**Day 7**

**Central Concept:** Fitness Concepts

**EQ:** What is meaningful to me?

**Standards:** 6:3:A3, 5:3:A4

**Daily Objective:** Student will calculate their BMI & Skin Fold and summarize what this number means.

**Inquiry Step:** Gathering Information

**Multiple Intelligences:** Spatial, Linguistic, Kinesthetic, logical, interpersonal, intrapersonal

**Culturally Responsive Teaching**- Individual

**Differentiated Instruction (Evaluate)**

**UWEC – Education Studies**

**Learning Cycle Lesson Plan Form**

|  |
| --- |
| **Name \_\_\_Greg Sonnentag\_\_\_\_\_\_\_\_ Date \_4-10-12\_\_****Grade Level 6th\_\_ Quarter \_\_3rd\_\_\_ School \_\_\_Cherokee\_\_\_\_\_\_\_\_** |

|  |
| --- |
| **Central Concept: Fitness Concepts****EQ: What is meaningful to me?** |

**Section I: Big Picture Planning**

|  |  |
| --- | --- |
| **Describe at least TWO characteristics of your Age** **Group from PIESM (Physical, Intellectual, Emotional, Social, and Moral Development):**1. **Students are just beginning to go through physical changes due to puberty**
2. **Students are becoming interested in learning more about their bodies and the physical changes going on.**

**How will these be addressed in your lesson plan?****I am going to discuss with students what is “normal” when it comes to body types. We are talking about medias portrayal so I can compare our cultural images to real life. Students will also be talking about BMI and skin folding. Students will begin learning that staying active and having a healthy skin fold (body fat percentage) will help one be healthier and reduce risk for cancer and disease.**  | **Describe at least TWO components of diversity within your classroom (MI, gender, SES…)**1. **I will include at least two multiple Intelligences**
2. **I will include different statistics for each gender.**

**How will these be addressed in your lesson plan?****I will have students use a game at the end that will test their knowledge of the content that was taught, and they will be using hands on skills for the kinesthetic learners.****When discussing BMI and Skin folding, it is important to note that males and females generally have different body proportions; therefore, their percentages will differ for healthy recommended percents.** |
| **What plans (if any) do you have to include technology?****Yes, use projector to show images.** |

|  |
| --- |
| **Instructional Objectives:** **What do you expect your students to KNOW / be able to DO at the end of the period that they did not know/ could not do at the beginning of the period? These must be measurable. Look at the Blooms Taxonomy verb sheet.** Students will be able to describe different ways to test body fat percentages, and explain what these percentages mean in terms of health.**Wisconsin Model Academic Standard (WMAS) Connection:***List one (or two) at most.** **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**How does this lesson fit within the UNIT of Instruction (yesterday they learned…/tomorrow they will learn)?**Students are learning the five fitness concepts in PE. Yesterday they learned about flexibility and it’s importance in fitness, today they are learning about body composition, and tomorrow they will learn more about nutrition.  |

**Section II: Lesson Planning**

**Include time estimates.**

|  |
| --- |
| **Engage:** Show pictures (Body Builder, Models, vs. someone of average body composition) What do you think is “normal” and healthy? It is important to explain to students that our cultural values aren’t necessary accurate and expose them to what being healthy and in shape really means.  |

|  |
| --- |
| **Explore:** With a computer and a study guideline, students will search Body Composition and it health benefits. I will have some recommended sites that will help students search for answers.**Teacher Observation to be sure students are working** |

|  |
| --- |
| **Explain:** Cover the different measurements of Body Composition: BMI & Skin Folds, Underwater weight, Electrocariogram. Which ones are most accurate and why? Have a student who is comfortable get skin folded**How will you assess students’ explanations?****Students will answer the question appropriately during Q&A** |

|  |
| --- |
| **Elaborate:** Students play the game, “Cleaning out the Arteries”. White balls count as fat. Students start with six balls in their hula hoop “artery” and in order to get rid two of them fat molecules they need to do 20 crunches, ten push-ups, or thirty jumping jacks. They can then go put “fat” in someone else’s artery. **How will you assess students’ ability to apply information?****Student will show their knowledge through the game.** |

|  |
| --- |
| **Evaluate:** Students will have to summarize what they learned today on a note card through short response or by drawing a picture. I will use this assessment as a formal assessment on whether the students understood the material. Students will receive full credit by handing it in |