

Lesson Plan Model¹

Lesson Title/#: Healthy Leisure Activities

Grade Level: 2nd Grade Physical Education and Leisure

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The central focus for the content in this specific learning segment is to teach children the importance of health and the many benefits it can provide in their life.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>PEL.4.2.2 Identify leisure activities that promote healthy living</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will learn about activities that they can do in their free time like at home! Students will understand the importance of each activity that can promote a better and healthy lifestyle.</p> <p>Students will learn about a variety of healthy leisure activities to consider during their free time after school. The students will be introduced to different activities that they can benefit from such as their health and physical well-being. For example, the students will discover new activities they can get involved with other than being inside and not getting exercise. Students will then be able to understand how important it is to live a healthy and active lifestyle.</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students should already know the difference between healthy and non-healthy decisions such as the difference between swimming compared to watching a movie inside eating snacks. Students should, also, know the importance of living active and how it can impact their health. By having the students understand the importance of physical activity can make them be successful with this lesson.</p> <p>Students should know that healthy leisure activities all can improve their personal well-being. Whether it is playing hide-and-go-seek outside with friends or joining a club, students can relieve stress along with making new friends. By having students understand that there will always be healthier decisions they can make when it comes to what they do after school, can allow them live a better lifestyle.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 5 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To get students engaged and motivated to learn about different healthy leisure activities, I can start by getting all my students up and out of their seat. I can begin the lesson by getting the students physically moving! For example, I could begin by playing “Simon Says”. I could tell the students that “Simon Says” to pretend they are swimming. I could then repeat this process by having the students act out different sports or exercises like jumping jacks.</p>
<p>Instruction 30 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p>	<p>To keep students engaged in developing understanding of the lesson objectives, I will first show them a video that relates to different leisure activities that show both healthy choices and not so healthy choices!</p> <p>To connect the students with the new content they will be learning about to what they already know, I will ask them multiple questions. I will ask them about what they typically do after school.</p> <p>After asking them basic questions, I will relate healthy leisure activities to their responses they have shared. If a student mentions that they typically go straight home to eat a snack and play video games, I might ask them if they ever go outside and play with their neighborhood friends or ever thought about joining a sports team.</p>

<p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will help engage students in understanding the new concepts by constantly asking questions and having them tell me what they have just learned. For example, I might play yes and no with the students as a whole. I might ask them if they think playing outside is a good way to be active. The students would then respond saying yes as a class. I might, also, ask if they think joining an after-school club is a good way to be involved and meet new friends. The class would then respond with another yes!</p> <p>Students will answer the questions I ask them individually or as a whole in a timely manner. I, as the teacher, will pay close attention to how each student responds and reacts to what leisure activity is being discussed. I will, also, ask the students throughout the lesson if they have any questions or comments.</p> <p>To determine if students are meeting the intended learning objectives, I will watch the reactions of each student. If a student seems intrigued and excited to learn, then they might have a smile on their face and have good eye contact with the teacher or whoever might be talking. If a student is playing with an object they have found nearby, I will be able to see that they are not interested in this lesson.</p>
<p>Structured Practice and Application 10 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will allow the students to ask questions and make comments about a particular healthy leisure activity throughout the lesson by raising their hand! I, also, might randomly pick a student and ask them a question is regards to what I just taught them to see if they had their listening ears turned on!</p> <p>Students will apply what they have learned by completing an assignment that will be homework! For the homework, I might give the students a table that they will have to fill out. On the table, the left side will represent the activities they currently do after school and the right will represent possible leisure activities they could start to do. The students will then fill out the table accordingly.</p> <p>I will determine if students are meeting the intended learning objectives by giving them homework over this lessons topic! I will then be able to see if they learned new healthy activities they could replace their old habits with!</p>

<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by reviewing what was discussed in regards to different healthy leisure activities. I might, also, consider showing another fun video that wraps this lesson up and reviews that the students just learned about!</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>If some of the students are not understanding the importance of physical activity and many different alternative activities they could do, I might consider separating the class into small groups. This would then allow for more intense learning to take place and each student is challenged to participate, even the quiet and shy students! When the class divides into groups, I might ask each group to write down five different activities they think could be healthy leisure activities to consider instead of watching a movie or playing video games.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students might show poor attitudes towards learning about physical activity and different ways to promote a better lifestyle. Some students might, also, not understand how important it is to be active and the many benefits it can have on them later in their lives.</p>

<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Smart Board, videos, pictures, inspiration chart, blank inspiration chart</p> <p>Pencil, eraser, blank inspiration chart</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson?</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

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Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your instruction?	<i>Whole class:</i> <i>Groups of students:</i> <i>Individual students:</i>
Justification	

Why will these changes improve student learning?
What research/ theory supports these changes?

Resources:

Attach each assessment and associated evaluation criteria/rubric.

Healthy Leisure Activities
Support your main idea with subtopics, adding additional ideas using RapidFire or the Create tool. Use symbols and text to express your ideas, links to show relationships, and notes to add detail.

