**Lesson Cycle 2**

**Lesson Title/Topic:** 5th Grade Physical Education

**Target Concept:** Naming Muscles

**Standards/Rationale:** ***§116.1. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary.***

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| **Lesson Objectives:** Student will be able to name major muscles of the human body and perform the muscle’s function. | **Assessment:** Complete the muscles group exit ticket at the end of class and perform one of the track and field event movements with the muscles involved. |
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**Material: Pencil, Notebook, Colored Pens**

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| **Lesson Cycle:** The teacher will describe the major muscle groups in the beginning of class and they’re different functions. Explain to the student that they need to decide what muscle groups are being used in the pole vault, high jump and shot put for the 2020 Summer Olympics. Each student will take part in labeling the muscles group with the type of movement. |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:** Discuss different types of muscles within the track and field events. Have the students get out of their seats and ask the group “who knows where the bicep is found” “who knows where the abductor is located on the body”. Show the clips of each sporting event to the students, that way they have a better understanding. | Determine muscles groups and the type of event |
| **Teacher Input:** Remind the students that each gross motor skill/movement involves larger muscles and a particular movement. Illustrate the type of movement and the muscles groups involved, Ex. The throwing arm in the shot putESL Students: The teacher will use prior knowledge techniques to help adjust the meaning of the lesson. Having small one-on-ones with the student before the lesson begins, discuss key points and connect different experiences with sport concepts. Teacher will highlight muscle names and use visual cues to correlate between type of muscles and movement association and ask questions of comprehension checks.Teacher will have an open ended content check at the end of the lesson for verifying purposes.  | Student will watch the teach demonstrate types of movements and the muscles involved |
| **Guided Practice:** Show the students the “Pole Vault” movement and describe the muscles groups involved. Show guidance in the technique of the movementESL Students: Correlate the muscles with the oral pronunciation of the muscle. Have the students watch this short video over major muscles groups’ <https://youtu.be/58gI3jXNnPI>. Stop and pause the video and allow the students to point to the particular muscle group and say the muscle loud for comprehension purposes. Teacher will check of correct phonic sounds and intonation of the word.  | Demonstrate one of the movements and show and repeat the movement all together with the teacher  |
| **Independent Practice:** Supervise and assist the students if neededESL Students: The teacher will have the student’s cut out and label/color the different muscles groups and stick them on stickman placed on the gym wall. After the students have his/her major muscles groups’ cutout the teacher will call on student to place the correct muscle to the right location of the body. The student and teacher will work together on developing comprehension of the lesson and the different terms by summarizing the main points of the lesson. Teacher will ask things like “how would injuring a certain muscle jeopardize a movement?”  | In small groups the students will work together in mastering the new knowledge. Students are able to collaborate with one another and discuss proper technique of the different events and the muscles involved by assisting each other *(****504 accommodations students will be able to choose there group***) |
| **Closure:** Ask open-ended questions relating to the types of major muscles. Have the student answer their favorite part of the lesson, and what changes should be made | Take an assessment on the different muscles involved in the types of movement |

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| **Accommodations 504 Students**: Visual Impairment:Allow for brighter, larger, and neon tape on the teacher’s body. This will help the student recognize the muscle groups/movement patterns. Use a small ball (i.e. tennis ball) and allow the student to place the ball in the muscle location, with the teacher monitoring the situation at all times. Allow the student to work with his/hers partner or instructional aide; this will provide positioning purposes of the muscle area. The teacher will provide a tactic board (braille information) this will allow the student to navigate through the modules with a better understanding of the layout.Hearing Impairment: Create a sound source for the student to identify the different targets, this will enable the student to orient him or herself and be more successful in understanding the muscle location. Teacher should have portable sound sources and adaptive resources to help distinguish between muscles groups.For ELL’s Students: Have the student be able to elaborate on prior knowledge linked to a particular sport. If the student has an understanding of a particular sport try to model a correlation for movement patterns that more clearly. Work on verbal cues, pointing to different areas of the muscles and saying the name of the muscle, this will be more engaging for participation. As you develop an understanding of the key muscle groups you must stress key vocabulary terms with the student. Linking the new knowledge with past knowledge enables for better comprehension on the assignment. The Venn Diagram is a perfect tool to utilize for this type of learning process for ESL students, which allow for comparing and contrasting different ideas for learning objectives. | **Modifications/Special Education:** Students with Autism: Please allow students to work independently or with a familiar partner to reduce anxiety, if the child has social behavioral issues allow student to work in private area or hallwayExit ticket purposes, allow the student to take to a modified exit ticket have student point or use a small ball to place on the loction of the body. Please give the quiz orally and read the questions and answers twice to the student for clarification. Please allow extra time for student to take the exit ticket. Allow test to be taken untimed with specified short breaks. |