



SAMPLE LESSON PLAN

FOCUS OUTCOMES	<p>Personal Responsibility & Safety (K) Follows directions for safe participation and proper use of equipment with minimal reminders. (1) Follows directions for safe participation and proper use of equipment without reminders. (2) Works independently and safely in physical education.</p>
LESSON TARGETS	<p>Skill: I will walk/jog/run at a safe pace while keeping my balance. Cognitive: I will change my movement when the music turns on and off. Fitness: I will participate in physical education at a level that increases my heart rate and improves my health. Personal & Social Responsibility: I will move safely in the activity area, staying in control of my movement and watching out for my classmates.</p>
ACADEMIC LANGUAGE	Balance, Control, Jog, Run, Safety, Speed, Walk
SELECTED ASSESSMENT	<ul style="list-style-type: none"> • Fast Or Slow • Holistic Rubric

LESSON MAP

	TRANSITION NOTES	ACTIVITY NAME	DEBRIEF
1 Instant Activity	Before students arrive, create a running loop large enough for safe movement. Prepare a music playlist. Scatter students around the running loop.	Music Mania	<ul style="list-style-type: none"> • DOK 1: What does moving safely around our running loop look like? • DOK 2: How can you help keep your classmates safe during our Run for Fun games?
2 Learning Task	Stop the music with students freezing in place. Give instructions for Sleeping Giants with students still scattered around the running loop.	Sleeping Giants	<ul style="list-style-type: none"> • DOK 1: Let's make a list of all of the activities that we dreamt about. • DOK 2: Why did you choose the game that you dreamt about?
3 Assessment	Stop the music with students freezing in place. Have Animal Run Cards ready to display. Give instructions and demonstrate each animal run movement.	Animal Run	<ul style="list-style-type: none"> • DOK 1: How would you describe an animal that is moving fast? One that is moving slow? • DOK 2: What did you notice about your heart rate when you moved at a fast pace? What about when you moved at a slow pace?
3 Assessment	Discuss each of the assessments with the students. Allow them to respond with a visual thumbs up or down.	<ul style="list-style-type: none"> • Thumbs Up, Fast or Slow, Holistic Rubric 	