

<u>Lesson Plan</u> 4 of 12	NYS/NASPE Standards	Teacher Candidates(s): Melanie Matassa Student: Nicholas	School: SUNY Cortland	Date: 3/17/11
		Bold Teaching Style: Command Practice Reciprocal Self-Check Guided Discovery Inclusion Convergent Divergent Jigsaw Cooperative		Grade: 4th # in class: 1
		IEP (Individualized Education Program) Goals	Assessment Tool & When it is used	Name of other student(s) in class and skills to work on
Psychomotor	1A/1	1. Nicholas will develop the proper sliding pattern to meet the criteria of the TGMD-2. 2. Nicholas will be able to overhand throw a tennis ball, while stepping with opposition towards a target. 3. Nicholas will develop a slow, continuous approach to the ball when kicking a stationary ball.	Teacher Assessment	Nicholas
Affective	2A/5	2. Nicholas will listen to me and cooperate after I instruct him to do something no more than three times.	Teacher Assessment	
Cognitive	2B/2	3. Nicholas will only need to see a demonstration three times and be able to perform the task to the best of his ability. 3. Nicholas will be able to answer questions about the lesson at the end of each session.	Teacher Assessment	
Domains	NYS/NASPE Standards	Objectives (Be sure to include Situation, Task and Criteria for each objective)	Assessment Tool & When it is used	Length of class: 47 mins
Psychomotor	1A / 1	During the lesson, Nicholas will kick a soccer ball with accuracy 3 out of 5 times. Throughout the lesson, Nicholas will step with opposition while throwing a ball 4 out of 5 times. During the lesson, Nicholas will hit a beach ball with a controlled hit 5 out of 10 times.	Visual Assessment	Unit: Locomotor skills and object control skills Focus: The Beach and Ocean
Affective	2A/ 5	Throughout the lesson, Nicholas will follow my directions at all times.	Teacher Assessment	Equipment: hula hoops (2), cones (10), poly spots (10), gator balls (2), tennis balls (1), beach balls (1), scooter (1),
Cognitive	2B/2	After each demonstration, Nicholas will be able to answer one question about what he is supposed to do.	Teacher Assessment	References: (e.g. Book, course packet, pg #, complete web address URL): http://www.pecentral.org/lessonideas/VielLesson.asp?ID=10385
Safety Statement	2 / 5	Throughout the lesson, Nicholas will pay attention to where the walls are and not bump into them.	Teacher Assessment	
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) NYS LS 1B (Please Bold) Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition	Explain how it is developed and where in the lesson it occurs: Cardiovascular endurance is practiced in the instant activity as well as many of the others. Muscular strength and endurance are practiced during the scooter game. Body composition can be practiced in pretty much all of the activities of the lesson.	Skill-related Fitness (SRF) NYS LS 1A (Please Bold) Balance Coordination Agility Reaction time Speed Power	Explain how it is developed and where in the lesson it occurs: Balance is developed during the scooter activity. Coordination is practiced during beach volleyball and the ocean rescue game. Agility is practiced during the jellyfish catching. Reaction time is used during the ocean rescue game and the beach volleyball activity. Speed is used during the buckets, shovels, and beach ball game.
	(i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.)		(i.e. Concepts taught, goals, FITT, etc.)

