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| Guiding Objectives | |
| Focus Physical Education Standards: List grade level physical education standards addressed in lesson. | 4.1 Identify the body's normal reaction to moderate to vigorous physical activity. |
| Common Core State Standards: List specific standards from ELA (ES), ELA for Tech Subjects and ELA Speaking & Listening (MS/HS). | <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building others' ideas and expressing their own clearly.</p> <p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> |
| Student Learning Objectives: List the key cognitive-, fitness- or skill-related concepts addressed. - Explicitly post/state learning objectives at start of lesson in student-friendly language | Students will: <ol style="list-style-type: none"> 1. Participate in moderate to vigorous physical activity to increase fitness. 2. Identify the body's normal reaction to moderate to vigorous physical activity. |
| Instruction | |
| Warm-Up: Students are prepared to safely <ul style="list-style-type: none"> - Raise heart rate and body temp - If stretching is appropriate, do so only after warm-up | Obstacle Course Fun Run: The Fun run is a timed run around a designated area. Set up some obstacles for students to go through while they are moving around the area. Make sure students take turns at the obstacles- only one student can complete an obstacle at a time. They should be quick obstacles that students can move through quickly without stopping. Obstacle ideas- Hurdles, noodle tunnels, Cones to zig-zag through, cones to jump over, hurdles to crawl under. Get creative with your equipment! |
| Anticipatory Set: Make learning objectives relevant. Provide the lesson "hook." <ul style="list-style-type: none"> - WHAT students will learn - WHY it is important/relevant - HOW they will know they have learned it - TIE to previous experience | <p>What: By the end of this lesson, you will be able to identify how your body reacts when you are participating in moderate to vigorous physical activity.</p> <p>Why: We are learning to identify how our body reacts to moderate to vigorous physical activity so we can use that knowledge to assess if we are working hard enough in our activity.</p> <p>How: You will know you have learned the material when you are able to identify and explain to a partner, the effects that moderate to</p> |

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| | <p>vigorous physical activity have on your body.</p> <p>Tie to experience: I want you to think of a time that you were exercising pretty hard. Think about how you felt? What kinds of things were happening to your body? Turn to someone next to you and have a discussion about it.</p> |
| <p>Instructional Input/ Sequencing: Describe content and HOW students will engage with content.</p> <ul style="list-style-type: none"> - Tie to grade level physical education & Common Core standards - Clear and concise - Utilize various instructional strategies w/emphasis on student centered learning - Engage with informational text & text dependent questions - Utilize cues and learning anchors - Incorporate different mediums/technology - Engage in communication & collaboration - Promote critical thinking - Encourage creativity | <ul style="list-style-type: none"> • Tell students that today we are going to be talking about MVPA. Explain that MVPA stands for Moderate to Vigorous Physical Activity. • Tell students moderate means medium and ask them to repeat. • Tell students vigorous means hard and ask them to repeat. • Ask them to think about what types of activities do they think are moderate and what types of activities are vigorous. Ask them to discuss with a partner. • Explain that we are going to be playing a game that will engage us in moderate to vigorous physical activity and we will be pausing to monitor the reactions that our body is having during the game. • High MVPA game: Hoarders <ul style="list-style-type: none"> - Break students up into 4 equal teams - Create a large area - Scatter 2-3 hula hoops per team around the area - Each team has their own color hoop- so 3 red hoops for the red team and so on. - Fill each hoop with some equipment (ideas: bean bags, rubber animals, balls, plastic items) - Teams can wear a jersey that matches their hoop color so it's easy to distinguish teams. - On teacher signal, all students begin running through the area and collecting items from other team's hoops to put in one of their hoops. - There is no guarding! You can't prevent someone from taking something out of your hoop. Everyone is a collector. - When the teacher blows the whistle, everyone freezes. - Designate a couple counters on each team. They will run to their hoops and count all the equipment in them quickly and report how many items they were able to hoard. |

