**Lesson Plan**

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| **Lesson Title: FitnessGram Testing – Mile Run Date:** | | | |
| **Common Core/TN State Standard: Tennessee Physical Education Grade 6-8 Standard Four & Six:**  **Standard 4 - Physical Fitness:** A physically educated person achieves and maintains a health-enhancing level of physical fitness.  **Standard 6 - Affective Concepts:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | | | |
| **What is the learning target:** As a result of today’s class, students will be able to:  Our TARGET GOAL today is: for the boys (ages 13 to 15) to run the mile run between 7:00-10:00 & for the girls (ages 13 to 15) to run the mile run between 8:00 & 11:30.   * Discuss the value of appropriate warm-up, conditioning and cool-down in physical activity. * Explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness) * Identify activities that enhance lifelong fitness. * Analyze various activities to make conscious decisions regarding participation for lifelong fitness. | | | |
| **Formative Assessment:** What formative assessments will be used and how will they drive your instruction?   * The teacher will ask the students at random their definition of Physical Fitness Concepts based on previous knowledge.   **Question and Response**   * Teacher will ask students at random about various muscles that are being stretched based on students previous knowledge. * Teacher will ask students to respond about students doing push-ups correctly by giving Thumbs Up if they are done correctly during warm-up exercises.   Direct Teacher Observation **-** (Visual checks for understanding) The teacher will observe to make sure students are following the guidelines of the activity. The teacher will helping those pairs or groups that need extra attention during warm-up exercises (On Push-Ups Only)  Demonstrating Understanding - (Thinking) The teacher will ask students to say numbers in Spanish and English during exercises and to alternate between the two while doing the warm-up exercises correctly.  Exit Ticket – Students will have to write the answer to four questions for an exit ticket.  **1. What does it mean to be physically fit?**  **2. What is cardiovascular endurance?**  **3. How does cardiovascular endurance affect your overall heath?**  **4. How does running the mile help you in your everyday lifestyle?** | | | |
| **Probing Questions for Differentiation** | | | |
| **Assessing Questions**  Create questions to scaffold instruction for students who are “stuck” during the lesson.  - The teacher will present the students with several verbal/modeled scenarios that will demonstrate skills/techniques involved in:  - Stretching  - Strength Exercise - Calculate %  - Push-Ups/ Mechanics  - Run Half-Mile Distance in at least 4:30  Example Question   * What muscle are we stretching/working? * All partners show me a Thumbs-Up if their partner has done 9 out of 14 push-ups correctly. | | **Advancing questions**  Create questions to further learning for students who are ready to advance beyond the learning target.   * Name sports where running the mile could be helpful. * Why is running the mile such an important and measurable task. | |
| **Planning Tasks** | **What will the teacher be doing?** | | **How will students be engaged?** |
| How will you communicate the lesson’s standards/ objectives to students and provide relevance? | * The teacher will review the State Standards written on the white board * Secondly, the teacher will introduce the lesson and objective by building from previous practice. * Thirdly, the teacher will verbally/physically model the objective (in addition to using student volunteers). | | * The students will be allowed to discuss/teach/help their fellow students on their push-ups, sit-ups, pull-ups, pacer test and sit and reach. * The students will watch their peers and teacher demonstrate these exercises. |
| How will you use teacher-student and student-student feedback to guide your instruction during the lesson? | * The teacher will directly describe and model these exercises. * The teacher will present student s with several verbal cues that will descriptively assist in performing exercises. * The teacher will choose some more advanced students to lead certain exercises. * The teacher will provide immediate and specific feedback, as well as positive reinforcement with each student response. * When students answers incorrectly, the teacher will praise the student for his/her risk-taking and effort while also describing and modeling the correct response. * When students answer correctly, the teacher will provide positive reinforcement by specifically tating what they did correctly. | | - The warm-up exercises will allow students to work collaboratively with there peers to engage in a competitive goal(s) |
| What activities will you utilize to teach thinking and/or problem solving in this lesson? | * **Activity One** – During the Stretching portion of the lesson, the teacher will provide the students with several verbal, visual and modeled examples of the muscles being stretched. The teacher will allow time for the students to think before they answer or collaborate w/their peers. * **Activity Two** – During the Strengthening portion of the lesson, the teacher will provide the students with one or two verbal, visual and modeled examples of the muscle being exercised and/or techniques in the exercise. The teacher will allow time for the students to think before they answer or collaborate w/their peers. | | * The teacher will present the students with exercise examples and/or lifetime activity examples that will appeal to their current sporting/real life events. * The students will be focused on the teacher to better understand their roles in the activities in the lesson. * The students will count in Spanish and English from 1 to 15 during their exercise as well as alternating between the two. This will allow them to analyze while doing various activities. (Thinking) * Increasing the difficulty level of the exercises by going up on the amount of repetitions that they will perform every week. |
| How will you provide differentiated materials, methods & student choice? | * The teacher will use modeling by performing the technique for students; the students and teacher will perform the activity together, then students will perform the technique alone. * The teacher will have struggling students stop and the teacher will reteach the activity and/or techniques (modifying equipment if needed) looking for understanding of skills/ techniques. * The teacher will provide: the times given by the Fitness Gram Program Manuel that is divided by age and gender. * Target Goal: for the boys (ages 13 to 15) to run the mile run between 7:00-10:00 & for the girls (ages 13 to 15) to run the mile run between 8:00 & 11:30. | | * Students will watch the teacher and/or peers model the exercises needed to perform the fitness activities as the teacher supervises * Students will find the activity personally meaningful through the application of their own choices in the activities. * The teacher will participate with struggling students and /or modifying the exercises for more student success. * The student will have a choice to pick different exercises using the same muscle groups. |
| How will you elicit student questions and reflection? How will your assessment be used to inform future instruction? | * The teacher will use teacher observation and verbal review question to check for understanding.   Questioning:   1. What muscles are we stretching? 2. Show me with a Thumbs Up! How many of you did your push-ups correctly. 3. What if you really struggled today and ONLY completed 4 of 12. What percent is that? 4. Give me one exercise where we could stretch and/or strengthen this muscle? 5. Someone tell me why running is important to a healthy lifestyle. 6. If you run 4 laps at 2 min. per lap what time would your run for your mile? 7. What Fitness Component would the Mile Run fall up under? 8. How could running the mile help you in other sports?   -The teacher will collect times and/or data from the Mile Run that will determine the pace in which each student ran and if they reached our target goals. | | - Students will be provided with immediate and specific feedback, throughout the lesson, as well as positive reinforcement.  -Students will be allowed time to teach the exercises in their own words. |