

Lesson Plan 1 of 3	NYS/NASPE Standards	Teacher Candidates(s): Steven Miner	School: Tully Elementary	Date: 2/14/12
		Bold Teaching Style: Command Practice Reciprocal Self-Check Guided Discovery Inclusion Convergent Divergent Jigsaw Cooperative		Grade: 6th # in class: 18
Domains		Objectives (Be sure to include Situation, Task and Criteria for each objective)	Assessment Tool & When it is used	Length of class: 40 min
Psychomotor	1A / 2	1. Throughout the lesson, students will work on cardiovascular fitness, by <u>checking their pulse correctly 4 times.</u>	Assessment Form.	Unit: Fitness Concepts Focus: Cardiovascular, Physical Activity
Affective	2/ 5	2. Throughout the lesson, students will in groups of 4, by <u>giving examples of each level of physical fitness.</u>	Physical Activity Chart.	Equipment: Balls, Jump Ropes
Cognitive	2/ 6	3. By the end of the lesson, students will be able to give the meaning of cardiovascular, when asked by <u>the teacher.</u>	Visual Check by teacher.	References: (e.g. Book, course packet, pg #, complete web address URL): Textbook Pgs 41-57 On the Move, Lesson Plan Book- Pgs. 311-312, 318-320 Lab Book. Pg. 20
Safety Statement	2 / 5	4. During the lesson, we are going to working in groups. We need to watch our space around us. We are also going to many activities that are using balls, and jumping ropes. We need to find our personal space within the general space, to ensure the safety of everyone.	Visual Check by teacher.	http://facts.randomhistory.com/human-heart-facts.html
NYS Learning Standard 1 – Personal Health and Fitness 1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities. 1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition NYS Learning Standard 2– A Safe and Healthy Environment 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity. 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. NYS Learning Standard 3– Resource Management 3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. 3b. Students will be informed consumers and be able to evaluate facilities and programs. 3c. Students will also be aware of career options in the field of physical fitness and sports			NASPE Content Standards – A physically educated person: 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	

What is the ongoing fitness theme or emphasis in this lesson?			
Health-related Fitness (HRF) <u>NYS LS 1B</u> (Please Bold)	Explain how it is developed and where in the lesson it occurs:	Skill-related Fitness (SRF) <u>NYS LS 1A</u> (Please Bold)	Explain how it is developed and where in the lesson it occurs:
Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition	Throughout the lesson, we are going to talk about cardiovascular endurance, and fitness. We are going to be talking about how important cardiovascular fitness is, and what it really means. We are going to be doing numerous exercises that test our cardiovascular endurance. We will also test our endurance by checking our pulse. (i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.)	Balance Coordination Agility Reaction time Speed Power	We are going to be doing numerous exercises that require us to check our pulse. During these exercises, the children will be asked to go at full speed, to see what our pulse is at full velocity. We could also go at a slower speed to check our pulse at slower velocity. (i.e. Concepts taught, goals, FITT, etc.)

Lesson Components	Time (mins)	Organization & Transitions	Description	Adaptations Assessments, Reminders
Instant Activity	5		<p>Heart Tag- I will have two students be taggers. They will represent fatty material in the heart. The rest of the students will move throughout the gym as they represent blood flowing through the heart. When they are tagged, they are to stand still like a T. When someone comes over to unfreeze them, they have to name one of the 4 chambers of the heart. (Right Atrium, Right Ventricle, Left Atrium, Left Ventricle) We will then add 2 more taggers. Only way children can move is by doing the skills announced by the teacher. (Skip, Slide, Run, Jump)</p> <p>We are going to mostly be working on the speed of the students who are trying not to get tagged.</p>	Be Careful. No Running. Only do skill being told.
Introduction, Signal for Attention, Hook	5	T SSSSSSSS SSSSSSSS SS	Hello Class. We just got done doing an exercise doing heart tag. Can anyone tell me any important facts about the game? Did we learn anything? Well did you know that the heart is really just about the size of your fist. It important muscle in our body. Your heart beats 72 times in a minute, and carries 2,000 gallons of blood through it each day. Today we are going to be doing many activities that work on cardiovascular fitness. Cardiovascular is just another word for the heart. Our heart can grow stronger by exercise and physical activity. What is another word for the heart?	Safety Statement. One the Move Pg. 311 Website
Demonstration				
			<p>Teaching Progressions – Show some of the major tasks/activities listed on your Activity Progression Worksheet within the selected level of (PC/C/U/P) for the class.</p>	
Body of Lesson (Lesson Focus)			<p>Tasks (Extensions) - Activities for the whole class. <i>E.g. Hit the ball over the net to your partner 10 times.</i></p> <p>Cues (Refinements) – Simple secrets to improve performance. <i>E.g. Low to high</i></p> <p>Challenges (Applications) - More game-like chances to practice the same tasks at the same difficulty level. <i>E.g. In 90 seconds, see how many times you can hit the ball to your partner.</i></p> <p>Modifications – Add modifications to make the tasks easier and harder according to the skill level of the students.</p>	Adaptations Assessments, Reminders

