

Elementary Level

|  |                               |  |   |   |
|--|-------------------------------|--|---|---|
| <b>Lesson Plan</b><br>____ of ____   | <b>NYS/NATIONAL Standards</b> | <b>Teacher(s):</b>   | <b>School:</b>  | <b>Date:</b>                            |
|  |                               | <b>Teaching Style:</b> __ Command    __ Reciprocal    __ Self-Check    __ Guided Discovery<br>__ PSI    __ Cooperative    __ Station Learning<br>_____ |   | <b>Grade:</b><br><br><b># in class:</b> |
|  |                               | <b>Safety Statement:</b>   |   |   |
| <b>Domains</b>   |                               | <b>Objectives</b>  | <b>Assessment Tool</b>  | <b>Length of class:</b> ____ minutes    |
| Psychomotor  |                               | 1.   |   | <b>Unit:</b>                            |
| Affective  |                               | 2.   |   | <b>Equipment:</b>                       |
| Cognitive  |                               | 3.   |   |   |
| <b>NYS Learning Standards</b><br><br>Standard 1 – Personal Health and Fitness<br>1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.<br>1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition<br>Standard 2 – A Safe and Healthy Environment<br>2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity.<br>2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.<br>2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.<br>Standard 3 – Resource Management<br>3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.<br>3b. Students will be informed consumers and be able to evaluate facilities and programs.<br>3c. Students will also be aware of career options in the field of physical fitness and sports |                               |  | <b>National Standards:</b><br><br>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.<br><br>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.<br><br>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. |   |

| <i>Where is fitness (NYS Learning Standard 1b) integrated into the lesson?</i> |                               |
|--|-------------------------------|
| Health-related Fitness (HRF)   | How/when will you infuse HRF? |
| 1. Cardiovascular endurance  | 1.                            |
| 2. Muscular strength   | 2.                            |
| 3. Muscular endurance  | 3.                            |
| 4. Flexibility   | 4.                            |
| 5. Body composition  | 5.                            |

**Leading Question (Objectives from the prior lesson):**

| Lesson Components             | Time (minutes) | Organization & Transitions | Teaching Progressions – Include all progressions. Be specific and explain in full detail. Include activity modifications for when the class needs to move to lower or higher levels of skill that align with the appropriate skill levels of the class. **Be sure to consider the level you are teaching at (precontrol, control, utilization, proficient) |                    |  | Differentiation (How will you differentiate for students with IEPS, ELL, Skill Level and Behavioral Issues) | Academic Language (How will you infuse academic language? Include statements regarding the infusion of Language Function, Discourse and Syntax) |
|-------------------------------|----------------|----------------------------|--|--------------------|--|---|---|
| Instant Activity/Fitness      |                |                            |  |                    |  |   |   |
| Set Induction                 |                |                            |  |                    |  |   |   |
| Explanation/ Demonstration    |                |                            |  |                    |  |   |   |
| Body of Lesson (Lesson Focus) |                |                            | Tasks (Extensions)   | Cues (Refinements) | Application/Assessment (Identify Domain) |   |   |
|                               |                |                            | 1.   |                    |  |   |   |
|                               |                |                            | 2.   |                    |  |   |   |
|                               |                |                            | 3.   |                    |  |   |   |
|                               |                |                            | 4.   |                    |  |   |   |
|                               |                |                            | 5  |                    |  |   |   |

Academic Vocabulary (List pertinent vocabulary related to the body of the lesson):

|                      |  |  |   |  |  |
|----------------------|--|--|---|--|--|
| Lesson Closure       |  |  | (Wrap up and cognitive list of questions. What happens in the next class? |  |  |
| Evaluation of Lesson | <i>Post-planning: "Assessment Drives Teaching." future needs based on assessment results</i><br><br><i>Teacher Reflection Notes:</i> |  |   |  |  |

|   |   |
|---|---|
| Connection to student's previous knowledge. | (Include in-school, community, cultural and home-life experiences)  |
| References                                  | (Include websites, books, and handouts. You must also include a minimum of one citation that connects to research appropriate for this lesson |