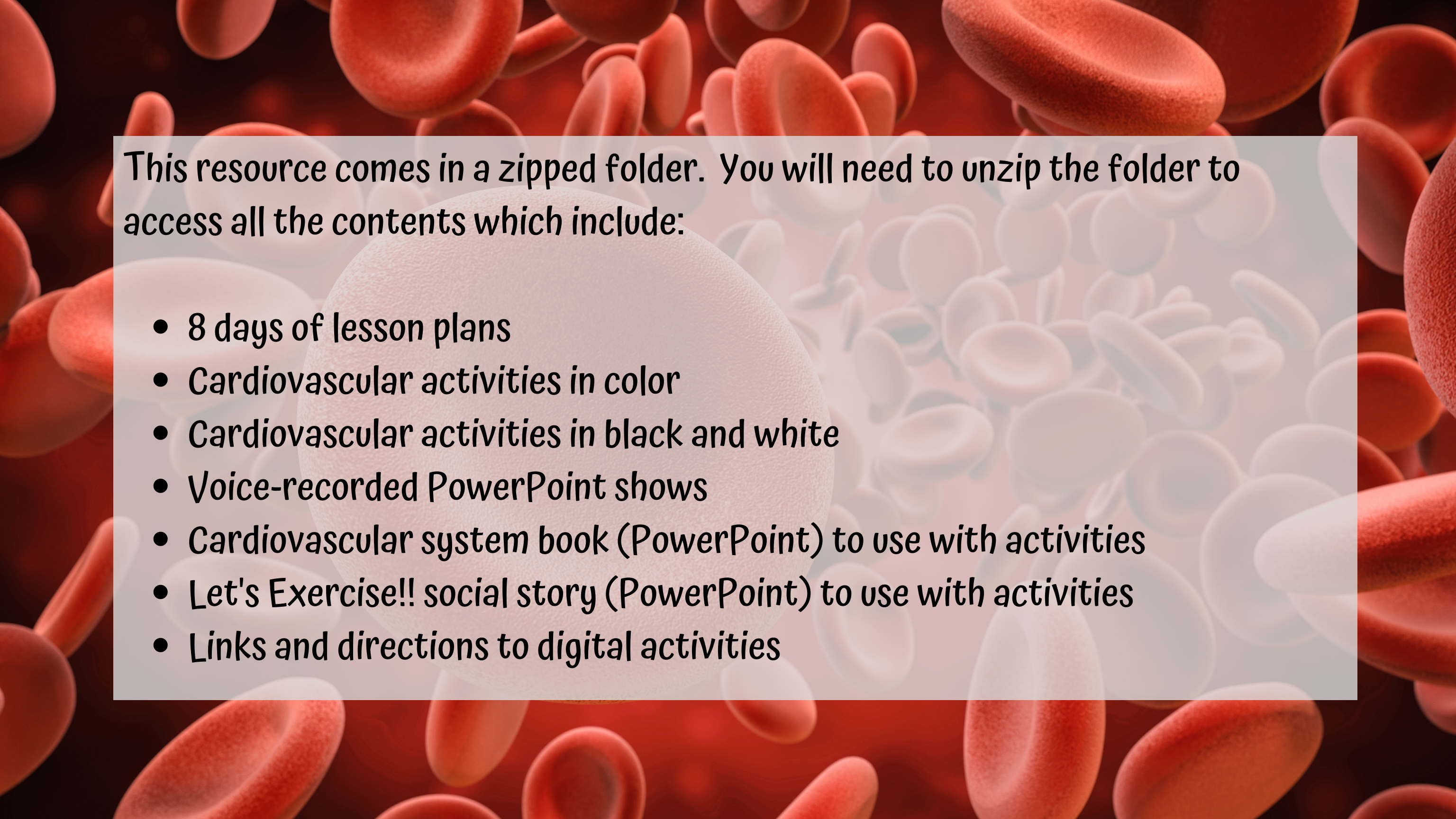


Label the parts of the cardiovascular system.



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The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

The background of the slide is a dense field of red blood cells, rendered in a realistic, slightly blurred style. The cells are a vibrant red color and are scattered across the entire frame, creating a textured, biological background. A semi-transparent white rectangular box is overlaid on the center of the image, containing the text.

***This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:***

- ***8 days of lesson plans***
- ***Cardiovascular activities in color***
- ***Cardiovascular activities in black and white***
- ***Voice-recorded PowerPoint shows***
- ***Cardiovascular system book (PowerPoint) to use with activities***
- ***Let's Exercise!! social story (PowerPoint) to use with activities***
- ***Links and directions to digital activities***