	7	Ssss sssss ssss ssss ss	Physical Activity Pyramid- 1. We are going to talk about the physical activity. Students are going to get in groups of 4. They will be a physical activity pyramid on the wall. Students must come up with at least two activities for each level.	1. Level 1-Life Style Level 2- Sports Level 3- Strength Level 4- Rest/ Inactivity	1. Each group must have 2 activities for each level.	Easier – Try to name 3 activities for only 1 level. Harder – Try to name 3 activities for each level.	What each level means. Level 1- Lifestyle Activities Level 2- Sport Activities Level 3- Strength Exercises Level 4- Rest/ Inactivity On the Move pg.319 Textbook p. 46
	2	T SSSSSSSS SSSSSSSS SSSS	2. Checking our pulse for 2 minutes.	2. Two fingers on side of neck.	2. How many beats in ten seconds.	Easier – Count for 6 sec. and 0 at the end. Harder – Multiply beats by 6.	Cues, and Count. On the Move pg. 311
	5	Varies	3. Students are going to jump alone for 1 min, then just with partner for 1 min, then just in groups of 4 for 1 min, then groups of 8 for 1 min. After students will sit down and take pulse.	3. Two fingers on side of neck.	3. Can students continuously jump for 4 min. 3.5- Can you keep your pulse between 60-90.	Easier – Only jump for 30 seconds. Harder – Move farther apart so have to jump farther distance to get into groups.	Pulse Assessment form. Cues and pulse check. On the Move pg. 311
	6	Varies	4. We are going to start my dribbling the ball in our personal space. After 2-3 min, we will stop and check our pulse. For the next 2-3 min, we will dribble in the general space, and then check our pulse.	4. Personal space vs. general space. Two fingers on neck.	4. Can you keep your ball in your personal space without losing the ball? If you lose your ball, you start over in new personal space. 4.5 In 2 min, how many people's balls can you knock away without losing yours.	Easier – Use smaller ball, ball easier to dribble. Harder – Jog in place while dribbling. Try changing hands.	Spacing. Cues. Pulse Assessment form. On the Move pg. 312.

	8	<p>S S S S S S S</p> <p>S S S S S S S</p> <p>S S S S</p>	<p>5. We are going to get out jump ropes. We are going to jump for 3 min, then check our pulse. We will then jump for another 3 min, and check our pulse again.</p>	<p>5. Stay in personal space.</p> <p>Two fingers on neck.</p>	<p>5. How many jumps can you get in 3 min.</p> <p>5.5- Can you beat the number of jumps in the previous 3 minutes.</p>	<p>Easier – Try jumping for only 2 min.</p> <p>Harder - Jump Rope backwards, or at a faster pace.</p>	<p>Cues.</p> <p>Pulse Assessment form.</p> <p>On the Move pg. 312.</p>
Activity close (Optional)	2	<p>SS SS SS</p> <p>SS SS SS</p> <p>SS SS SS</p>	<p>Jump the Shot- Students are going to work in pairs. One will hold the rope low, and try to twirl it in a circle. The other partner is going to jump it each time it comes around.</p>				<p>Safety Lab Book Pg. 20</p>
Lesson Closure, Hook to Next Lesson	2	<p>T</p> <p>SSSSSSSS</p> <p>SSSSSSSS</p> <p>SSSS</p>	<p>Did everyone have fun today? What is one activity for each level of the physical activity pyramid? Remember what each level means. Also, what is another word for the heart? Did everyone realize that doing all these activities were working on our cardiovascular fitness, and getting our heart pumping. I'm happy everyone is now able to check our pulses properly. Next class we are going to continue our fitness unit, and talk about nutrition. Have a great day!</p>				<p>Hand in Pulse Assessment form.</p>
Evaluation of Lesson	<p><i>Pre-planning: Previous instruction in this activity (earlier grade levels)</i></p> <p><i>Post-planning: "Assessment Informs Teaching:" future needs based on assessment results</i></p> <p><i>Teacher Reflection Notes:</i></p>						