

Title of Lesson: Muscular Endurance and Muscular Strength	Class Time: 9:10-9:40
Target Audience/Grade Level: 5 ^h Grade	Date: Feb. 25, 2021
Numbers of students in class: 25	
Central Focus of the lesson. For the students to obtain the knowledge and skills on muscular endurance in order to give the student's the tools to be able to live a physically fit lifestyle.	
Instructional Objectives	
Psychomotor	
<ul style="list-style-type: none"> - SWBAT perform the bodyweight squat using at least 3 out of 4 critical elements when being assessed during the lesson by the teacher. (2.2.8.LF.5) (2.2.8.MSC.3) 	
Cognitive	
<ul style="list-style-type: none"> - SWBAT <u>recall</u> information about muscular strength and Muscular endurance when asked by the teacher. (2.2.8. PF.4) 	
Affective	
<ul style="list-style-type: none"> - SWBAT <u>identify</u> at least 2 ways they can use improve their muscular endurance to live a physically fit and active lifestyle when asked by the teacher. 	
Core Curriculum Content Standards and Cumulative Progress Indicators:	
Psychomotor:	
<ul style="list-style-type: none"> - 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. - 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 	
Cognitive	
<ul style="list-style-type: none"> - 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 	
Affective	
<ul style="list-style-type: none"> - 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). 	
Instructional Strategies Implemented throughout Lesson:	
<ul style="list-style-type: none"> - Direct Instruction 	
Materials, Resources, and Equipment List	
<ul style="list-style-type: none"> - No Materials needed 	
Technology Utilized in Lesson	
<ul style="list-style-type: none"> - Power point - Google Meet 	
Academic Language	
Language Function:	
<ul style="list-style-type: none"> - Compare: to view in relation to. 	

- Identify: establish or indicate who or what (someone or something) is.

Vocabulary:

- Muscular endurance: is the ability of a muscle or group of muscles to perform repetitive contractions against a force for an extended period of time.
- Muscular Strength: is the amount of force you can put out or the amount of weight you can lift.

Syntax:

- "Boys and Girls chest up when squatting."

Time Allotment	Lesson Plan Segments	Assessment:
8:40-8:45	<p>Instant Activity/Warm-ups / Attendance: Attendance will be taken by google meet and sent to me to be later recorded for attendance.</p> <p>Students will participate in a traditional warm up with a mixture of dynamic, aerobic exercise, and static stretches. In order to get the student's heart rates up and muscles loose.</p>	
8:45-8:48	<p>Introduction: The teacher will present a power point about muscular strength vs muscular endurance, and anaerobic exercises to improve our muscular strength and endurance.</p>	<p>Check for Understanding- Students will answer two check for understanding questions about the previous lesson.</p>
8:49-8:55	<p>Learning task 1: The student's will follow along by the teacher's direction while going over movements to improve our muscular endurance and muscular strength. The movements that will be covered are:</p> <ul style="list-style-type: none"> - Squats - Sit-ups - Push-ups - Plank 	
8:55-9:00	<p>Learning task 2: The students will perform the Squat and sit-up for 3 x 10 and attempt to get themselves in the screen as much possible in order to receive feedback and be assessed.</p>	<p>Psychomotor Assessment: Student's will be assessed by the teacher on the Squat form using a rubric.</p>
9:00-9:07	<p>Culminating Activity: "This or that" The teacher will present a PowerPoint. On each slide there will be two exercises from learning task 1 the students will choose which one they want to do. There will be 10 rounds with each round lasting 10 seconds and the rest time being 10 seconds.</p>	
9:07-9:10	<p>Lesson Closure: The teacher will review the student's flex assignment students must submit flip grid video on google classroom of them performing the push-up.</p>	<p>Cognitive Assessment: Student's will recall on their knowledge from the lesson to answer a 5 question quiz via google forms about muscular endurance and strength.</p>

Teacher: James Perez	Date: Feb. 1, 2021
Title of Lesson: Basketball Chest Pass and Offensive roles	Class Time: 30 min 10:10-10:40
Target Audience/Grade Level: 3rd grade	
Numbers of students in class: 22	Teaching Location: Google Meet
Goal of the lesson: The students will be able to perform the Chest pass using the proper form while gaining knowledge about the roles on offense and offensive schemes.	
Instructional Objectives: Psychomotor SWBAT successfully perform the chest pass using the teaching cues 6 out of 10 times. = Cognitive- SWBAT to get 4 out of 5 trivia questions about the roles on offense and terms. Affective SWBAT execute the task while remaining in a safe environment and using proper equipment etiquette.	
New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators: .2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.	
Materials and Equipment List <ul style="list-style-type: none"> - 4 socks or medium sized stuffed animal - Target 	
Technology Utilized in Lesson <ul style="list-style-type: none"> - You tube - Google Slides - Word Wall - Google Meet 	

Time Allotment	Lesson Plan Segments	Assessment:
10:10-10:18	<p>Warm-ups: Students will participate in a traditional warm up with a mixture of dynamic, aerobic exercise, and static stretches. In order to get the student's heart rates up and muscles loose.</p>	
10:18:10:22	<p>Introduction/Motivation / Anticipatory Set We will go over the three different types of passes the chest pass, bounce pass and overhead pass. Discuss the flex assignment for the week.</p>	
10:22-10:30	<p>Learning tasks 1: Chest Pass Student's will practice the chest pass by going over the verbal cues and steps of the skill. The students will then use the chest pass to try and successfully hit the target using the proper form. The students will practice the movement while the music plays and come back for feedback when the music stops.</p> <p>Teaching Cues:</p> <ol style="list-style-type: none"> 1. Grip ball with both hands 2. ball touching chest 3. Step toward target 4. push ball forward toward target 5. follow through by extending arms and thumbs facing down. <p>Verbal Cues:</p> <ol style="list-style-type: none"> 1. Hands 2. Ball to Chest 3. Step 4. Push 	

	5. Thumbs down	
10:32-10:38	<p>Learning Task 2: We will quickly go over offensive roles and terms on a PowerPoint. I will then have the Students look at the questions on the screen as a word wall trivia and then answer in the google polls to be used as a cognitive assessment. https://wordwall.net/resource/10185781</p>	<p>Cognitive: Students will be asked 5 trivia questions and their answers will be recorded through google polls.</p>
10:38-10:40	<p>Lesson Closure: Go over Homework and flex assignment for the week.</p>	