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| **Linda Thompson** | |
| **Learning Objective: I can repeat the 5 components of fitness ( 5 COF) using my 5 COF “hand poster” correctly.** | **Lesson Notes/materials:**  **Students Group huddle around the 5COF poster for teacher explanation.**  **Materials: 5 COF poster**    **\*larger poster attached at the end of the lesson plan** |
| **SOL: Fitness Planning**  **3.3 The student will ­describe the components and measures of health-related fitness.**   1. **Explain the health-related components of fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).** 2. **Identify one measure for each component of health-related fitness.** 3. **Demonstrate one activity for each component of health-related fitness.** |
| **Link to Background Knowledge** | |
| **Students are given a written pre test on their 5 COF knowledge. Ask students if they can name any of the 5 COF.** | |
| **Engage and Explain** | |
| **Students are gathered in a group huddle by the 5 COF posters. Teacher is at the poster explaining that the 5 COF are important because to be totally fit you need more than just be able to run or lift weights. The 5 COF address all fitness aspects of the overall activity, how long you do it, and what level of intensity.**  **\* Teacher points to each of the 5 COF on the 5 COF poster. After explaining each one using the following information, teacher points to each of the COF on the “poster hand” and does the kinetic movement to represent it. Students mirror the teacher.**  **>>Have students make hand poster by holding up left hand with “big L” thumb.**  **\**Muscular Strength:* (MS) Look at the bar of weights. They are bent because it’s very heavy. You can only lift this weight once -give example of Olympic weight lifter.**  **- Mr. Shockley has big muscles and he lifts very heavy things.**  **>>Point to MS- (upper right of hand) push really hard with finger.**  **\**Muscular Endurance*: (ME) Ask what is different with the bar of weights for ME & MS (MS is straight not bent). ME you can lift over and over.**  **-Mrs. Thompson has smaller muscles and can lift lighter things for a longer time.**  **>>Point to ME (lower right of hand) and tap finger over and over**  ***\*Body Composition* :(BC) (She is looking at her body. What is your body made of? Fat free mass and fat mass. Ask for examples-teeth, blood etc. 3 reasons we need fat:**  **1. Keep us warm like a blanket…pretend to lift skin and pretend covering with blanket**  **2. Protects vital organs like bubble wrap…fist pump hand like a heart pumping and cover with other hand**  **3. Absorbs nutrients for later energy…to hand rub stomach like a sponge and make a slurping sound.**  **-Mrs. Jackson teaches art. You start off using stick figures to draw body. Finger represents the core of the body.**  **>>Point to BC (center bottom) and hold finger and use other hand’s finger to make a head on top of the other finger.**  **\**Cardio respiratory Endurance* : (CRE) Recite Focused Fitness CRE using the kinetic motions:**  **CRE is the Heart & lungs pumping oxygenated blood to all moving muscles for a long period of time.**  **- Mr. Charlish ran and fell in student vs. parent/PMK alumnae opening ceremony for Field Day…even though he fell he got right back up and finished his leg of the race.**  **Point to CRE (lower left of hand) Use two finger and “run” on the hand poster.**  **\* Flexibility :( Flex) We need to stretch and flex everyday so our muscles and joints don’t get stiff. Wizard of Oz example. Students are little tin children. Wicked Witch of the West pours water all over them. Tell them they are rusted solid and can’t flex or move any of their joints. Have them try to jump without flexing joints. Can’t move…then Beautiful “Linda” (your name) arrives and lubes them all with magic oil. Now they can flex all their joints. (I feel in actual lesson, that I explain that tin is metal and when water/air gets on it, it makes rust which is hard to move an object so those students that aren’t familiar with Wizard of Oz will still get the example) Also can use child and grandparent sitting on couch- child can jump right up from the coach…grandparent struggles.**  **-Dr. Copeland is so “flexible” when you miss your library time. She always reschedules you.**  **>>Point to Flex (upper left of hand) Rotate thumb.** | |
| **Active Learning** | |
| **How will students apply the new knowledge?**  **Students will practice with a partner. When they are ready, they will orally /and kinetically recite the 5 components of fitness ( 5 COF) to the teacher for an assessment.** | |
| **What will you do for students who have early success?**  **They can safely get a jump rope and practice jumping after they tell me what component of fitness it relates to.** | **What will you do for students who need additional support (special needs, EL, or more time/practice)?**  **-Teacher takes the student‘s hand and kinetically does the movement on the child’s hand, while saying the 5COF.**  **- Child mirrors teacher’s oral and kinetic prompting using 5COF “hand poster”.**  **-Child verbally identifies each COF when teacher does the kinetic movement on teacher “hand poster”** |
| **Reflect** | |
| **How will students connect new learning to previous learning? How will students make connections?**  **Students will be able to give real life examples of each of the 5 COF.**  **Students will increase their written 5 COF scores on the post test.** | **Assessment: How will students know if they got it?**  **Students will increase their written 5 COF scores on the 5 COF post test.**  **Students will be able to orally/and kinetically recite the 5 COF during future PE classes.** |
| **Next Steps** | |
| **What is the real world application for this new learning?**  **Students will be able to give correct examples of the 5COF as they pertain to lifetime fitness.**  **How does it connect to future learning? When playing future activities in PE, students will be able to name the 5 COF related to that activity.** | |

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