



Grade 3 Sample Lesson Plan: Unit 8 – Adapted- Fitness

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

PHYSICAL EDUCATION WEEKLY LESSON PLANS

SCHOOL Elementary School	FOCUS Fitness	GRADE 3-6 Adapted PE (Intellectual Disabilities)	WEEK OF (DATES)	DAY OF WEEK Monday & Tuesday
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VA STANDARDS OF LEARNING

- 1.3.b.1** Identify one activity that increases heart rate and breathing rate.
- 1.3.a.2** Identify activities to do at home to develop flexibility.
- 1.3.a.3** Identify activities to do at home to develop muscular strength and muscular endurance.
- 2.3.a.1** Describe muscular strength as important in lifting/moving heavy objects.
- 3.d.1** Describe cardiorespiratory endurance as important for maintaining a healthy heart.
- 3.f.1** Identify one activity to promote each component of fitness.

CONTENT (Direct Instruction following stationary warm-up)

In order to help our body grow strong and stay healthy, there are three parts of our fitness we are going to talk about and practice today. Every day we need to do things that help our cardio, muscular strength, or our flexibility. Everyone should try to be active for **60 minutes every single day!** Start to think about what you do at home to get your heart pumping faster or your muscles stronger. **Cardiorespiratory Endurance** – Copy me... One hand on your heart, the other hand in the air (alternating between fist and open to simulate pumping). “Cardio” is when you do activities to make your heart beat faster! When your heart is beating fast, you are making your heart muscle stronger! A strong heart means a healthy heart! **Muscular Strength** – Copy me... Show me your muscles! (2 hands out and at 90 degrees making fists) Muscular strength activities help your muscles lift really heavy things! When you lift heavy things, you make those muscles you use stronger! **Flexibility** – Copy me...(Hands out front with fingers interlaced, pull fingers apart and away, return fingers to being interlaced, and so on). We are working on flexibility when we stretch our body! Just like out butterfly stretch or sit and reach stretch in our warm-up!

WHAT IS THE PURPOSE OF THE LESSON?

- *Students will be able to identify 3 of the 5 components of fitness and associate them with hand motions for understanding.
- *Students will understand cardiorespiratory endurance to be an increase in heart rate to help strengthen the heart muscle. Muscular strength to be able to lift heavy things to make their muscles stronger (such as arm and leg muscles). And flexibility to be stretching their body to help loosen and better prepare and recover their body for/from exercise.
- *Students will be able to identify (recall, point, or act out) an exercise for each of the 3 components of fitness that will help them improve it.

WARM-UP ACTIVITY (Command)

Students will enter the gym and locate their picture on the “find your picture” screen on the Smartboard. They will determine what activity (scooter, ball, hula hoop, or scarf) they would like to work for during the day’s lesson as a reward for doing all their work. **Allow Student option to respond verbally, by pointing, or with her communication device.** They will drag their picture in the corresponding column to the choice time section to represent their choice. Students will complete their ticket run* followed by a stationary warm-up on their own spot. Stationary warm-up includes 6 exercises: Hip twists, Frankenstein’s, jog in place, jumping jacks, arm circles, and butterfly stretch. **IA/APE provide feedback as necessary to encourage participation, motivate Student to count/be involved, and offer positive praise frequently. Use her token board – Add 1 star for each exercise she completes. If she completes all 6, allow her to use a scooter for 2 minutes.**

*Ticket run = Each student has a card with their name and picture on it as well as anywhere between 3 and 7 (based on ability) small Velcro tickets. One card is at one end of the gym, the other at the other end. Students start at the card that has no check marks. They must run across the gym to their other card and bring back 1 ticket at a time until they have transferred all tickets. **IA/APE may support Student by encouraging with verbal prompts and a physical prompt if necessary (1 hand on center of back with light push).**

ACTIVITY FITNESS MONOPOLY (Cooperative, Practice)

Students will work in groups of 5 (2 groups) to play Fitness Monopoly. Each student will choose a colored marker and that will be theirs for the whole game. **IA/APE can hold up 2 options (blue is her favorite color, and 1 other), Student can choose the color.** One student will go first and roll the dice. Depending on the number they roll, they will move that many spots on the board. **IA/APE should support Student as necessary by offering the below modifications for exercises if needed.** Once they move their piece, the facilitator will ask which component of fitness they think the exercise they landed on pertains to (**checking for understanding**). **IA/APE use fitness visual card if Student needs assistance responding/identifying.** If correct, provide praise, if not, *review the correct answer.* After determining what component of fitness it is, the entire group will

PROCEDURES/ACTIVITIES/CLASS ARRANGEMENT

Sitting in circle with one teacher at each group facilitating. Exercise equipment around perimeter.



complete the exercise. At the end of the turn, the next person goes. Continue until a student makes it all the way around.

EQUIPMENT

- 2 small fitness monopoly boards
- 10 colored markers (game pieces)
- 2 dice
- 10 dumbbell sets (2 x 2 lb, 2 x 3 lb, 4 x 4 lb, 2 x 5 lb)
- 10 step boxes
- 10 yoga mats
- 10 medicine balls (2k)
- 10 small hula hoops (for fast feet)

STUDENT IEP GOAL WORK

Student (down Syndrome, low muscle tone, limited attention span, requires frequent verbal prompting and positive feedback/encouragement, benefits from token system to earn scooter time.) *IEP Goal:* With verbal prompting, Student will perform 10 modified push-ups (flat on ground up to plank position and back down) within one minute, measured on 4 out of 5 data samples quarterly.

STO 1: With verbal and physical prompting (use of step box underneath belly), Student will perform 10 modified push-ups (belly flat on box step up to plank position and back down) within one minute, measured on 4 out of 5 data samples quarterly.

Integration into lesson – When Student’s group lands on “push-ups” during the game, she will utilize a step box placed under her belly in order to collect IEP goal data for her short-term objective #1.

VARIATIONS/MODIFICATIONS

SAFETY CONSIDERATIONS

EXERCISE MODIFY CHALLENGE

EXERCISE	MODIFY	CHALLENGE
Jumping Jacks	Arms only, legs only	Increase repetitions
Ski Jumps	Step over and back	Increase speed, line width
Frog Jumps	Touch ground only, bend only half way	Challenge to jump high, increase repetitions/speed
Lunges	Small step with 1 leg, alternating	Increase speed/repetition, lunge deeper

1 Instructional assistant will be stationed by the exit door inside the gymnasium in case D. or F. decide to try and elope.

Cones will be placed down the center of the gym to divide the 2 playing board areas so each group stays on their side in their own space.

When performing locomotor skills, students should ALL move in a counter-clockwise direction to avoid collisions.

When working with M. – Keep in mind that he likes to swing his arms and move in large gestures when he gets excited and be aware of other students around him.

Sit-Ups	Feet held, incline mat, hold hands	Decrease speed/repetition, no assistance
Bicep Curls	Lower weight, no weight	Increase weight/repetitions
Butterfly Stretch	Feet apart, physical assistance	Push knees lower to ground, pull feet towards body
Shoulder Stretch	Do across the chest shoulder stretch, physical assistance	Push stretch deeper, increase time

CHECKS FOR UNDERSTANDING/ASSESSMENT (Self-Check, Check for Understanding)

As students gather back at their spots to wait for choice time activities, group up to ask review questions.

What part of fitness helps are muscles get stronger?

When we make our heart beat faster, what part of our fitness are we working?

We work on our **what** before and after exercise to help our body get ready and recover?

What exercises can we do at home to help our cardio?

What exercises can we do at home to help our muscular strength?

What exercises can we do at home to help our flexibility?