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| | <ul style="list-style-type: none"> - The team with the most items gets a point. • Let students play a few rounds, then when students freeze, ask them to think quietly about what they are feeling and what, if anything, is happening to their bodies. • Give think time and then ask them to share with a partner. Do a quick share out and validate what the normal reactions should be. • Play a few more rounds and pause again and repeat the steps above. <p>Body's normal reaction to MVPA: Sweating Increased Heart Rate Heavier Breathing Feeling Tired Thirsty</p> |
| <p>Strategies for Differentiation: Scaffold instruction for ALL students.</p> <ul style="list-style-type: none"> - English Learners - IEPs, 504s - GATE - Skill Level - Learning Style | <ul style="list-style-type: none"> • Sentence starters for peer discussions. • Peer helpers for English learners during instructions/assessment part. • Modeling activity • Whiteboard with academic language and definitions posted for moderate to vigorous. • Choral response when discussing academic language. |
| <p>Guided Practice: Students focus on learning objectives to receive and give <u>concrete</u> feedback.</p> <ul style="list-style-type: none"> - Enough equipment/materials for students to engage with content - High MVPA (50% or more) - Utilize rubrics, cues to provide specific feedback | <ul style="list-style-type: none"> • Teacher is monitoring the game and when students are discussing with a partner. • Monitor that students are continuously moving during the game and playing by the rules. • Make sure that the pauses in the game are quick and students resume playing quickly. • Ask students to think about what they are feeling and whether they feel like their body is showing them that they are participating in moderate to vigorous physical activity. • Ask students to adjust their game play accordingly. |
| <p>Formative Assessment: Provide specific, timely feedback re: learning objectives.</p> <ul style="list-style-type: none"> - Utilize various assessment tools - Ongoing through lesson - Feedback to/from ALL students | <ul style="list-style-type: none"> • Partner and group share out on what students are noticing about their body's reaction to moderate to vigorous physical activity. • "Stick it" Each student will get a post-it and a pencil. They will write down one way that they were able to identify that their body was working in the moderate to vigorous physical activity zone. Then they will stick it on the poster. Teacher will review the responses with the group |

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| <p>Application: Students utilize feedback to meet learning targets.</p> <ul style="list-style-type: none"> - Provide adequate materials/time to meet learning objectives - High MVPA - Extend learning opportunities for advanced learners | <p>to validate learning.</p> <ul style="list-style-type: none"> • After students identify their body's reaction to moderate to vigorous physical activity and the class does a share out, students will be asked to determine if they are working hard enough and should adapt their game play based on their findings. |
| <p>Closure: Tie it all together!</p> <ul style="list-style-type: none"> - Review key concepts - Tie to anticipatory set - Evaluate student success w/learning objectives - Describe next steps or preview next day's lesson | <ul style="list-style-type: none"> • Bring students in and ask them to remind a shoulder partner what MVPA stands for. Ask students to raise their hands if they think they were working in a moderate to vigorous (medium to hard) zone. • Ask students to think about how they know they were working in that MVPA zone. What signs were their bodies showing? Ask them to share with a partner. • Pass out post-its and pencils and do "Stick it" post-it assessment and discussion. Students write down their name and the how they knew they were doing MVPA. Students "stick it" on a poster board as they leave. (Note: Talk with classroom teacher to determine if students should write list, complete sentences, paragraph, etc depending on what they are working on in their English Language Arts class.) |
| Outcomes | |
| <p>Evidence of Student Learning: List evidence that will prove that students have attained learning objective.</p> <ul style="list-style-type: none"> - Performance-based - Clear criteria that is communicated to students | <ul style="list-style-type: none"> • Post-its identifying one of their own body's reactions to moderate to vigorous physical activity. • Class and peer discussions. |
| Follow-Up | |
| <p>Re-Teaching Strategies: List strategies to use in future instruction to fill students' learning gaps.</p> | <ul style="list-style-type: none"> • Continue to ask students to assess what is happening with their bodies during physical activity in future lessons to determine if they are working hard enough. |