

Unit: 5th grade Fitness

Lesson Focus: Warm-ups and Cool-downs

Guiding Objectives	
Focus Physical Education Standards:	4.5 Explain the elements of warm-up and cool-down exercises. 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
Common Core State Standards:	RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Student Learning Objectives:	Students will: <ol style="list-style-type: none"> 1. Work successfully in a group by contributing ideas and listening to the ideas of others. 2. Create a warm-up or cool-down activity for the class. Explain elements of each activity and why you chose it.
Instruction	
Warm-Up:	Sprout Tag- Everybody is in at once. When you get tagged, you do an exercise and watch the person who tagged you. When they get tagged, you are back in. If you tag each other at the same time, play rock, paper, scissors to see who sits. If you didn't see who tagged you, do 10 jumping jacks before getting back in the game. *Exercise ideas while waiting to get back in: jogging in place, jumping jacks, plank, modified push-ups, high knee march
Anticipatory Set:	Tie to experience: Take a second to think about all the different types of warm-ups we have completed in this class. What was your favorite one? Tell someone next to you. Raise your hand if you know what a cool-down is? Turn to someone next to you and tell them what you think a cool-down is. Today we are going to be learning the elements of a warm-up and a cool-down and we are going to get to create our own warm-up and cool-down activities. What: By the end of this lesson, you will be able to explain the elements of a warm-up and cool-down activity.

	<p>Why: Both warm-ups and cool-downs are an important part of a well-rounded fitness plan. When used effectively they prepare your body for your workout and slowly bring you back down to rest.</p> <p>How: You will know you have learned the material when you can explain the elements of a warm-up and cool-down to another student or the teacher.</p>
<p>Instructional Input/ Sequencing:</p>	<ul style="list-style-type: none"> • Group students into groups of 2-3 • Pass out an article on warm-ups and cool-downs to all students and give some time for students to read the article individually and discuss as a group. • Assign half of the groups to create a warm-up and half of the groups to create a cool-down. • Students will use the knowledge they have gained from the article as well as knowledge of warm-ups and cool-downs used in prior classes to create their own warm-up or cool-down activity with their group. • Students will find some space to work with their groups and begin creating their warm-up or cool-down activity. • Post a whiteboard or poster board listing some of the warm-ups or cool-downs that you have used in your classes to give students some ideas. • Have some equipment on hand for students to use to create their warm-ups/cool-downs; such as cones, jerseys, music, etc... • Groups will fill out a worksheet explaining the elements of their warm-up or cool-down, along with why they chose the specific activity. <p>*Warm-up/Cool-down article: http://kidshealth.org/en/teens/stretching.html?view=ptr&WT.ac=t-ptr</p>
<p>Strategies for Differentiation:</p>	<ul style="list-style-type: none"> • Effective grouping based on student’s needs and behavior. • Buddy up English learners with someone to help them with the article, if necessary. • Give EL students a copy of the article a day ahead of time. • Post vocabulary or definitions on a whiteboard • Post warm-up/cool-downs previously used in class to help students with ideas to get started.

<p>Guided Practice:</p>	<ul style="list-style-type: none"> • Monitor students while they are working in groups. Provide feedback on ideas and direction. • As students are finishing, have them teach their warm-up/cool-down to another group and explain why they created that warm-up/cool-down. • Ask students who are learning another group’s warm-ups/cool-down to give feedback on whether the activity is an effective warm-up or cool-down. • Post a checklist for students to use to assess the other group’s warm-up/cool-down. • Give students time to edit their activity 										
<p>Formative Assessment:</p>	<ul style="list-style-type: none"> • Students will complete a worksheet explaining the elements of their warm-up/cool-down and why they chose that type of activity. • Students will use a checklist to provide verbal feedback to another group after participating in their warm-up/cool-down. • Sample checklist: <table border="1" data-bbox="641 1108 1419 1339"> <thead> <tr> <th>Warm-ups</th> <th>Cool-downs</th> </tr> </thead> <tbody> <tr> <td>Time: 5-10 min.</td> <td>Time: 5-10 min.</td> </tr> <tr> <td>Engages students in MVPA</td> <td>Low-intensity exercise</td> </tr> <tr> <td>Includes all students</td> <td>Includes all students</td> </tr> <tr> <td>Be creative!</td> <td>Be creative!</td> </tr> </tbody> </table> 	Warm-ups	Cool-downs	Time: 5-10 min.	Time: 5-10 min.	Engages students in MVPA	Low-intensity exercise	Includes all students	Includes all students	Be creative!	Be creative!
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<p>Application:</p>	<ul style="list-style-type: none"> • Students will use the feedback from their peers to adjust their warm-up/cool-down if needed. • When students are finished creating their warm-up/cool-down, they will engage another group in their activity and that group will assess their warm-up/cool-down using the posted checklist. • Teacher will give plenty of time for students to create their warm-ups/cool-downs. • Teacher will monitor groups and give feedback on ideas, facilitate group dynamics and ensure students are staying on task. 										
<p>Closure:</p>	<ul style="list-style-type: none"> • “Listen and repeat” closure. Each student will partner with another student who was not in their group and who did the opposite activity. They will take turns listening to each other explain the elements of their activity. (Either warm-up/cool-down) After they explain 										



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	<p>the elements, their partner will repeat the elements of a warm-up/cool-down. Next, the class will do a group share out and class discussion to review the elements of a warm-up/cool-down.</p> <ul style="list-style-type: none">• Students will turn in their completed worksheet explaining their warm-up/cool-down and the reason they chose the activity they did.• When you collect papers, tell students that you will use some of the best warm-ups and cool-downs in class in the next few weeks.
Outcomes	
Evidence of Student Learning:	<ul style="list-style-type: none">• The completed group worksheet explaining the warm-up/cool-down activity and the reason they chose that specific activity.• The feedback given by another group using the checklist posted.• Class discussion during closure reviewing learning during the lesson.
Follow-Up	
Re-Teaching Strategies:	<ul style="list-style-type: none">• Have students lead warm-ups and cool-downs using their group created activities in future lessons. They can explain to the class why they chose the activity and how it includes all the elements of a warm-up/cool-down.

Create a warm-up or cool-down activity worksheet



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Names: _____

Classroom Teacher: _____

Standard 4.5: Explain the elements of warm-up and cool-down activities.

Are you creating a warm-up or a cool-down? _____

What elements are necessary to add in your activity? _____

What are some of the exercises you might want to add in your activity? _____

Explain your activity here: _____

Equipment needed: _____
