

Weekly Lesson Plan

Teacher: N. Bray

Subject: Fitness & Conditioning I

Week: September 12, 2011

	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Focus Activity: (Do this now) 5 to 7 minutes</p>	<p>The students will take a unit pre-assessment quiz on the components of health-related and skill-related physical fitness.</p>	<p>Warm-up: 1. 5 arm circles forward. 2. 5 arm circles backwards. 3. 15 half-jacks.</p>	<p>The students will come in and check the board, and they will get their binders, spiral notebooks, and a pen or pencil out, and the students who do not have a desk will get a clipboard.</p>	<p>Warm-up: 1. 5 arm circles forward. 2. 5 arm circles backwards. 3. 15 half-jacks.</p>	<p>The students will be given a scenario to solve related to the components of health-related and skill-related physical fitness with a rubric as a guide for their quiz.</p>
<p>Learning Objectives(s): (Today you will learn)</p>	<p>How many components make up the health-related aspect of physical fitness? Can anyone name those five components of health-related physical fitness? Can anyone tell me why he/she thinks the health-related aspect of physical fitness is so important?</p>	<p>What are the 3 parts of a workout? (This has already been taught; I will be reinforcing it today because we will be performing the 3 parts of a workout in this lesson.) What are the 5 components of health-related physical fitness? Why are these 5 components so important?</p>	<p>What is the 1st and most important aspect of physical fitness that we have been talking about? Can anyone remember, from our pre-assessment, what the 2nd aspect of physical fitness is? Does anyone know how many components make up the skill-related aspect of physical fitness? Can anyone name those 6 components?</p>	<p>What are the two aspects of physical fitness? What are the 5 components of health-related fitness? What are the 6 components of skill-related fitness?</p>	<p>Can anyone tell me what criterion-referenced tests are? Can anyone tell me what norm-referenced tests are? Does anyone know what the health-related fitness standards are?</p>
<p>Instructional Strategies: 30 minutes Strategy #1</p>	<p>The teacher will define each one of the five components and discuss exercises and activities that can be performed to improve each one of those components. The teacher will also discuss the importance of the five health-related components of physical fitness. The students will take notes throughout the lesson.</p>	<p>The students will choose groups of 2-3 and will work in these groups today and Thursday. The students will exercise at each of the 13 stations. They will begin when the music starts and rotate when it stops.</p>	<p>The students will take notes throughout the lesson from the slides the teacher created being shown on the LCD projector. The slides will cover defining physical skills and examples, defining skill-related components of physical fitness and examples, factors that affect skill-related fitness, ways to assess skill-related components of physical fitness, the importance of assessing personal skill-related fitness, and the importance of practicing those skills.</p>	<p>The students will get back in their groups from Tuesday. The students will exercise at each of the 13 stations. They will begin when the music starts and rotate when it stops.</p>	<p>The teacher will discuss the criterion-referenced tests, norm-referenced tests, and the health-related fitness standards.</p>

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Strategy #2	I will ask questions about each of the five components from everything we have previously discussed, and the students will raise their hands to answer the questions. I will ask questions about each one of the five components and their significance. I will also ask about exercises and activities that can be done to improve each one of the five components. Moreover, I will ask about the muscles most involved as well as how to assess each one of the five components.	While the students are transitioning between stations, I will randomly call on a student and ask them which health-related component they were working to improve at the station they just left.	The students will get in groups of 5-6, and they will make a list of every day activities that requires some level of skill-related abilities. I will start them off with my example; quick reaction time and agility must be used to a certain extent when walking the halls in-between classes to avoid a collision.	While the students are transitioning between stations, I will randomly call on a student and ask them which health-related component they were working to improve at the station they just left.	The students will be broken up into teams according to their student numbers, and they will play a game. I will be the host of the game, and the teams will be answering questions from everything we have covered this past week.
Accommodations: <i>See attachment</i>	The teacher will have a handout for the LD and ESL students with the key notes, and the students will be able to add to those notes.	The students who need assistance will have their group members to lean on, and I will be helping where needed.	The teacher will have the PowerPoint slides printed off for the LD and ESL students.	The students who need assistance will have their group members to lean on, and I will be helping where needed.	The students who need assistance will have their team members to lean on, and I will be answering questions where needed.
Modifications: <i>See attachment</i>	The teacher will have a handout for the LD and ESL students with the key notes, and the students will be able to add to those notes.	Students who have physical limitations will not be required to perform these activities if they are unable or if the activity cannot be modified to meet their needs.	The teacher will have the PowerPoint slides printed off for the LD and ESL students.	Students who have physical limitations will not be required to perform these activities if they are unable or if the activity cannot be modified to meet their needs.	The students who need assistance will have their team members to lean on, and I will be answering questions where needed.
Independent Practice/ Homework:	The students will have time in class to complete the notes.	Students will have time in class today and Thursday to perform each exercise at the stations.	The students will have time in class to complete the notes.	Students will have time in class today to finish the exercises at the stations.	The students will study all of their notes for Exam 2.
Assessments & Evaluations	The students will be taking a unit pre-assessment quiz as well as teacher observation at all times.	Teacher observation at all times and especially during stations.	Teacher observation at all times.	Teacher observation at all times and especially during stations.	The students will be given a scenario to answer with a rubric as a guide, and they will also be assessed on their performance during the game.

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<p>Closure: (Ticket out the Door) 10 minutes</p>	<p>How many components make up the health-related aspect of physical fitness? Can anyone name those five components of health-related physical fitness? Can anyone tell me why he/she thinks the health-related aspect of physical fitness is so important?</p>	<p>What are the 3 parts of a workout? What are the 5 components of health-related physical fitness? Why are these 5 components so important?</p>	<p>What are the 2 aspects of physical fitness? What are the components of skill-related physical fitness? What is the difference between physical skills and skill-related abilities? What are the factors that affect skill-related abilities? Can anyone improve his/her skill-related abilities? If so, which ones?</p>	<p>What are the two aspects of physical fitness? What are the 5 components of health-related fitness? What are the 6 components of skill-related fitness?</p>	<p>What is the difference between the criterion-referenced and norm-referenced tests? What does health-related fitness standards mean? What are the 5 components of health-related fitness? What are the 6 components of skill-related fitness?</p>
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