

NAME: Julie Johnson

LESSON PLAN NAME: Nutrition and Fitness

LESSON PLAN # 4



KALMANOVITZ  
SCHOOL OF  
EDUCATION

<b>I. Planning Statement</b>	
<b>Central Focus of Lesson or Learning Segment</b> This lesson will help children understand the importance of exercise for their body and mind. They will learn to experience the positive feelings yielded by physical activity and the difference before and after. It will also help them to estimate the level of exercise they get each day and consider ways to improve their activity levels. Students will learn to monitor their physical activity and ways to increase the amount of time they are physically active. Students will engage in several different activities to learn about the relationship between food intake, physical activity, and good health.	
<b>Grade: 4<sup>th</sup>-5<sup>th</sup></b>	<b>Content Area: Nutrition and Fitness</b>
<b>Time Allotted:</b> 45 minutes	<b>Classroom organization:</b> Will vary with Activity. Desk work, group work, and exercising.
<b>Instructional resources and materials:</b> Activity Sheet	
<b>Content Standard(s) – include number and text:</b> <b>Standard 1: Essential Concepts</b> 1.3.N Describe the relationship between food intake, physical activity, and good health 1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity 1.7.N Describe the benefits of moderate and vigorous physical activity. 1.8.N Identify ways to increase and monitor physical activity <b>Standard 5: Decision Making</b> 5.2.N Describe how to use a decision-making process to select healthy options for physical activity <b>Standard 6: Goal Setting</b> 6.2.N Make a plan to choose physical activities at school and at home <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.4.N Practice how to take personal responsibility for engaging in physical activity	
<b>Specific Academic Learning Objectives:</b> <ul style="list-style-type: none"><li>• <i>What do you want students to learn in this lesson? Students will learn:</i><ul style="list-style-type: none"><li>- Students will understand the importance of physical activity and staying hydrated.</li><li>- Students will understand the benefits of engaging in 60 minutes of physical activity every day.</li><li>- Students will identify the different kinds physical activity and learn about different ways to be more physical activity each day.</li></ul></li><li>• <i>What should students be able to do after the lesson? Students will be able to:</i><ul style="list-style-type: none"><li>- List the different kinds of exercise</li><li>- State the benefits of exercise on our health</li><li>- Understand the need to hydrate</li></ul></li></ul>	
<b>Prerequisites:</b> <ul style="list-style-type: none"><li>• <i>What prior academic learning and prerequisite skills do students need for this lesson?</i><ul style="list-style-type: none"><li>- Listening skills.</li><li>- Motor skills,</li><li>- Ability to Find the meaning to a question posed</li><li>- Engage in activity</li></ul></li><li>• <i>How will you determine whether students have these?</i> When children have a good deal of experience and begin to form some ideas, they need to step back from their hands-on investigative work, review and reflect on what they have done, and bring together data/ideas and formulate patterns and relationships</li></ul>	

- *How will you connect to students' assets, including everyday experiences, cultural and language backgrounds and practices, and interests?*  
Developing an in-depth understanding of each learner can be accomplished by developing student learning profiles. Work to make each lesson meaningful to all students. Adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone more successfully achieve the course's learning objectives

**(If Applicable) Key ELD Standard(s):**

**Academic Language:**

**Academic language demands:**

- *What academic language is used in the lesson? (language functions, vocabulary/symbols, syntax and discourse)*  
Listening along with student being able to evaluate, describe, and identify the information they will be learning. Another key language demand will be speaking out loud to a partner, table group, or entire class. Students will define vocabulary words and connect to the instructions. Students will need to describe what nutrition is and how they can make good nutritional choices.  
Vocabulary to be used: Exercise, Fitness, Flexibility, Endurance, Aerobic and Anaerobic exercise, Strength, balance, activity, muscular endurance

**Academic language supports:**

- *Identify the specific strategies/tasks/language supports used before and during the lesson to help all students meet the language demands.*
  - Provide a brief overview of the content material being presented
  - Make available scaffolding and extension options to build on previous learning
  - Provide students with the definitions and model sentences for all vocabulary words
  - Stop and summarize Identify important concepts
  - Maintain eye contact to engage in active listening

**Accommodations (to ensure all students have access to the curriculum):**

- *Describe your instructional strategies and planned supports for:*
  - *individual and/or groups of students who are learning English*
    - Direct/indirect modeling of English language structures and conventions with corrective feedback
    - Decoding simple reading passages
    - Daily language lessons in writing, spelling, and grammar that are connected to the related readings of the content curriculum, not taught as isolated and unrelated skills
    - Giving students an amount of “wait time” to interpret information or to process questions related to content is encouraged before demanding a response.
  - *individual and/or groups of students who have special needs*
    - Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time according to I.E.P.s or 504 plans.
    - Summarizing, paraphrasing, and notes will be provided for those students who struggle with reading comprehension and written expression, or those who are guaranteed those accommodations according to I.E.P.s or 504 plans.
    - Proficiency of a specific skill/concept will be appropriate alternative assessments for those students whose multiple intelligences have large weaknesses in reading comprehension and written expression
    - Use *negotiating of meaning* to provide ways to express needs, ideas, thoughts, and intentions

**Assessment:**

- *Describe your planned formal and informal assessments.*
  - On Going INFORMAL ASSESMENT will take place with the list of questions teacher asks while activity is going on. There will be no formal assessment given for this lesson.
- *How will your assessment(s) provide evidence of student learning?*  
Assessment of learning is evaluated by the level of engagement and participation in discussion.  
On Going INFORMAL ASSESMENT will take place with the list of questions teacher asks while activity is going on. There will be no formal assessment given for this lesson.