Lesson Components	Time (mins)	Organization & Transitions	Description	Adaptations Assessments, Reminders
Instant Activity	5	S T	I will set up my area for Nicholas then pick him up from his Aunt. We will play a game called shark attack. Nicholas will be the shark and I will be the fish. Nicholas will chase me and try to catch me since he is the shark. We will use different locomotor skills to catch each other, such as sliding or galloping. After a few minutes we will switch roles.	Catch the fish Nicholas!
Introduction, Signal for Attention, Hook	1 min	T S	Hi Nicholas! How are you today? Are you ready to play some fun games? Today we are going to focus on the beach in our lesson. Have you ever been to the beach Nicholas?	Get Nicholas excited to be active!
Demonstration	1 per activity	T S	I will demonstrate each activity and check for understanding to make sure Nicholas knows how to perform the skills and activities.	Make sure to demonstrate each skill fully.
Body of Lesson (Lesson Focus)			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.	
			Tasks (Extensions) - Activities for the whole class. <i>E.g. Hit the ball over the net to your partner 10 times.</i>	Adaptations Assessments, Reminders
	6	T O O O S	1. Boogie Boarding- Nicholas will lay on his stomach and pretend that a scooter is a boogie board. He will weave through the cones and pretend he is paddling around to find a good wave. When a good wave comes I will push him fast on the scooter like he is riding the wave into shore.	Easier – Allow Nicholas to sit up on the scooter if he is struggling. Harder – Make Nicholas paddle longer amounts of time to give him more of a cardiovascular workout.
	5	S T	2. Beach volleyball- Nicholas will play beach volleyball with me. We will use a beach ball and hit it to each other and try and keep it in the air for as many hits as we can.	Easier- Use a balloon instead of a beach ball if he is struggling. Harder- Use a gator ball if he is having success.
	6	T S o Shark Shark Shark	3. Beach soccer- I will have pictures of sharks taped on the bottom of the wall. Nicholas will try and kick the soccer ball at the sharks to protect him from the sharks coming to attack him. Each shark he hits I will take off the wall until he destroys them all.	Easier- keep the sharks close together so he has a high probability of hitting them. Harder- spread the sharks out along the wall.
	6	Ocean T	4. Buckets, shovels, and beach balls- I will have pictures of water connected to each other on the floor. In the water I will put little buckets, shovels, and beach balls. A distance away I will have pictures of	Easier- If he gets tired have him walk for one round. Harder- Add items that belong in the ocean so he has to choose if they stay or go back to shore.
			Cues (Refinements) – Simple secrets to improve performance. <i>E.g. Low to high</i>	
			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>	
			1. Use your arms and legs to paddle!	1. Make the cones closer together so he has to make sharp turns.
			2. Make sure to only hit it once Nicholas!	2. Have Nicholas try and hit it to himself for as many hits as he can.
			3. Kick with the inside of your foot!	3. Have Nicholas try and do this in a certain amount of time.
			4. Bring everything back to shore one at a time!	4. Have Nicholas try and bring everything back in a certain amount of time, before the tidal wave comes and he loses everything.

			not get lost. Nicholas will do this until everything is brought back to shore.				
	5	T S	5. Ocean rescue- I will be a sailor and Nicholas will be someone in need of being rescued. I will have a gator ball (or life tube). I will throw the ball to Nicholas and when he catches it I will simulate pulling him in like I am saving him. After a few turns we will switch positions and Nicholas will become the rescuer.	5. Make a big target to catch the life tube!	5. Have Nicholas stand further back to make it difficult to catch the ball.	Easier- Use a bigger ball that is easier to catch. Harder-	Make sure he makes a target every time.
	6	T S	6. Jellyfish catching- I will blow bubbles and have Nicholas run around and try and pop the bubbles with a little net. Except the bubbles will be jellyfish and he will be trying to capture the jellyfish with his net. Nicholas will continue this until there are no bubbles left for him to pop.	6. Control the net when swinging it!	6. Have Nicholas try and pop the bubbles as fast as he can.	Easier- Blow fewer bubbles at a time. Harder- Blow bubbles higher so he has to jump up and swat them.	Make sure to keep him moving and blow bubbles in more than one area.
Activity close (Optional)							
Lesson Closure, Hook to Next Lesson	1	T S	I hope you had fun today Nicholas and I look forward to seeing you next Monday for more fun and exciting games that we can play together. We will be playing games involving cartoons next week so be ready! Bring Nicholas to Ms. Tucker to take to the pool.				
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>						