|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher Kara Weyhenmeyer**  **Elem. PLC** | | **Date**  **On Going** | | **Grade**  **3-5** | | **Content Area**  **Healthy Active Kids** | | | |
| **Objective/Essential Question:**  **What is physical activity?**   * **Physical Skills:**   Each student will participate to the extent of their physical abilities of the lesson. They will practice not only gross motor but fine motor skills by activating switches, reaching for materials and interacting with peers and classroom staff.   * **Cognitive Skills:**   **Symbolic:** Increase understanding of words with s­imilar phonetic meaning, Continue to increase vocabulary. Demonstrate sustained interaction with text. Continue to demonstrate personal experiences to connect with text, Identify target words within text. Demonstrate comprehension of text read to them and apply what is learned to everyday life.  **Early Symbolic:** Choose text for exploration. Increase vocabulary. Demonstrate sustained attention to text. Demonstrate an association between symbols and their meaning.  **Pre-Symbolic**: Demonstrate awareness of new and routine vocabulary. Demonstrate awareness of and/or response to text being read aloud. Demonstrate attention to instructional materials in a literacy context, Demonstrate a preference for a text   * **Social Skills (learning teams):**   The students will have the opportunity to interact with peers not only during whole group instruction but also in small group. | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | |
| **Materials**  Floor Mats  Standers  Bean Bag  Wedges  Standers  PE Equipment  Walkers | |
| **Vocabulary (Literacy)**  Fitness  Healthy | |
| **Technology**  Smartboard- fitness music  Variety of AAC devices | |
| **Curriculum Standard**  1.)Apply competent motor skills and movement patterns needed to perform a variety of physical activities  2.) Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.  3.) Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.  4.)Use behavioral strategies that are responsible and enhance respect of self and others and value activity | | | | | | | | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:**  Students are exposed to text in all academic areas. The students will be exposed fitness related activities that promote a healthy active lifestyle. | | | | | | | | | |
| **What the teacher will do:**  The teacher will provide options for students to be healthy and active (see list below).  **HAK Activity: MC 2.4 & HF 3.1**  Student stretches/warm up: Lead student stretches.  Flamingo Stand: Stand with your feet together and place your palms together in front of your chest with your fingers pointed up. Focus on a spot in front of you and bend forward from the waist. Bend one leg up and hold as long as you can. Straighten up to stand with your feet together. Now let us do the other leg. If student has trouble balancing, help them to balance by letting them hold on to something.  Toe Touch: Students bend down while keeping their legs straight and they try to touch their toes and hold for 10 seconds.  Arm Stretch: Take one arm and grab the other at the elbow and extend and hold for 10 sec.  Arms to Heaven: Students stand straight up and they reach their arms as high to the sky as they can. Hold for 10 Sec.  \*Students who are non ambulatory or cannot stretch on their own, stretch with them by gently moving their arms and legs to stretch them out.  Any stretches that you want to utilize with students is great, be creative or use some of your own stretches.  **HAK Activity: MS 1.2**  **Ball manipulation**: Students who are in wheel chairs: Have them push/touch/grasp release different types of balls or equipment. If you have to utilize HOH (hand over hand) with students while using equipment that is fine.  Students who are able to manipulate a ball on their own, have them throw and catch to each other. Or roll a ball to each other back and forth.  **HAK Activity: MS 1.1 & MS 1.2**  Throw and Go: With a group of students, have some varied equipment. Have the students sit in a group and then take the ball or any equipment you can throw and throw it all over the playground, encourage the students to race and get the item that was thrown. You can throw more than one piece of equipment at a time throughout the playground, so the students have more things to run and get.  **HAK Activity: MS 1.3**  Playground Basketball: Utilize a basketball around the mini hoops. Have the students take turn shooting at the hoop and then run and get the ball. The student’s who need hand over hand help, help them shoot to the hoop. Students in wheel chairs and ambulatory students can shoot at the hoop. Students who can play small sided games, have them play against each other.  **HAK Activity: HF 3.3**  **Tag Games: Ball Tag:** Using a soft ball that cannot hurt the students, have the student who is it chase after the kids and throw the ball at the students. If student gets hit with a ball they have to sit out until someone who is not it taps then on the head. Students who are in wheel chairs can be it, or have a TA assisting them in moving.  **Everyone IT Tag:** In this game everyone is it. If a student gets tagged they have to do a physical activity to get back in the game. Ex. (do a push up, run a lap, do a sit up, jumping jack, etc.) Just a physical activity to get back in the game.  **HAK Activity: MC 2.2**  Wiffle Ball/Striking Objects: toss the students a ball and give them a striking implement, have them try to hit the ball. If a student has trouble swinging a bat, set up a ball on a cone or have a suspended object that a student can try to hit with the striking implement (Bat, Hand, Tennis Racket, etc.)  **HAK Activity**  If weather is bad outside and you want to work in the room. Utilize deskercize. Utilize workout videos on you-tube. Anything in the room to keep the kids active, and work HOH with the student’s who need it. Keep the students engaged and active in the room.  **What the teacher assistants will do:**  The teacher assistants will provide support, supervision and leadership with a small group of students. | | | | | | | | | |
| **Guided/Independent Practice**  **Guided practice:** The teacher will present the lesson and utilize constant time delay to increase accuracy.  **Independent practice**: Each student has the opportunity to participate in the lesson by making choices that promote a healthy active lifestyle. | | | | | | | | | |
| **Assessment/Check for Understanding**  The teacher will use comprehension questions throughout the lesson varying the type and or the amount of choices presented to the students. She will utilize constant time delay to increase the accuracy of the responses.  The students will complete activities related to the topic and will be assessed using the prompting levels. | | | | | | | | | |
| **Closure/Summary**  Students will be assessed on individual IEP goals, objectives and/or comprehension questions. | | | | | | | | | |
|  | | | | | | | | | |
| **Reflection**  **(after teaching the lesson)** | **Differentiation** | | **Student Engagement** | | **Data**  **Collection** | | **Higher Level Question** | | **Lesson Effectiveness** |
| **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** | | | | | | | | |
|  |  | | | | | | | | |