- Describe any adaptations of your assessments for:
  - individual and/or groups of students who are learning English?
    - Giving students an amount of “wait time” to interpret information or to process questions related to content is encouraged before demanding a response.
  - individual and/or groups of students who have special needs?
    - Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time per I.E.P.s or 504 plans.

## II. Instructional Sequence

<p><b>Time</b></p> <p>10 min</p>	<p><b>Set or introduction:</b>  <i>How will you begin the lesson? How will you present a problem or question, engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?</i></p> <p>Talk about exercise – Physical activity will improve their body, build their strength, and ultimately stimulates energy levels and attention thanks to increased blood flow and circulation. Exercise will help oxygen and essential nutrients travel around your body to your tissues, which allows you to feel better and do more throughout the day.</p> <p>Ask students what they think about when they hear the EXERCISE...let students answer. Agree with their thoughts but extend this further by letting them know that exercise is any activity that requires some sort of physical effort of your body. Exercise is very important for your health and should be done daily!</p> <p>Ask students again          What are some good reasons why exercise is important? Let students answer.</p> <p>Exercise is good for your heart          Exercise can make you happy          Exercise helps you stay fit , keeps our bodies strong          Exercise gives you the energy you need to perform well in all activities          Exercise strengthens our endurance- our ability to move about longer</p>
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<p><b>15 min</b></p>	<p><b>Developing Content/Body of Lesson:</b>  <i>What learning tasks and instructional strategies will you use in the main part of the lesson? How will the lesson unfold? What if students finish early or are not finished?</i></p> <p><b>Activity: Thinking Through Exercise Habits</b></p> <p>While your children are sitting quietly, tell them you are going to carry out a class experiment on exercise. Divide your whiteboard or flip chart into two columns- one titled “Before” and the other titled “After”. Now ask children for words to describe how they feel while they’re sitting in their seats. Tell them to focus on the mood they’re currently in, how much energy they have, and how their body feels. You’re likely to get responses such as bored, comfortable, calm, tired or anxious. Write down everything they say in the “Before” column.</p> <p>Do the same after having them exercise for 5 minutes, doing activities such as push-ups, jumping jacks, sit-ups, and jogging in place. Ask students to return to their seats. Now have them tell how they are feeling after exercising. Write those words in the “after” column. You might get words such as energetic, happy, excited, and alert for the “After” column. This can help you promote the health benefits of exercise to children.</p> <p>They may say things like alert, awake, happy, full of energy, excited.          Talk about the activity. Give the youth information on the positive health benefits of exercise:</p> <p>It helps your body maintain overall good health.          It helps build and maintain healthy bones and muscle.          It increases flexibility.          It feels good, if done right.</p>
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**15  
Min**

**Discussion**

Ask your students questions like how much time do you exercise each day? How could you get more exercise? Children should get at least an hour of exercise each day, but see what your class suggest before telling them this.

You can then ask these questions to encourage them to consider their own habits:

How often do you exercise at school? Have them consider things like physical games at recess and in their PE class.

Divide class into 6 groups of 6 students. Hand each group a piece of paper with three columns on it. One side will be headed EXERCISE at school. One will be EXERCISE at home. One will be Exercise on the weekends. Have them all contribute by sharing how much time they exercise at school. For the at school times- what ever they come up ask them to write it down. Make suggestions. Examples of playground exercise

1. running away from the kid who's "it" (endurance)
2. cross the monkey bars (strength)
3. bend down to tie their shoes (flexibility)

Ask each group to give you the total time their group members spend exercising at school. Write the times they give on the whiteboard and add it up.

Now ask them to draw a line and talk about how much time each of them spends on exercise after school? Have each student. enter in the column how much time they spend doing exercise after school. Children might mention things like sports and activity clubs. If they say they don't do any physical activity after school, ask what activities they do instead. Ask the group to add these hours up for a total. Ask each table group their total minutes spent doing exercise after school.

Now have students make a third column for weekends. How much do you exercise during the weekend? Have the students make a list including things like playing with friends, dance classes, soccer, and other activities. This could include anything that involves moving the body, from walking the dog to riding their bikes. Again ask student groups to record the number of minutes they spend, then add the groups hours and share their total.

Add all those minutes up- and divide by the number of students in the class. Then divide that number by 7. This should give an average number of minutes students spend exercising each day.

I Remind students that it is recommended they get 60 minutes of physical activity every day. In looking over your groups list- do each of you get at least 60 minutes of exercise everyday. If the total number is less than 60 minutes of exercise a day- Suggest things like turning off electronics in the evening and going on walks with their family or playing with their friends outside.

After this, hand out a exercise log and ask the students to write down what times throughout the week they're able to exercise to encourage them to schedule exercise for at least an hour each day.

**5  
mins**

**Closure:**

*How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?*

Encourage young people to try lots of different activities and exercises at least one time, even if they don't think they will be very good at them.

Exercise can be a lot of fun, like playing on the playground! Playing soccer in the park, or walking your dog. You can get exercise through a lot of fun activities, like playing soccer in the backyard, skateboarding with friends, or even dancing to your favorite song! Exercise can be broken down into three main types:

Remind them that you don't have to think you're good at something to enjoy and to benefit from it. If they stay open to new possibilities, they may be surprised by what they discover.

	<p><b>Monitoring and Informal Assessment:</b> <i>Throughout the lesson, how will you determine what students are understanding? What kind of questions will you ask? What will you be watching for? How will you keep students on task?</i> I can monitor informal assessment by watching students engage in discussion. Try to get everyone to answer a question.</p>
	<p><b>Extending the Lesson/Homework (optional):</b> Ask students to make a log of every activity they do during the next week. Remind them that walking their dog, or helping in the yard are all good forms of exercise.</p>
	<p><b>Reflection, Next Steps:</b></p>