



Grade 6 Sample Lesson Plan: Unit 2 – Adapted- Health and Body

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.

Adapted Physical Education Small group: 5-7 students with Autism, some verbal, some non- verbal		Week: 1 Day: 1 Unit: Health Focus: Body Parts School(s): Elementary/Middle School	
Standards of Learning: 1. Demonstrate competence in motor skills and movement patterns needed to move a scooter from a seated position across the floor in a straight pathway, retrieve . (Motor Skill Development) 2. Achieve and maintain a health-enhancing level of personal fitness. (Fitness Planning) 3. Students will identify various body parts (ex. head, ears, eyes, nose, feet, knee, elbow, arm, hand, stomach, back and neck, muscles, bones). (Anatomical Knowledge) SOLs: 1.2a, 1.2b, 2.2d, f, 3.2b, d, 4.2b, e, 7.2a,			
Warm Up: SoL 1,2,3 (<15 minutes) 1. Adapted Warm Up: Ticket Run: Smaller space (half court instead of full court) Stick warm up: students collect one stick per lap (in their designated color) and deposit in a container of the matching color to be counted and recorded 2. Stretches: Tricep Stretch, Shoulder across body stretch, abdominal twist, hurdler stretch, straddle stretch. 3. Body exercises: Push ups or shoulder taps, plank holds, and squats (10 of each).		NOTES Modifications/Challenges/Student Needs/Grouping <ul style="list-style-type: none"> Modified space for warm ups (half court instead of full court laps) Modified or individual warm ups from a personalized exercise notebook for students needing more significant modifications, to be used consistently Larger scooters Poster with shapes of body parts outlined making it more of a puzzle/ matching activity 	
Materials <ul style="list-style-type: none"> Music & Speaker (#1/class) Cones- 1 per team/squad 1 set of Skeleton Puzzle Laminated outline of shape with bones traced in Laminated outline of just body shape as extension 		Assessments (Rubrics, Checklists, etc.) <ul style="list-style-type: none"> Weekly IEP Goal Data Collection 	
Objective: - The correct placement of each bone in the correct location. - Review the location of the arms, legs, head, shoulders, Hips, knees, feet, ankles, stomach -Extension Objective: Use the laminated shape without the outline of the individual bones -Extension: Begin labelling the bones		Purpose of Activity <i>Describe the activity and its relationship to the learning objective.</i> <ul style="list-style-type: none"> Warm Up: Health Related Fitness Components (Cardiovascular Endurance, Muscular Endurance, Muscular Strength, Flexibility, Body Composition) Skill Related Components: Moving correctly and safely through space; placing the bones in the correct location Lifelong Benefits <ul style="list-style-type: none"> Knowledge of body parts. Useful when communicating specific needs. 	
Learning Target: <i>I can statement.</i> “I can correctly place the bones of the body and locate the main body parts (head, arms, legs, etc.)”			
Lesson Procedure: (25 Minutes) ***modifications are italicized*** 1. Activity #1: In Groups of 2. Student #1 starts behind a cone. On the “GO” signal, they move themselves forward across the instructional space (approx. 15 feet) to retrieve a piece of the Skeleton Puzzle. They scooter back and hand the scooter to the next student waiting. Student #1 then places the puzzle piece in the correct location of the laminated outline of the completed skeleton that the class is sharing. Students repeat until all the pieces are in place. For students having trouble moving on a scooter, they can hold a hula hoop and have a teacher assist them to the other side, while		Lesson Plan Procedures Continued... <ul style="list-style-type: none"> If the students are grasping the concept of where the bones go after 2-3 repetitions of the activity, attempt it without the outline to see how many they get correct. If the students are able to correctly place the bones and consistently identify the main body parts, move on towards naming the individual bones 	

<p><i>still using their feet in front of them. Students in wheel chairs will use those to retrieve the puzzle pieces</i></p> <p>2. Activity #2: Ask the students to locate each of these body parts: Head, Arms, Legs, Stomach, Shoulders, Hips, Knees, Ankle and Feet</p> <p>3.</p>	
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<p>Closure & Cool Down (<7 minutes)</p> <p>1. Review the lesson: what did we learn today? <i>Students who use devices to communicate will be given the opportunity to respond via their device</i></p> <p>2. Clean up equipment and make sure everyone has their devices or personal belongings</p>	<p style="text-align: right;">***Safety***</p> <ul style="list-style-type: none"> ● Look before moving ● Hands to self ● Follow Teacher's directions
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